RAYMOND CENTRAL PUBLIC SCHOOLS - DISTRICT #55-0161
BOARD OF EDUCATION REGULAR MEETING, WEDNESDAY, JULY 16, 2025 - 6:00 PM
RAYMOND CENTRAL JR-SR HIGH SCHOOL - MUSTANG ROOM
1800 WEST AGNEW ROAD
RAYMOND, NE 68428-9783

AGENDA

1. Call to Order and Pledge of Allegiance

2. Nebraska Open Meetings Law

3. Motion to Excuse Board Member's Absence

4. District Mission Statement
   The Raymond Central community is committed to providing a positive, challenging learning environment which prepares each individual to be a responsible citizen in an ever-changing society.

5. Public Comment Regarding The Raymond Central Cell Phone Policy

Instruction

Electronic Communication Devices and Cell Phones

All students are prohibited from accessing or using an electronic communication device while on school property or attending a school instructional function, unless:

1. When required by a student's Individualized Education Program or 504 Plan;
2. When authorized by the District for educational purposes during instructional time;
3. In the case of an emergency or perceived threat of danger;
4. When necessary to monitor or manage a student's health care; or
5. When determined appropriate by the Superintendent or Superintendent's designee.

All exceptions listed herein must be approved in advance by the appropriate school staff member.

Any student who violates this Policy may be subject to discipline under the District's Student Discipline Policy.

Legal Reference: LB 140 (2025)

Date of Adoption: [7/16/2025]

6. Annual Public Hearing on Parental-Community Involvement in Schools Policy 6400

Instruction

Parental/Community Involvement in Schools

Raymond Central Public Schools, after having conducted a public hearing concerning parental involvement and participation, declares that it shall be the policy of the District:

1. In the event any parent, guardian, or educational decisionmaker of a student has a complaint or objection to textbooks, tests, curriculum materials, activities, digital materials, websites or applications used for learning, training materials for teachers, administrators, or staff, and any other instructional materials, the parent, guardian, or educational decisionmaker may request a personal conference with appropriate school personnel to discuss such concerns. The Superintendent or designee shall prepare a complaint form which may be used by a parent, guardian, or educational decisionmaker to express objections to any such instructional material. Such complaint forms shall seek information including, but not limited to, the specific instructional material complained of, the reason for the complaint, and a proposed resolution of the complaint by the parent, guardian, or educational decisionmaker.

2. Upon reasonable advance request, a parent, guardian, or educational decisionmaker will be permitted to attend and monitor courses, assemblies, counseling sessions, and other instructional activities unless the school determines that such attendance would substantially interfere with a legitimate school interest, which includes the interests of the child, other students, and the educational staff.

3. Parents, guardians, and educational decisionmakers are encouraged to communicate to school staff when the parent, guardian, or educational decisionmaker believes it to be appropriate for their child to be excused from testing, classroom instruction, learning materials, activities, guest speaker events, and other school experiences that the parent, guardian, or educational decisionmaker finds objectionable. The Superintendent or designee shall make a provision on the complaint form hereinabove referenced for receiving information from a parent, guardian, or educational decisionmaker concerning what specific testing, classroom instruction, or other school experience the parent finds objectionable, the basis for the objection, and a proposed solution for dealing with the objection that would be satisfactory to the parent, guardian, or educational decisionmaker and consistent with the mission of the District and legitimate school interests. Parents, guardians, and educational decisionmakers are encouraged to contact the building principal with any questions about any test, curriculum, or surveys.

4. Upon request of a parent, guardian, or educational decisionmaker the District will provide access to the education records of their child consistent with applicable law. Access will be provided during regular business hours of the school.

5. The District will notify parents, guardians, and educational decisionmakers when their child may be subjected to a standard norm referenced or criterion referenced test or standardized tests. When reasonable to do so or required by law, the parents, guardians, or educational decisionmakers will be notified of where a sample of such test might be observed and the date upon which such test will be administered. As to all testing by the District, experimental evaluation methodologies, experimental testing instruments and any testing instrument which would tend to inquire into the values, beliefs, or privacy rights of any student, or parent, guardian, or educational decisionmaker of such student shall be prohibited unless a parent, guardian, or educational decisionmaker requests in writing that such tests be administered to their child.

6. Parents, guardians, and educational decisionmakers will be notified in advance of any school-sponsored survey administered to students of the District when the survey concerns one or more of the following areas:

    - Political affiliations or beliefs of the student or the student's parent, guardian, or educational decisionmaker;
    - Mental or psychological problems of the student or the student's family;
    - Sex behavior or attitudes;
    - Illegal, anti-social, self-incriminating, or demeaning behavior;
    - Critical appraisals of other individuals with whom respondents have close family relationships;
    - Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
    - Religious practices, affiliations, or beliefs of the student or student's parent, guardian, or educational decisionmaker; or
    - Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Any survey administered by the District that asks a student to disclose any of the aforementioned topics, including any non-anonymous survey requesting a student provide information relating to drug, vape, alcohol, or tobacco use, then the District will, at least fifteen days prior to the administration of the survey, notify parents, guardians, and educational decisionmakers that their students will receive the survey. This notice must describe the nature and types of questions included in the survey, the purposes and age-appropriateness of the survey, how information collected by the survey will be used, who will have access to such information, the steps that will be taken to protect student privacy, and whether and how any findings or results of such survey will be disclosed. After receiving such notice, parents, guardians, and educational decisionmakers may request a copy of the survey, review the survey, and/or exempt their student from participating in the survey.

No survey requesting sexual information of a student shall be administered to any student in kindergarten through grade six.

No personally identifiable information of any student survey shall be disclosed unless permitted or required by state and federal law.

7. As a general matter substantive decision-making processes will be left to the judgment of the professional staff, administration and the Board of Education, subject to an effort to receive information from parents, guardians, or educational decisionmakers as to any concerns, objections, or other information such parents, guardians, or educational decisionmakers would wish to provide to the school district concerning a parent's, guardian's, or educational decisionmaker's access, involvement, and participation in activities of the school.

Legal Reference: Neb. Rev. Stat. Sections 79-530 to 79-533
Family Educational Rights and Privacy Act, 20 U.S.C. 1232g
Protection of Pupil Rights Amendment, 20 U.S.C. 1232h

Date of Adoption: [7/16/2025]

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MEMORANDUM
LB 428 AND STUDENT SURVEYS

This memo addresses the new parental notification requirements under LB 428, passed by the Nebraska Legislature this session. The memo also offers guidance to comply with the new law.

What Does LB 428 Say?

LB 428 was introduced among the package of "parental rights" bills this session. The one-page bill adds a new sub-paragraph to Nebraska's parental involvement statute[1] (79-532) that requires school districts to:

1. Give notice to parents or guardians at least 15 days prior to the administration of any survey that asks a student to provide "sexual information, mental health information, medical information, information on health-risk behaviors, religious information, information of political affiliation" or any "nonanymous survey" asking about a student's "drug, vape, alcohol, or tobacco use;"

   The notice must include (a) "the nature and types of questions included in the survey," (b) "the purposes and age-appropriateness of the survey;" (c) "how information collected by the survey will be used;" and (d) "who will have access to such information, the steps that will be taken to protect student privacy, and whether and how any findings or results of such survey will be disclosed;"

2. Upon a parent or guardian's request, the parent or guardian has the right to (a) "request that a copy of the survey be sent through the school's electronic notification system or physical mail to the address on file for the student," (b) "review the survey in person at the school;" and/or (c) "exempt their child from participating in the survey."

3. Prohibit any survey requesting "sexual information" of a student in kindergarten through 6th grade;

[1] Neb. Rev. Stat. § 79-532(1)(g).

Isn't There Already a Law Regarding Student Surveys?

Yes, there is. The Pupil Rights Protection Amendment[2] applies to all schools receiving funding from the U.S. Department of Education. The federal law requires covered schools to obtain prior written parental consent before students are required to participate in "sensitive surveys" that ask students about their:[3]

(1) Political affiliations or beliefs;
(2) Mental or psychological problems;
(3) Sex behavior or attitudes;
(4) Illegal, anti-social, self-incriminating, or demeaning behavior;
(5) Critical appraisals of others in close family relationships;
(6) Legally recognized privileged, such as those of lawyers, physicians, and ministers;
(7) Religious practices, affiliations, or beliefs; or
(8) Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Under the PPRA, parents have the right to inspect instructional materials, including teacher manuals, films, or other supplementary materials used in connection with any "sensitive" survey, analysis, or evaluation.[4]

How Does LB 428 Mesh with the PPRA?

There are two key differences between the PPRA (which has been in place for decades) and LB 428.

First, the PPRA only requires schools to notify parents and guardians "annually" of their ability to opt-out.[5] LB 428, on the other hand, requires notice at least 15 days before the administration of a survey.

[2] 20 U.S.C. § 1232h.
[3] 20 U.S.C. § 1232h(b).
[4] 20 U.S.C. § 1232h(a).
[5] 20 U.S.C. § 1232h(c)(2)(C).

Second, the categories of surveys in LB 428 do not mirror the types of surveys identified in the PPRA. For instance, the PPRA covers "mental or psychological problems of the student," while LB 428 applies to "mental health information." Perhaps the phrases are close enough to align with each other, though the Legislature presumably would have used the same language in the PPRA if it intended to codify the PPRA's survey topics into state law.

With those distinctions in mind, the PPRA and LB 428 are mostly similar. Both require prior notice to parents of any surveys administered to students that ask about sensitive topics.

What Circumstances Will Schools Need to Comply with LB 428?

In reality, schools are (or should be) largely complying with LB 428. As previously noted, most of the surveys covered by LB 428 are already covered under the PPRA. As such, schools should already have been giving notice to parents of those "sensitive surveys" covered by the PPRA.

That being said, this would be a good opportunity to visit with your staff to determine what types of surveys or questionnaires are being administered, and whether any of those surveys or questionnaires need prior parental notice. For instance, a "screener" that looks for anxiety, depression, and the like, would likely require parental notice. On the other hand, a questionnaire that asks about a student's daily mood probably does not fit within the PPRA or LB 428. In all likelihood, the only way to ensure compliance with the PPRA and LB 428 is to start by identifying what surveys will be issued.

In addition, there can be no longer be any surveys asking about a K-6 student's "sexual information."

What Options Do Schools Have to Comply with LB 428?

LB 428 requires "at least" 15 days' notice before a "sensitive survey" is administered. This leaves schools with a couple of options, including:

1. Ensure that all counselors, teachers, or other staff are aware of the 15-day rule and send notice at least 15 days in advance;
2. Not worry about the 15 day timing and send notice at the beginning of the year of all possible surveys that may be administered; or
3. Send notice at the beginning of each semester about what surveys may be used.

These options are only suggestions and may need to be tailored towards specific surveys, depending on their content.

Can a School Include a "Waiver" in the Student Handbook?

Since LB 428 requires specific information about each "sensitive" survey, it is likely not permissible to have parents "waive" the right to receive survey notifications or information. Instead, the law is drafted to allow parents to "opt out" of a survey, but only after they have been notified. If a school provides the required notice, and a parent does not affirmatively opt-out of that survey, then the school has met its obligations under the law.

What are Other "Best Practices" for LB 428?

For better or worse, compliance with this new law will depend on what your staff plan to administer. Counselors or staff that issue surveys surrounding very personal topics may need to adjust their process. Building administrators will likely also need to be aware of this new law in case they hear about a survey that may be issued or are contacted by parents or guardians with concerns.

I hope this Memorandum is helpful. Please do not hesitate to reach out with any questions or concerns.

7. Annual Public Hearing on Student Fees Policy 5416

Student Fees Policy

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

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

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

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

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

   The District will provide or make available to students such safety equipment and attire as may be required by law, specifically including appropriate industrial-quality eye protective devices for courses of instruction in vocational, technical, industrial arts, chemical or chemical-physical classes which involve exposure to hot molten metals or other molten materials, milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials, heat treatment, tempering, or kiln firing of any metal or other materials, gas or electric arc welding or other forms of welding processes, repair or servicing of any vehicle, or caustic or explosive materials, or for laboratory classes involving caustic or explosive materials, hot liquids or solids, injurious radiations, or other similar hazards. Building administrators are directed to assure that such equipment is available in the appropriate classes and areas of the school buildings, teachers are directed to instruct students in the usage of such devices and to assure that students use the devices as required, and students have the responsibility to follow such instructions and use the devices as instructed.

2. Personal or consumable items & miscellaneous.
   (a) Extracurricular Activities. Students have the responsibility to furnish any personal or consumable items for participation in extracurricular activities.
   (b) Courses
      (i) General Course Materials. Items necessary for students to benefit from courses will be made available by the District for the use of students during the school day. Students may be

encouraged, but not required, to bring items needed to benefit from courses including, but not limited to, pencils, paper, pens, erasers, notebooks, trappers, protractors and math calculators. A specific class supply list will be published annually in a Board-approved student handbook or supplement or other notice. The list may include refundable damage or loss deposits required for usage of certain District property.

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

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

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

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

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

4. Extracurricular Activities-Fees for participation. Any fees for participation in extracurricular activities are further specified in Appendix "1." Admission fees are charged for extracurricular activities and events.

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

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

7. Copies of Student Files or Records. The Superintendent or the Superintendent's designee shall establish a schedule of fees representing a reasonable cost of reproduction for copies of a student's files or records for the parents or guardians of such student. A parent, guardian or student who requests copies of files or records shall be responsible for the cost of copies reproduced in accordance with such fee schedule. The imposition of a fee shall not be used to prevent parents of students from exercising their right to inspect and review the students' files or records and no fee shall be charged to search for or retrieve any student's files or records. The fee schedule shall permit one copy of the requested records be provided for or on behalf of the student without charge and shall allow duplicate copies to be provided without charge to the extent required by federal or state laws or regulations.

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

9. Participation in Summer School or Night School. Students are responsible for fees required for participation in summer school or night school. Students are also responsible for correspondence courses.

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

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

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

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

CERTIFICATION

On the _____ day of _____, 20___, the School Board held a public hearing at a meeting of the school board on a proposed student fee policy. Such public hearing followed a review of the amount of money collected from students pursuant to, and the use of waivers provided in, the student fee policy for the preceding school year. The foregoing student fee policy was adopted after such public hearing by a majority vote of the school board at an open public meeting in compliance with the public meetings in compliance with the public meetings laws.

_____
Superintendent or Other Authorized School Official

Legal Reference: Neb. Rev. Stat. §§ 79-2,125 to 79-2,135 and Laws 2003, LB 249 (The Public Elementary and Secondary Student Fee Authorization Act)
Neb. Constitution, Article VII, section 1.
Neb. Rev. Stat. §§ 79-241, 79-605, and 79-611(transportation)
Neb. Rev. Stat. § 79-2,104 (student files or records)
Neb. Rev. Stat. § 79-715 (eye-protective devices)
Neb. Rev. Stat. § 79-737 (liability of students for damages to school books)
Neb. Rev. Stat. § 79-1104 (before-and-after-school or pre-kindergarten services)
Neb. Rev. Stat. §§ 79-1106 to 79-1108.03 (accelerated or differentiated curriculum program)

Date of Adoption: June 21, 2010
Date of Revision: July 8, 2019
Reviewed with No Changes: July 12, 2023, July 16, 2025

Elementary Program	**General Description of Fee or Material**	**$ Amount of Fee (Anticipated or Maximum) or Specific Material Required**
K-5 Technology Fee	For utilization of technology devices	$20.00
Physical Education classes	Appropriate clothing (non-	Tennis shoes and white socks, running shorts,
Art classes and special projects or	Appropriate clothing (non-	Old shirt for painting; other clothing which may get paint
Music-Optional band Courses Music Honor Choir	Musical instruments Coordinating group attire	Musical instruments and accessories (reeds, valve oil, TBD
Classroom supplies	General supplies, such as writing	None--necessary classroom supplies will be made
Field Trips	Transportation and admission costs of field trips	None-costs of school sponsored, class-related field trips will be paid for by the school. Parents may be encouraged but not required to pay for field trip costs of up to $5.00 per student for each field trip to defray costs. (With administrative approval, the requested donation may be up to $100.00 for special field trips.) Meals on field trips will be at the expense of the student. School lunches will be provided as needed for free-reduced lunch eligible students.
Summer school courses	Credit Recovery	No Charge for summer school classes deemed as credit rec
Copies	Use of school copiers (except for one	Ten cents ($0.10) per page when charges apply.
6-12 Program	**General Description of Fee or**	**$ Amount of Fee (Anticipated or Maximum) or**
6-12 Technology Fee	For utilization of technology	$20.00
Physical Education Classes	Appropriate clothing (non-specialized	Tennis shoes and white socks, running shorts, T-shirt
Art Classes, Science Classes, and	Appropriate clothing (non-specialized	Old shirt for painting; other clothing which may get paint

Art Class Beginning	Art Supplies	$10.00/Semester
Art Class Advanced	Art Supplies	$15.00/Semester
Art Independent Study	Art Supplies	$15.00/Semester
Ceramics	Materials for projects	$25.00/Semester
Digital Photography	Materials for projects	$20.00/Semester
Foods I/Textiles/Culinary I&II	Materials for projects	$25.00/Semester
Drama Class		$10.00
Agriculture and Industrial		
Ag Ed Labs	Supplies	$20.00/Semester
Crop & Food Science	Supplies and materials	$15.00/Semester
Horticulture/Plant Science	Seed and materials	$15.00/Semester
Metal Fabrication	Metal and materials	$25.00/Semester
Welding	Metal and materials	$30.00/Semester
Industrial Tech Labs	Wood and other materials	$30.00/Semester
Introduction to Construction	OSHA Fee and materials	$45.00/Semester
Construction Projects	Wood and materials	$30.00/Semester but may vary based on
Classroom supplies	General supplies, such as writing instruments (pens, pencils, crayons, markers), notebooks, etc.	None--necessary classroom supplies will be made available by the school. Students will be responsible for the replacement cost of damaged or lost supplies. Students are encouraged but not required to bring items from class supply lists.
Advanced Math or Science Classes	Specialized calculators	Some calculators will be available at school. If lost or
College Now	Tuition and fees for college courses	Any postsecondary education costs are to be paid directly
Dual Credit-Secondary Education	Tuition and fees for college courses	$ xx Tuition
End of year lost or damaged books	Damage fee or replacement cost	Fees and fines up to $5.00 for damaged books.
Yearbooks - Optional	School Book	Yearbooks are published and made available for purchase
College entrance tests and	Prep programs & tests	Costs of college entrance tests or prep courses, such as

Summer school courses	Classes offered during the summer or	$50.00 to $200.00 per class
Locker usage	Use of school locker	Student will be responsible for replacement or repair cost
Extracurricular & Athletic	**General Description of Fee or**	**Dollar Amount of Fee (Anticipated or Maximum) or**
Activity Fee for participants	Participation fee will also cover	$40.00/annually for anyone participating in the following
Athletic Physicals	NSAA required athletic physicals	Cost varies; payable directly to student's physician or
Equipment and attire	Students are responsible for required equipment and attire appropriate to the sport or activity which are not provided by the school, and are responsible for any optional clothing, equipment, or other items associated with the sport or activity. Uniform items are checked out to students. If lost or damaged, students will be assessed fees in the amount of replacement cost.	Required items include athletic undergarments (supporter, bra, socks and undershirts), practice attire, including shorts, shirts, socks and shoes suitable for the activity, and dress attire suitable for team travel. Optional items for which students are responsible include: personal athletic bags, hair ties, sweat bands, non- required gloves, towels, forearm pads and personal medical devices (braces, orthopedic inserts, etc.). Additional required items for particular sports or activities include:
	Basketball	No additional
	Football	No additional
	Speech	Dress attire; copies of research
	Golf	Golf bag & clubs
	Track	No additional
	Volleyball	Kneepads
	Wrestling	Headgear
	Baseball	Hat & glove
	Cheer/Dance	Shoes, approved uniforms (top & skirt; jacket), poms and
Camps and clinics	Registration and other costs of	Students are responsible for the cost of all clinics, camps
Travel meals	Meals	
Locker use	Padlock for locker	
Marching Band and Musical Groups	Band Repair/Rental	
Choir Class	Dry Cleaning Robes	$12.00
Music Optional Show Choir	Coordinating group attire	Students will pay for outfits selected by the
Clubs/Organizations	State & National dues, meals and	Annual dues not to exceed $50.00 per club.
All organizations	Clothing/camps	
FFA		$25.00
FBLA		$25.00
Spanish Club		$8.00
Mock Trial		$10.00
SkillsUSA		$25.00
Dance Squad	Admission to events	$10.00 per play or activity
Social & Recognition Activities	Admission to prom, homecoming,	Up to $25.00 per event
Class dues		Each of the six secondary classes may assess its
Picture packets	Optional - Pictures are still taken for	Students purchase packets as desired and pay directly to
Senior recognition assessment	Optional graduation activities	Participation in class activities attendant to graduation
Trips	Transportation, lodging, meals,	For the extracurricular and options trip - students are
* Cooperative Programs		Fees are established by the host school and paid to the

:overy

8. Consent Agenda

    8.1. Minutes of June 11, 2025 Meeting

Raymond Central Public Schools (District 0161) Board of Education Regular Meeting
Wednesday, June 11, 2025 at 6:00 PM
Raymond Central Jr-Sr High School - Mustang Room
1800 West Agnew Road
Raymond, NE 68428-9783

Present: Mary Benes, Cathy Burklund, Larry Heyen, Derek Matulka, **Absent:** Bill Lange, Jason Wiig. Also in attendance were: Bryon Hanson, Superintendent; Troy Lurz, High School Principal; Tony Kobza, Asst Principal/Activities Director; Steve Rose, Elementary Principal at Valparaiso; and Deb Kruse, Elementary Principal at Ceresco.

Call to Order and Pledge of Allegiance

President Burklund called the meeting to order at 6:00 PM and the Pledge of Allegiance was said.

Nebraska Open Meetings Law

The audience was reminded that the Nebraska Open Meetings Law would be followed.

Motion to Excuse Board Member's Absence

Motion by Benes, second by Lange to approve the absence of Bill Lange. RCV 4-0. Motion carried.

District Mission Statement

The Raymond Central community is committed to providing a positive, challenging learning environment which prepares each individual to be a responsible citizen in an ever-changing society.

Consent Agenda

Motion by Benes, second by Matulka to approve the consent agenda as presented including the regular meeting minutes of May 14, 2025; May financial statement; monthly bills; resignation of Paxton McClamen-1st Grade; reassignment of Makenzie Ronspies to 1st Grade; and new hire Courtney Barry-Kindergarten. RCV 4-0. Motion carried.

Minutes of May 14, 2025 Meeting

Financial Statement/Report

Monthly Bills

Policy Review

Certificated Staff Hire(s)/Reassignment(s)/Resignation(s)

Correspondence/Recognition

Elementary MTSS Report

Deb Kruse and Monica Blank gave a presentation on the MTSS Framework they are moving towards. Teachers are excited to have grade alikes together so they can work collaboratively to support students. MTSS relies on data to identify students in need of support and to track their progress. MTSS uses a tiered structure where most students receive core instruction (Tier 1). Students who need more support are then provided with targeted interventions (Tiers 2 and 3) based on their individual needs.

Public Forum

Reports

Administrative Reports

Submitted by Troy Lurz, Jr-Sr High School Principal
The Professional Learning Team met on June 9. We will begin the development of the professional learning we intend to have our staff experience and be exposed to upon their return in the fall. This is the second year of work within the 6 Phase Model and we will continue to roll it out with our staff with intentionality, and a continued slow release associated with expectation. We had a great first year with the Professional Learning Team. It is my estimation that the early success we achieved with the staff regarding the 6 Phase model is a direct result of the excellent work of this team of staff leaders. Thank you Deb Kruse for all the time and effort you put into the organization.
Summer School**:** Mr. Placke and Mrs. Newman have been meeting with 11 students since June 2 for summer school. Several of these students are closing in on completing their requirements to recover credits in certain classes already. A couple students are on pace to complete the requirements using the SchoolsPLP program by June 13. Sessions run through June 26. We are having a productive summer session. https://schoolsplp.com/
Summer Work**:** I would like to thank Jared and the maintenance crew for their efforts to get our school ready for this fall. There are so many projects and activities occurring that trying to list them all is impossible. They are commended for their early efforts to get the carpets shampooed and the classrooms cleaned in the HS. They are also commended for their efforts to get construction projects and classroom modifications done. The counseling offices that will now be in the library are starting to take shape. Kudos to you and your crew Mr. Shanahan.
Staffing**:** New staff for the 2025-26 school year have started to frequent the school in anticipation of the start of next year. We have a very talented group of new staff members joining our educational family. They will bring great enthusiasm and expertise to Raymond Central.
Achievement Scores and Testing: Data for grades 6-12 will be shared at a later date.
Bookbags and A Question of Classroom Safety**:** As of now**,** there will be no change to the current process with respect to bookbags for the 2025-26 school year.

Submitted by Elementary Principals Steve Rose and Deb Kruse
Staffing Changes for Next Year - We are excited to announce Courtney Barry as our new kindergarten teacher! Makenzie Ronspies will move to 1st grade.
Configuration Update - Teachers spent every minute and more of the 2 1/2 day early elementary release in May to pack up their rooms. This was a great opportunity for teachers to go through all their materials and weed out the things they no longer use. Teachers will get compensated for two days after July 15th to unpack and move into their new classrooms.
MTSS Framework - As we move to grade alikes, we want to harness the power of collaboration and collective efficacy. We continue to work on our systems and supports for students through our MTSS framework. The Teacher Leadership Team will meet with Caryn Ziettlow on June 30 to work on next steps.
The Professional Learning Team met on June 9 to plan the professional learning session for August 8 which will be a review of the science of learning and the RC Instructional Model. We will dig deeper into the phases of learning and research-based instructional strategies on professional learning days throughout the year. Last year's focus was on the first two phases of learning and the strategies that accompany those phases. Those phases are: Become Interested and Commit to Learning. This year's professional learning will focus on the next two phases: Focus on New Learning and Make Sense of Learning.
Summer Professional Learning - Elementary teachers new to Raymond Central and teachers moving grade levels, will participate in a week long training this summer. The training is on our foundational skills curriculum, IMSE Orton Gillingham Comprehensive Plus and Morphology.

Superintendent's Report

Classified Staff Hire(s)/Reassignment(s)/Resignation(s)

NASB Monthly Update

NRCSA Monthly Report

Update on Superintendent Goals

Safety Report

Facilities Report

Important Upcoming Dates

Board Committee Reports

Curriculum & American Civics Committee (Burklund-chair, Lange, Matulka)

Facilities & Transportation Committee (Matulka-chair, Burklund, Lange)

Finance Committee (Burklund-chair, Heyen, Lange)

Negotiations Committee (Benes-chair, Heyen, Matulka)

Policy Committee (Benes-chair, Heyen, Wiig)

Old Business

New Business

Discuss, Consider and Take Necessary Action to Approve Appendix B Co-Curricular Salary Schedule

Motion by Matulka, second by Heyen to approve Appendix B Co-Curricular Salary Schedule as presented. RCV 4-0. Motion carried.

Discuss, Consider, and Take Necessary Action Regarding Superintendent Contract.

Motion by Matulka, second by Benes to approve a 3% increase to Superintendent Hanson's salary. RCV 4-0. Motion carried.

Discuss, Consider, and Take Necessary Action Regarding Policy and Handbook Updates/Changes.

Policies and Handbooks are being updated. These items will be acted on at the July Board meeting.

Discuss, consider, and take all necessary action to accept the resignation from the Board of Education of Board member Jason Wiig, and adopt a procedure for the appointment of a new member to the Board of Education to fill the vacancy thereon created by the resignation.

Motion by Benes, second by Heyen to accept the resignation of Board member Jason Wiig.

BE IT RESOLVED by the Board of Education of this school district, pursuant to Neb. Rev. Stat. § 32-570, that a qualified registered voter of the Raymond Central Public School District shall be appointed as a member of the Board of Education to temporarily fill the position vacated by the resignation of Jason Wiig from the Board of Education; said appointment to be effective from the date of appointment through the remainder of the unexpired term.

BE IT FURTHER RESOLVED that applications to fill the vacancy on the Board of Education shall be accepted by the Board of Education up to and including July 7, 2025, at 4:00 p.m., with application forms being available at the office of the Superintendent of Schools during normal business hours; and that notice of the vacancy on the Board of Education shall be published and posted within the school district.

RCV 4-0. Motion carried.

A committee of Cathy Burklund, Mary Benes and Bill Lange will interview Board candidates.

Discuss, Consider, and Take Necessary Action to Approve Breakfast and Lunch Prices for the 2025-26 School Year.

Motion by Benes, second by Burklund to keep breakfast and lunch prices the same as last year. RCV 4-0. Motion carried.

Discuss, Consider and Take Necessary Action to Declare Outdated Educational and Furniture Items Surplus.

Motion by Matulka, second by Heyen to declare outdated and unusable educational materials, 24 computer desks and 30 student desks as surplus. RCV 4-0. Motion carried.

Discuss, Consider, and Take Necessary Action to Approve Mandated Dress Code Policy.

Motion by Heyen, second by Benes to adopt Policy 5105-Dress Code and Grooming Policy pursuant to Neb. Rev. Stat. 79-2,158. RCV 4-0. Motion carried.

Next Regular Board Meeting

The next regular Board of Education Meeting will be held Wednesday, July 16, 2025.

Adjournment

Motion by Matulka, second by Benes to adjourn the meeting at 7:00 PM. RCV 4-0. Motion carried.

8.2. Financial Statement/Report

Raymond Central Public Schools
General Fund Comparison to Previous Year
June 2025

	61/2025 6/30/2025	6/1/2024 6/30/2024
Balance - Beginning of Month	$5,273,814.12	$5,131,076.47
Receipts	$557,023.11	$650,109.33
Interest Earned	$9,739.55	$8,746.34
Dispursements	-$1,055,856.58	-$941,681.63
Certificate of Deposit	$1,011,717.81	
Balance - End of Month	$5,796,438.01	$4,848,250.51

Raymond Central Public Schools
General Fund Receipts June 2025

LANCASTER COUNTY TREASURER		
	TAXES	$32,527.24
	MOTOR VEHICLE TAXES	$23,479.84
	FINES & FEES	$1,029.75
	HOMESTEAD EXEMPTION	$26,163.81
	PROPERTY/SCHOOL TAX CREDIT	-$46.18
	AG LAND PROPERTY TAX CREDIT	$716.12
SAUNDERS COUNTY TREASURER		
	TAXES	$106,311.85
	MOTOR VEHICLE TAXES	$18,161.39
	FINES & FEES	$2,350.10
	HOMESTEAD EXEMPTION	$19,564.89
SEWARD COUNTY TREASURER		
	TAXES	$5,164.25
	MOTOR VEHICLE TAXES	$913.63
	FINES & FEES	$61.60
	HOMESTEAD EXEMPTION	$60.32
BUTLER COUNTY TREASURER		
	FINES & FEES	$2.46
RECEIPTS FROM ESU		
	CTE MTG REIMB	$900.00
STATE OF NEBRASKA		
	STATE AID - JUNE	$123,370.00
	SPECIAL EDUC	$167,299.00
	CTE 25-26SY	$6,832.00
PRE K TUITION		
	PRE K TUITION	$780.00
NON-REVENUE RECEIPTS		
	REFUND-HOME WAVERLY NEWSPAPER	$128.77
	T-MOBILE 'TRUE UP PAYT'	$1,470.29
RCPS HOT LUNCH FUND		
	JUNE PAYROLL EXPENSES	$19,781.98
JONES BANK		
	GENERAL FUND INTEREST JUNE	$9,739.55
TOTAL		$566,762.66

Raymond Central Public Schools
Financial Report 6-30-25

GENERAL FUND

Purpose: Pays day to day expenses for District
Funded by: Local Taxes, State/Fed Reimb. for SPED, State Aid, Title 1, other misc. grants
For RC: Salaries, benefits, educ expenses, technology, building and grounds maintenance, transportation

Cash Balance -June 1, 2025		$5,273,814.12
June Receipts		$566,762.66
June Disbursements		-$1,055,856.58
	Cash Balance - June 30, 2025	$4,784,720.20
Certificate of Deposit		$1,011,717.81
	Combined Balance - June 30, 2025	$5,796,438.01

LUNCH FUND

Purpose: Pays all expenses for Hot Lunch program including kitchen payroll.
Funded by: Parent/Student/Staff payments for meals and State/Fed Reimb. for meals served.
For RC: Salaries, benefits for HL staff, food, milk, supplies, equipment, repairs associated with HL program.
Note: On 8/2024, the General Fund transferred $100,000.00 to the HL account. No transfers out of HL Fund.

Cash Balance -June 1, 2025		$79,074.29
June Receipts		$3,000.77
June Disbursements		-$28,625.94
	Cash Balance - June 30, 2025	$53,449.12

BUILDING/SINKING FUND

Purpose: To acquire new sites, improve exisiting buildings, all new building/construction expenses.
Funded by: Local Taxes, sale of property.
For RC: Previoulsy used for HVAC projects, new propane tank HS, pays property taxes on farmland south of HS.
Used for new additions/construction.

Cash Balance -June 1, 2025		$2,490,507.42
June Receipts		$33,037.26
June Disbursements		$0.00
	Cash Balance - June 30, 2025	$2,523,544.68
Certificate of Deposit		$1,108,715.16
	Combined Balance - June 30, 2025	$3,632,259.84

HIGH SCHOOL BOND FUND

Purpose: Pay principal/interest on loans for new construction and additions.
Funded by: Local Taxes through a bond.
For RC: Used to pay interest/principal payts on 2009 HS Bond

Cash Balance -June 1, 2025		$562,625.63
June Receipts		$57,693.50
June Disbursements		$0.00
	Cash Balance - June 30, 2025	$620,319.13

DEPRECIATION FUND

Purpose: Pays to 'replace' not add. Fixing a roof, replacing a bus, upgrading systems.
Funded by: General Fund (GF) transfers at YE only with specific purpose identified.
For RC: In 8/2024, $500,000.00 was transferred from the GF budget that was planned but not spent. This transfer was earmarked for a bus purchase, technology and updates needed for school buildings.

Cash Balance -June 1, 2025		**$316,519.08**
June Receipts		**$485.56**
June Disbursements		**-$110,000.00**
	Cash Balance - June 30, 2025	**$207,004.64**
Certificate of Deposit		**$1,758,562.80**
	Combined Balance - June 30, 2025	**$1,965,567.44**

QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND

Purpose: Pays for removal of environmental hazards (mold, asbestos) and reduction/removal of accesiblity barriers in school buildings.
Funded by: Local taxes via tax levy.
For RC: Use funds for accessiblity improvements on elementary playground updates in 2024.

Cash Balance -June 1, 2025		**$4,075.42**
June Receipts		**$1.04**
June Disbursements		**$0.00**
	Cash Balance - June 30, 2025	**$4,076.46**

EMPLOYEE BENEFIT FUND - UNEMPLOYMENT

Purpose: Part of the General Fund. Can be used to pay unemployment, benefits, early retirement
Funded by: General Fund transfers at YE only with specific purpose identified.
For RC: In 8/2024 $100,000.00 was transferred from the GF earmarked to pay Admin Benefit costs .

Cash Balance -June 1, 2025		**$102,566.11**
June Receipts		**$65.33**
June Disbursements		**$0.00**
	Cash Balance - June 30, 2025	**$102,631.44**
Certificate of Deposit		**$270,994.15**
	Combined Balance - June 30, 2025	**$373,625.59**

Raymond Central Public Schools
General Fund Receipts June 2025

LANCASTER COUNTY TREASURER		
	TAXES	32,527.24
	MOTOR VEHICLE TAXES	23,479.84
	FINES & FEES	1,029.75
	HOMESTEAD EXEMPTION	26,163.81
	PROPERTY/SCHOOL TAX CREDIT	-46.18
	AG LAND PROPERTY TAX CREDIT	716.12
SAUNDERS COUNTY TREASURER		
	TAXES	106,311.85
	MOTOR VEHICLE TAXES	18,161.39
	FINES & FEES	2,350.10
	HOMESTEAD EXEMPTION	19,564.89
SEWARD COUNTY TREASURER		
	TAXES	5,164.25
	MOTOR VEHICLE TAXES	913.63
	FINES & FEES	61.60
	HOMESTEAD EXEMPTION	60.32
BUTLER COUNTY TREASURER		
	FINES & FEES	2.46
RECEIPTS FROM ESU		
	CTE MTG REIMB	$900.00
STATE OF NEBRASKA		
	STATE AID - JUNE	$123,370.00
	SPECIAL EDUC	$167,299.00
	CTE 25-26SY	$6,832.00
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	PRE K TUITION	$780.00
NON-REVENUE RECEIPTS		
	REFUND-HOME WAVERLY NEWSPAPER	128.77
	T-MOBILE 'TRUE UP PAYT'	$1,470.29
RCPS HOT LUNCH FUND		
	JUNE PAYROLL EXPENSES	19,781.98
JONES BANK		
	GENERAL FUND INTEREST JUNE	9,739.55
TOTAL		$566,762.66

JUNE 2025	Percent of Year Completed		83.00%			
2024-2025 RECEIPTS		M-T-D	Y-T-D	Y-T-D	Y-T-D	Y-T-D
	ANTICIPATED	RECEIVED	RECEIVED	RECEIVED	% Received	% Received
ACCOUNT	2024-2025	2024-2025	2024-2025	2023-2024	2024-2025	2023-2024
Property Taxes	$8,049,417.00	$144,003.34	$4,613,388.68	$5,980,418.61	57.31%	73.68%
Motor Vehicle Tax	$550,000.00	$42,554.86	$461,180.94	$490,094.66	83.85%	98.22%
Public Power Tax (5% Gross)	$33,000.00	$0.00	$8,409.69	$39,108.78	25.48%	100.28%
Carline Taxes	$2,500.00	$0.00	$2,393.71	$2,751.51	95.75%	108.76%
Other Tuition	$0.00	$0.00	$0.00	$0.00	0.00%	0.00%
Interest	$30,000.00	$9,739.55	$52,461.92	$66,464.32	174.87%	830.80%
Local License Fees	$500.00	$0.00	$300.00	$650.00	60.00%	16.67%
Other Local Receipts(Pre-K)	$20,000.00	$780.00	$27,805.00	$13,922.86	139.03%	116.02%
Fines & License Fees	$40,000.00	$3,443.91	$50,896.85	$40,133.81	127.24%	154.36%
ESU Receipts	$2,900.00	$900.00	$4,902.13	$2,644.78	169.04%	36.23%
State Aid	$1,237,141.00	$123,370.00	$1,237,141.00	$1,219,596.00	100.00%	100.46%
Special Education	$1,140,000.00	$167,299.00	$1,027,398.00	$1,139,193.00	90.12%	117.15%
Special Educ. Transportation	$55,000.00	$0.00	$102,044.00	$52,927.00	185.53%	252.03%
Homestead Exemption	$0.00	$45,789.02	$183,156.08	$169,984.08	0.00%	0.00%
High Ability Learners	$5,500.00	$0.00	$4,750.00	$0.00	86.36%	0.00%
Pro-Rate Motor Vehicles	$17,000.00	$0.00	$12,254.25	$13,886.43	72.08%	73.09%
State Apportionment	$0.00	$0.00	$308,385.92	$150,715.01	0.00%	146.33%
Relief to Property Tax Payers	$0.00	-$46.18	$2,669,101.92	$495,361.90	0.00%	0.00%
Other State Receipts/CTE	$15,000.00	$6,832.00	$6,832.00	$15,000.00	45.55%	65.22%
Personal Property Tax Credit	$0.00	$0.00	$75,346.52	$197,316.59	0.00%	100.00%
Title I /II Funds	$75,000.00	$0.00	$59,632.00	$77,052.00	79.51%	157.25%
Other Federal Receipts	$0.00	$0.00	$0.00	$35,364.14	0.00%	0.00%
SPED IDEA Grant PreK	$137,000.00	$0.00	$149,075.00	$140,366.00	108.81%	113.20%
Private Grants-College Access	$3,500.00	$0.00	$0.00	$6,063.39	0.00%	100.00%
Carl Perkins	$3,000.00	$0.00	$6,399.24	$7,685.96	213.31%	30743.84%
Other Non-Revenue Receipts	$2,000.00	$1,599.06	$11,738.98	$33,508.22	586.95%	100.00%
Ag Land,Personal Prop Credit	$0.00	$716.12	$181,267.19	$64,538.09	0.00%	100.00%
ESSER (COVID-19) Funds	$0.00	$0.00	$359.00	$0.00	0.00%	0.00%
Sale of Property	$3,000.00	$0.00	$526.25	$6,181.00	17.54%	206.03%
MIPS-Medicaid-Public Schools	$40,000.00	$0.00	$28,609.40	$39,692.77	71.52%	445.99%
TransferOther Fund/ Imprest	$0.00	$0.00	$0.00	$0.00	0.00%	0.00%
Insurance Adjustments	$0.00	$0.00	$0.00	$0.00	0.00%	100.00%
TOTAL	$11,461,458.00	$546,980.68	$11,285,755.67	$10,500,620.91	98.47%	93.24%
2024-2025 DISBUREMENTS		M-T-D	Y-T-D	Y-T-D	Y-T-D	Y-T-D
	BUDGET	DISBURSED	DISBURSED	DISBURSED	% Disbursed	% Disbursed
CATEGORY	2024-2025	2024-2025	2024-2025	2023-2024	2024-2025	2023-2024
Instructional Services	$5,900,000.00	$413,791.11	$4,031,361.60	$3,920,418.20	68.33%	74.18%
Special Education	$2,450,000.00	$188,601.06	$1,742,582.55	$1,729,831.50	71.13%	85.74%
Guidance	$200,000.00	$20,679.29	$207,431.13	$288,144.17	103.72%	126.43%
School Health Nurse	$116,000.00	$9,180.97	$94,191.16	$91,437.60	81.20%	81.10%
Safety & Security	$52,151.00	$0.00	$39,743.23	$31,955.73	76.21%	61.28%
Activities	$90,000.00	$26,730.52	$147,666.66	$100,911.32	164.07%	106.20%
Media, Technology	$800,000.00	$136,341.83	$502,196.27	$436,394.58	62.77%	61.45%
Gen.Admin (Supt/BOE/Legal)	$430,000.00	$25,383.14	$274,271.65	$302,647.64	63.78%	70.58%
School Admin (Principals)	$860,000.00	$69,079.60	$807,612.56	$578,861.49	93.91%	75.96%
Business	$350,000.00	$17,149.39	$134,357.03	$116,066.23	38.39%	35.98%
Operation of Plant	$635,000.00	$59,944.24	$639,456.96	$535,782.03	100.70%	67.86%
Maintenance of Plant	$550,808.00	$24,545.35	$501,414.60	$338,072.08	91.03%	65.33%
Pupil Transportation	$421,129.00	$36,140.88	$491,780.14	$635,063.09	116.78%	118.36%
Fed. Grants (Title,Perkins)	$290,000.00	$8,507.22	$82,832.32	$56,518.65	28.56%	43.48%
Transfers	$0.00	$0.00	$100,000.00	$0.00	0.00%	0.00%
TOTAL	$13,145,088.00	$1,036,074.60	$9,796,897.86	$9,162,104.31	74.53%	76.43%

Raymond Central Public Schools
Student Activities Fund Balances June 2025

Chart of Account Description	Beginning Balance	Revenues	Expenses	Balance
Annual	$15,452.86	$60.00	$0.00	$15,512.86
AP Funds	$43,488.83	$0.00	$813.42	$42,675.41
APEX	$119.05	$0.00	$0.00	$119.05
ART CLUB	$704.79	$0.00	$108.00	$596.79
Athletics	$81,680.50	$23,630.00	$4,501.85	$100,808.65
Band	$70.15	$3.00	$0.00	$73.15
Band Trip	$10,669.76	$0.00	$0.00	$10,669.76
Baseball	($119.41)	$0.00	$0.00	($119.41)
Boys BB	$3,046.43	$0.00	$1,458.00	$1,588.43
Ceresco Book Fair	($628.22)	$0.00	$0.00	($628.22)
Ceresco Pop	$93.10	$0.00	$0.00	$93.10
Cheerleaders	$2,036.15	$0.00	$0.00	$2,036.15
Choir	$13,298.72	$0.00	$0.00	$13,298.72
Class 2025	$880.00	$96.15	$400.65	$575.50
Class 2028	$4,850.81	$0.00	$0.00	$4,850.81
Class 2029 Field Trip Funds C	$3,006.38	$0.00	$0.00	$3,006.38
Class 2030 Field Trip Funds C	$3,245.11	$0.00	$0.00	$3,245.11
Class 2031	$6,769.42	$0.00	$0.00	$6,769.42
Class 2031 Field Trip Funds V	$0.00	$0.00	$0.00	$0.00
Class 2032 Field Trip Funds C	$2,984.12	$0.00	$0.00	$2,984.12
Class 2032 Field Trip Funds V	$2,791.43	$0.00	$0.00	$2,791.43
Class 2033 Field Trip Funds C	$1,816.18	$0.00	$0.00	$1,816.18
Class 2033 Field Trip Funds 2033	$1,896.95	$0.00	$0.00	$1,896.95
Class 2035 Cer	$556.85	$0.00	$0.00	$556.85
Class 2035 Val	$1,684.09	$0.00	$0.00	$1,684.09
Class 2036 C	$287.63	$0.00	$0.00	$287.63
Class 2036 Val	$454.72	$0.00	$0.00	$454.72
Class 2037 C	$324.25	$0.00	$0.00	$324.25
Class 3037 V	$390.84	$0.00	$0.00	$390.84
Class of 2026	$989.66	$0.00	$0.00	$989.66
Class of 2027	$4,079.55	$0.00	$0.00	$4,079.55
Class of 2034 Ceresco	$1,394.10	$0.00	$0.00	$1,394.10
Class of 2034 V	$1,303.17	$0.00	$0.00	$1,303.17
College Access Grant	$4,329.20	$0.00	$0.00	$4,329.20
Cross Country	$1,717.96	$0.00	$38.00	$1,679.96
Culinary Snack Cart	$1,639.50	$0.00	$0.00	$1,639.50
Dance	($295.10)	$0.00	$0.00	($295.10)
DI	$4,614.68	$0.00	$0.00	$4,614.68
Elem Fundraising	$55,620.28	$2.80	$119.38	$55,503.70
Elem Pictures/Yearbook	$4,134.99	$15.00	$214.61	$3,935.38
Elem Student Council	$483.85	$0.00	$0.00	$483.85
FBLA Act	($7,901.15)	$5,640.63	$320.27	($2,580.79)
FFA Act	$19,813.00	$0.00	$2,934.42	$16,878.58
Fines	$807.31	$0.00	$0.00	$807.31
Football	$4,490.10	$0.00	$0.00	$4,490.10
Girls BB	$169.39	$1,540.00	$450.00	$1,259.39

Chart of Account Description	Beginning Balance	Revenues	Expenses	Balance
Girls Wresting	$433.57	$0.00	$0.00	$433.57
Golf Activity	$1,068.91	$0.00	$0.00	$1,068.91
HAL	$59.66	$0.00	$0.00	$59.66
HS Caring Shelves	$2,883.10	$0.00	$0.00	$2,883.10
HS Pop	$2,039.11	$0.00	$189.81	$1,849.30
HS Quiz Bowl	$96.63	$103.00	$0.00	$199.63
JH Boys BB	$128.71	$0.00	$0.00	$128.71
JH Boys Wrestling	($171.25)	$0.00	$0.00	($171.25)
JH Football	$515.69	$0.00	$0.00	$515.69
JH Girls BB	$1,685.20	$0.00	$0.00	$1,685.20
JH Speech	$2,491.20	$203.10	$0.00	$2,694.30
JH Student Council	$1,363.05	$0.00	$0.00	$1,363.05
JH Track	$1,514.88	$993.68	$0.00	$2,508.56
JH Volleyball	$1,339.13	$0.00	$0.00	$1,339.13
JR Achievements	$629.57	$0.00	$0.00	$629.57
Library	$2,171.77	$0.00	$0.00	$2,171.77
Life Skills	$2.41	$0.00	$0.00	$2.41
Mock Trial	$380.96	$0.00	$0.00	$380.96
National Honor Society	$38.16	$0.00	$0.00	$38.16
One Act	$2,478.41	$0.00	$0.00	$2,478.41
Professional Development	$15,672.68	$0.00	$364.39	$15,308.29
RC Backpack	$20,670.97	$0.00	$0.00	$20,670.97
RC Blue Crew	$42.73	$0.00	$0.00	$42.73
RC Concessions	$34,814.80	$0.00	$1,771.19	$33,043.61
RC Foundation	$24.00	$124.95	$124.95	$24.00
Restitution	$190.00	$0.00	$0.00	$190.00
Score Vision	$15,384.93	$0.00	$0.00	$15,384.93
Service Fees (Activity Acct)	$12,980.28	$468.78	$0.00	$13,449.06
Skills USA	$330.99	$0.00	$0.00	$330.99
Social Justice	$194.12	$0.00	$0.00	$194.12
Softball	$3,994.12	$0.00	$0.00	$3,994.12
Spanish Club	$1,220.93	$0.00	$0.00	$1,220.93
Speech	$12,520.96	$50.00	$654.65	$11,916.31
Spring Musical	$3,265.53	$189.80	$0.00	$3,455.33
'Stang Gang Student Section	$0.00	$0.00	$0.00	$0.00
Student Council	$9,128.37	$0.00	$0.00	$9,128.37
Student Pop	$1,690.15	$0.00	$40.00	$1,650.15
Testing	$4,688.23	$0.00	$0.00	$4,688.23
Track	$1,384.70	$0.00	$0.00	$1,384.70
TShirt Press Acct	($548.30)	$150.00	$143.34	($541.64)
Unified Team	$614.00	$0.00	$0.00	$614.00
Val Book Fair	$9,127.66	$0.00	$0.00	$9,127.66
Val Pop	$28.53	$0.00	$0.00	$28.53
VolleyBall	$11,114.87	$0.00	$2,278.87	$8,836.00
Weight Room	$4,050.00	$0.00	$0.00	$4,050.00
Wrestling	$1,701.14	$0.00	$685.00	$1,016.14

Raymond Central Public Schools
Student Fees Fund Balances June 2025

Activity Name	Beginning Balance	Receipts	Expenses	Balance
Activity Pass	10,186.00	0.00	10,185.00	1.00
Ag-Ed Labs	2,115.98	0.00	113.85	2,002.13
Art Class	819.43	25.00	0.00	844.43
Chromebooks	11,760.57	120.00	11,960.57	(80.00)
FBLA	0.00	0.00	0.00	0.00
Foods Class	579.99	0.00	24.20	555.79
Service Fees (Student Fees)	1,850.92	16.35	1,394.35	472.92
Skills USA	1,010.33	0.00	0.00	1,010.33
Sports Fees	10,650.22	40.00	10,650.00	40.22
Tech Ed	1,309.65	30.00	0.00	1,339.65

8.3. Monthly Bills

Raymond Central Public Schools
Bills Paid June 2025

General Fund - Report of Bills Paid June 2025

Check Date	Vendor Name	Description	Amount
6/20/2025	RCPS Dist 161	May Payroll	744,037.25
06/11/2025	Computer Hardware	Chromebooks Students,Laptops Tchrs	71,201.93
06/11/2025	Pine Cove Consulting	Newline Classroom Boards C, V,HS	37,875.00
06/11/2025	Educational Service Unit #2	SPED 4th Quarter 24-25	34,451.36
06/11/2025	Frontier Cooperative Company	Bus Fuel	17,620.77
06/11/2025	Curriculum Associates Inc.	K-7 Math Curriculum	11,438.40
06/11/2025	Norris Public Power	Electricity HS	9,628.81
06/19/2025	Taylor Music Inc	Band Instruments	9,623.00
06/11/2025	Educational Service Unit #2	Indepen. School 3rd quarter 24-25	9,239.58
06/12/2025	TMS	Time Tracking& Absence/Sub Manag't 25.26	7,936.73
06/25/2025	Great Minds	Wit/Wisdom Rdg K-5	7,933.82
06/11/2025	Mechanical Sales Parts Inc.	Water Source Heat Pump	7,300.00
06/25/2025	Staples Advantage	Copy Machine Paper for 25-26SY C,V,HS	6,908.00
06/11/2025	Foundations Occupational Therapy	SPED Services OT 4th quarter24-25	5,371.25
06/11/2025	Pine Cove Consulting	Managed Tech Service June 2025	4,500.00
06/25/2025	Staples Advantage	MS/HS General Teaching Supplies	4,273.82
06/11/2025	Interstate Power Systems	HS Generator New Batteries,Block Htr,Fil	2,572.18
06/11/2025	Access Systems, Inc	Copiers- Monthly	2,478.69
06/25/2025	Omaha Public Power Dist	Electricity C-June	2,462.53
06/11/2025	JourneyEd.com, Inc.	Adobe Licenses 25-26SY	2,450.00
06/11/2025	Omaha Public Power Dist	Electricity C-May	2,390.76
06/11/2025	Butler Public Power District	Electricity V	2,151.81
06/11/2025	Eakes Office Solutions	Custodial Supplies HS, V, C	1,677.90
06/11/2025	Brooke L. Cheleen	May 2025 SPED Physical Therapy	1,552.70
06/17/2025	US Bank	FBLA National Registration Fees	1,490.00
06/19/2025	NECouncil of School Administrators	NCE Registration KD,TO, TK, KJ	1,235.00
06/11/2025	Liberty Lawn & Landscape	Lawn Treatment#2,Weed Spray HS	1,223.00
06/12/2025	School Health Corp	Athletic Supplies	1,209.96
06/12/2025	5T Lawn & Landscape	April Mowing C, V	1,150.00
06/12/2025	Ron's Rolloffs Inc.	Dumpster/Dump Fees HS	1,108.75
06/11/2025	PLTW	Elem Training Computer Tchr V	950.00
06/19/2025	NCC @ Logan View	25-26 participation fees NCC	735.00
06/25/2025	Truck Center Companies	Service Inspection Electric Bus 24	700.00
06/12/2025	Waste Connections Co	Garbage HS, V	695.96
06/12/2025	Everything and Art	Labor and Supplies HS Grad Photos	650.00
06/11/2025	Electronic Contracting Company	Service Call Smoke Detector V	640.79
06/11/2025	Institute for Multi Sensory Education	Red Word Books - Rdg C,	633.72
06/11/2025	National Time & Signal	3 Wall Clock HS	613.99
06/11/2025	Nebraska/Central Equipment, Inc	Bus Parts	596.23
06/12/2025	Village of Ceresco	Utilities C May	590.55
06/17/2025	US Bank	Airline tickets FFA Nationals	573.80
06/12/2025	TK Elevator Corporation	Elevator Service ,V&HS 6/25-8/25	569.28
06/11/2025	Kidwell	Door Intercom License Renewal Annual	564.00
06/17/2025	US Bank	Prek 3 / Prek 4 Supplies	545.80
06/11/2025	Oak Valley Lumber Co	Building Maint Supplies	512.70
06/11/2025	Benes Service	Risors	468.25
06/12/2025	Windstream	Phone HS	465.30
06/11/2025	O' Reilly Auto Parts	Oil /Filters for Buses	439.92
06/25/2025	NE Public Health Environ. Lab	Required Water Testing HS	439.00
06/19/2025	Summit Fire Protection	Fire Inspect HS	433.00
06/17/2025	US Bank	Parts for Elem Art Room Kiln	413.06
06/17/2025	US Bank	Laminating film -C & V	403.10
06/11/2025	HD Supply FKA Home Depot Pro	Custodial /Maintenc. Supplies V,C,HS	387.76
06/11/2025	Perry Guthery Haase & Gessford	Legal Services	378.00
06/12/2025	Summit Fire Protection	V - Kitchen Hood SemiAnnual Inspection	370.00
06/19/2025	Really Good Stuff Inc.	Classroom Supplies 1st grade C	359.95
06/12/2025	Summit Fire Protection	HS Paint Booth Inspection	332.00
06/12/2025	Summit Fire Protection	Moved Smoke Detector HS Library	326.50
06/12/2025	Village of Valparaiso	Utilities V May	300.16
06/11/2025	Menards Lincoln	Paint Supplies HS,C,V	292.09

Check Date	Vendor Name	Description	Amount
06/19/2025	Priefert, Tom	Parent Mileage Reimb May 2025	283.50
06/17/2025	US Bank	Tech Office Supplies	258.55
06/12/2025	William V. MacGill & Co	Supplies 25-26 Health Office	255.94
06/11/2025	NE Association of School Boards	Online Supt Eval	250.00
06/19/2025	School Specialty	HS General Teaching Supplies/Office	244.65
06/11/2025	DIODE TECHNOLOGIES	Created Paging Zones for HS	240.00
06/11/2025	Intermedia.net, INC	Phone Service 5/2/25-6/1/25	228.86
06/11/2025	Donald R. Prentice	Extermination Service	222.00
06/11/2025	BSN Sports	Athletic General supplies HS	213.58
06/17/2025	US Bank	HS Math Dept Supplies	209.41
06/19/2025	Egan Supply Co.	Bus Repair Supplies	193.68
06/11/2025	Jackson Services Inc.	Mats/Mops	191.99
06/17/2025	US Bank	Professional Books for New Elem Staff	179.36
06/11/2025	York High School	One Act Registration Fee KDUB	175.00
06/19/2025	Column Software PBC	Publications	165.08
06/17/2025	US Bank	YE Student Supplies 2nd V	160.54
06/25/2025	School Specialty	1st Grade Supplies C	150.99
06/11/2025	Follett Content Solutions	Golden Sowers C 2nd/2 shipments	143.44
06/17/2025	US Bank	USB C Dongles to connect Displays	142.40
06/11/2025	Educational Service Unit #2	PreK Prof Devel. Paras&Tchrs	140.00
06/25/2025	Nelson, Cade	Moving Worker Elem.5/23/25	135.00
06/19/2025	LaQuinta Inns & Suites	Hotel CTE Mtg KD	134.95
06/17/2025	US Bank	Art Praxis Test Prep-S. Dowding	133.90
06/17/2025	US Bank	Flowers for Graduation	125.48
06/17/2025	US Bank	Business Class Supplies -Extruder for 3D	120.18
06/17/2025	US Bank	MTSS book	114.24
06/12/2025	Windstream	Fax	108.44
06/25/2025	Dukesherer, Sam	Moving Worker Elem.5/23/25	108.00
06/17/2025	US Bank	Ag Classroom - Binding Supplies	97.40
06/19/2025	Electronic Contracting Company	Quarterly Monitoring Fee- Alarms HS	87.00
06/19/2025	Central Comm College	Recertification CTE/ JS	85.00
06/11/2025	Electronic Contracting Company	Quarterly Monitoring Fee- Alarms C	81.00
06/25/2025	Nacke, Gabe	Moving Worker Elem.5/23/25	81.00
06/25/2025	Parker-Reiss, Lucas	Moving Worker Elem.5/23/25	81.00
06/11/2025	Follett Content Solutions	Golden Sowers V 2nd /2 Shipments	77.65
06/11/2025	NE Council of School Administrators	Legislative25 Legal Implications Webinar	75.00
06/17/2025	US Bank	Storage Bin One Act	64.16
06/19/2025	Follett Content Solutions	Book Order HS Library final shipment	61.11
06/10/2025	ASI	Payflex Admin Fees	50.00
06/17/2025	US Bank	Bldg&Safety Class JS	50.00
06/12/2025	Wiese, Brian	Activity Work Pay	45.00
06/12/2025	Wiese, Collin	Activity Work Pay	45.00
06/11/2025	J.W. Pepper	Two jazz band books	41.93
06/17/2025	US Bank	Graduation Supplies-Ramp Rental	40.00
06/17/2025	US Bank	OWH Digital Monthly Fee	28.99
06/25/2025	Staples Advantage	MS/HS General Teaching Supplies	24.30
06/11/2025	Dietze Music	Music Books -Band	23.80
06/17/2025	US Bank	Spikes for Track	17.99
06/17/2025	US Bank	PE Supplies	16.99
06/11/2025	Educational Service Unit #2	MDT/IEP Training SPED Director	15.00
06/11/2025	One Source	Employee Background Checks	10.00
06/17/2025	US Bank	Dryer Belt C	8.97
06/11/2025	Pyramid School Products	General Tchg Supplies V	5.69
06/17/2025	US Bank	Toll Booth Charge Quiz bowl Trip	5.10
06/11/2025	Blick Art Materials	General Tchg Supplies V	4.12

Depreciation Fund - Report of Bills Paid June 2025

06/11/2025	Curriculum Associates Inc.	K-7 Math Curriculum	110,000.00

Hot Lunch Fund - Report of Bills Paid June 2025

Check Date	Vendor Name	Description	Amount
6/20/2025	RCPS Dist 161	Hot Lunch Staff June Payroll	19,781.98
06/12/2025	Sysco Lincoln	Food and supply	4,166.89
06/12/2025	Hiland Dairy	Milk	1,923.24
06/12/2025	US Foods Inc.	Food	756.32
06/12/2025	Summit Fire Protection	HS Kitchen Hood SemiAnnual Inspection	367.00
06/10/2025	EduTrak Fees	Edutrak Fees	312.15
06/25/2025	A 1st Rate Pumping & Potty	Disposal/Grease Trap Clean Out HS Kitch.	285.64
06/12/2025	Summit Fire Protection	C - Kitchen Hood SemiAnnual Inspection	180.00
06/17/2025	US Bank	Coasters for Lunchroom Tables HS	138.96
06/12/2025	Jackson Services Inc.	Kitchen Cleaning Cloths	128.00
06/25/2025	Lange, Bill	Hot Lunch Refund Sarah	110.25
06/25/2025	Hofpar, Charissa	Hot Lunch Refund -Jacey	96.60
06/25/2025	Parham, Julie	Hot Lunch Refund -Remington	68.75
06/25/2025	Potter, Dixie	Hot Lunch Refund - Evan	48.30
06/25/2025	Gehle, Melissa	Hot Lunch Refund - Gavin	47.60
06/25/2025	Grant, Becky	Hot Lunch Refund -Addison&Bailey	33.10
06/25/2025	Fletcher, Trisha	Hot Lunch Refund -Brandt	29.30
06/25/2025	Lockman, Amy	Hot Lunch Refund -Taylor	28.95
06/25/2025	Silverstrand, Carol	Hot Lunch Refund -Travis	19.95
06/25/2025	Brown, Janice	Hot Lunch Refund -Lucas	18.20
06/25/2025	Pierce, Aaron	Hot Lunch Refund -Wesley	18.01
06/25/2025	Kobza, Jaxn	Hot Lunch Refund -Jaxn	14.35
06/25/2025	Priefert, Tom	Hot Lunch Refund -Katelyn	11.05
06/25/2025	Malousek, Janelle	Hot Lunch Refund -Hailey	9.70
06/25/2025	Wiig, Shannon	Hot Lunch Refund -Connor&Haylee	5.95
06/25/2025	Vasa, Jamme	Hot LunchAcct Refund - Khrynn	5.55

8.4. Policy Review

8.5. Certificated Staff Hire(s)/Reassignment(s)/Resignation(s)

9. Correspondence/Recognition

10. Public Forum

11. Reports

11.1. Administrative Reports

Board Report JH/HS: July 2025

Summer School: Summer school concluded on June 26, 2025. Per Mr Placke…

Summer School Stats

Raymond Central summer school uses an online platform (Schools PLP) to facilitate credit recovery and skill development for identified students. It is self-paced and relies on individual student engagement for activities and assessments. This summer school had two teachers, Mr. Placke and Mrs. Newman, present to provide guidance and supervision.

Number of Students initially signed up: 12 (2 were late additions who did not ever make it)

Students who attended/completed activities: 10

Classes completed: 7 (these were all completed by HS students who made up credits)

- 2 JH students worked hard to improve their math skills so they are more ready for their next math class this fall but did not make it all the way through a year's worth of activities

Students who finished their class before the last week of summer school: 5

Total activities/assignments completed over summer school: 1,115

2 students did not complete any courses, despite every opportunity being provided for them to succeed with this system.

1 student completed 1 course, but was scheduled for 8 courses.
https://schoolsplp.com/

Summer Work: I would like to thank Jared and the maintenance crew once again for their efforts to get our school ready for next fall. They have been very busy and we are lucky to have such a dedicated, organized, and hardworking crew. If you have the time, please visit any building to see what they have been up to. Their work is exceptional. We are lucky to have such a crew.

Staffing: We are currently looking for a few classified positions, but we are in a very good position to open our doors. We have an exceptional staff in place for this fall. The mix of veteran and new staff will make this a very positive and promising new year. There will be a few new roles for some staff members and few new classroom orientations/assignments, but we will be ready. An example of these subtle changes will be the movement of our school counselors to the space previously dedicated as the Library/Media Center. Mrs. Osten and Mrs. Newman will have offices next door to each other in this space. Mrs. Coufal will take the counseling office space in the high school. Similar upgrades are evidence elsewhere.

Achievement Scores and Testing: We continue to look through our data as an administrative team and will be working with the staff this fall to discuss our strengths and opportunities. This will be an area of focus this school year. *Please note that student achievement scores are tethered to our district strategic goals, the high school growth goal, and administrative goals.*

Handbook Revisions: We are completed with our revisions of the handbooks for this year. Major points for consideration are the discipline matrix addition and the cell phone policy. Other items that will be areas of focus were previously in the handbook and simply need to be supported. As with any system, we will be looking for consistency within the application of rules and regulations.

Counseling/ACT/Senior Experience/Scholarships (Tasha/Celia): Nothing new to report

High School Student Council: Nothing new to report

JH Student Council: Nothing new to report

FBLA: Six of our FBLA students had the opportunity to attend the National Leadership Conference in Anaheim, California! A big thank you to Ms. Starner and Mrs. Huck for traveling with the group and helping make the experience possible.

Congratulations to Marissa Jenses. Marissa earned 7th place in Introduction to Public Speaking! This is an incredible accomplishment on a national level!

While at the conference, students got to attend hands-on leadership workshops, compete in their events, connect with FBLA members from across the country through pin trading, explore colleges and career options at the expo, and take in some of the sights and fun around Anaheim has to offer.

FFA: Nothing new to report, but with fair season fast approaching, Mrs. Donahue and her groups will be very busy getting ready for the upcoming events. See you at the fairs.

Open House: We will host an open house for the JH/MS on August 5, 2025 from 4:00 PM to 8:00 PM. The Raymond Central HIgh School open house will be August 6, 2025 from 4:00 PM to 8:00 PM. The intention is to set the stage for the upcoming school year and help facilitate student and family questions before we start up the school year. Let's go Mustangs! THis promises to be an EPIC school year.

11.2. Superintendent's Report

RAYMOND CENTRAL PUBLIC SCHOOLS
CURRICULUM/PERSONNEL PROPOSAL

DATE: 7/16/2025 **SCHOOL YEAR: 2025-26**
BUILDING: K-5 **PROPOSED BY: Bryon Hanson/ Kris White**

PROPOSAL(including rationale): Social Emotional Curriculum for K-5
I propose that Raymond Central purchase a curriculum package for K-5 Classes

Our previous SEL curriculum was largely funded through grants, that are no longer available, and was lacking in areas our staff felt were important to our students.

SEL instruction is crucial to the positive development of our students. This program is structured, research based, and has materials embedded.

Included in this is all materials needed to follow the curriculum, professional development, and ongoing support throughout the school year.

STAFF NEEDS: No new staffing is needed.

FACILITY NEEDS: This would utilize existing classroom space.

MATERIALS/SUPPLIES NEEDED: All materials provided through a digital platform

NUMBER OF STUDENTS AFFECTED/TARGET GROUP AFFECTED: All K-5 students.

TOTAL ESTIMATED COST:
Character Strong: Initial Year $2,999 subsequent years $1,999.

What this purchase includes:

The PurposeFull People/Character Strong curriculum offers a structured, year-long plan for grades K–5, focusing on character development and social-emotional learning (SEL). Each grade level includes 36 weekly lessons, organized around ten core character traits:

- Kindness
- Courage
- Respect
- Responsibility
- Perseverance
- Empathy
- Cooperation
- Creativity
- Honesty
- Gratitude

Character Strong Slide Deck:

https://characterstrong.com/document/purposefull-people-scope-and-sequence

RAYMOND CENTRAL PUBLIC SCHOOLS
CURRICULUM/PERSONNEL PROPOSAL

DATE: 7/16/2025 **SCHOOL YEAR: 2025-26**
BUILDING: Jr/Sr Building PROPOSED BY: Bryon Hanson

PROPOSAL(including rationale): Curriculum for 9-12 ELA Common Lit 360
I propose that Raymond Central purchase a curriculum package for 9-12 ELA Classes

Over the last few years, our teachers have been using a novels-based approach with little structure as it pertains to Nebraska ELA Standards.

9-12 ELA classes are crucial to the academic development of our students. This program is structured, based on standards, has materials and assessments embedded, and provides extension and remediation opportunities for students.

Included in this is all materials needed to follow the curriculum, professional development, and ongoing support throughout the school year.

STAFF NEEDS: No new staffing is needed.

FACILITY NEEDS: This would utilize existing classroom space.

MATERIALS/SUPPLIES NEEDED: Common Lit 360 is a digital platform. Support materials can be added as needed.

NUMBER OF STUDENTS AFFECTED/TARGET GROUP AFFECTED: All 9th through 12th grade students.

TOTAL ESTIMATED COST:
Common Lit 360 - $6,500 for the school year. This is for all 4 grade levels.
This would be a yearly expense, if we choose to go with a multiple year contract after next year the price does go down.

What this purchase includes:

Engaging Content

- CommonLit Digital Library
- CommonLit 360 Curriculum

Professional Learning

- Kickoff Webinars
- On-Demand Training Modules
- Quarterly Virtual Training
- Curriculum Implementation Support for CommonLit 360

Assessments and Data

- CommonLit Assessment Series
- Administrator Data Dashboard
- Unit Skills Assessments for CommonLit360

RAYMOND CENTRAL PUBLIC SCHOOLS
CURRICULUM/PERSONNEL PROPOSAL

DATE: 7/16/2025 **SCHOOL YEAR: 2025-26**
BUILDING: 6-12 **PROPOSED BY: Bryon Hanson/ Tasha Osten**

PROPOSAL(including rationale): Social Emotional Curriculum for 6-12
I propose that Raymond Central purchase a curriculum package for 6-12 Classes

Our previous SEL curriculum was largely funded through grants, that are no longer available, and was lacking in areas our staff felt were important to our students.

SEL instruction is crucial to the positive development of our students. This program is structured, research based, and has materials embedded.

Included in this is all materials needed to follow the curriculum, professional development, and ongoing support throughout the school year.

STAFF NEEDS: No new staffing is needed.

FACILITY NEEDS: This would utilize existing classroom space.

MATERIALS/SUPPLIES NEEDED: All materials provided through a digital platform

NUMBER OF STUDENTS AFFECTED/TARGET GROUP AFFECTED: All 6-12 students.

TOTAL ESTIMATED COST:
The Social Institute: $7,393 Per Year

What this purchase includes:

Ongoing Support:

● Annual planning call for your Dream Team of key stakeholders

● Co-created Implementation Plan, updated annually

● Asynchronous Onboarding Course for educators

● Resources and virtual trainings for faculty learning & advancement

● Ongoing email support

● Check-in calls as needed or as recommended by The Social Institute

Empowering Students:

● #WinAtSocial Lessons for 6th-12th grade

● Trending Lessons for 6th-12th grade

● Student Assessment Survey

● #WinAtSocial Insights from Students

Equipping Families:

● Family Toolkit access: Platform Playbooks, Family Huddles, and Wall of Wins

● Monthly email with the latest trends

Energizing Educators:

● #WinAtSocial Insights - a data-driven tool that captures actionable insights about your students' wellness, social media and tech use, and school culture

● Professional Development

● Actionable insights and data

- Turnkey, flexible technology platform
- Year-round partner support as needed

Ongoing Collaboration:

- Student Ambassador Program access (4 seats)
- Educator Roundtable access (4 seats)

The Social Institute Slide Deck

https://app-na1.hubspotdocuments.com/documents/7235441/view/1191969637?accessId=8ef688

Grade-Alike Updates

- Classroom maps are available, with each school organizing classrooms in pods by grade level.
- Ceresco and Valparaiso will release students two days prior to secondary schools for the summer. This will provide elementary teachers with two full days to pack up their classrooms.
- Packing supplies will be provided during the final week with students.
- Instructions regarding items to be disposed of and those that need to go through the surplus will be distributed by March 1.
- Furniture options have been selected, and the necessary items will be ordered following the March Board of Education meeting. This timeline will allow ample time for delivery.
- Roll-off dumpsters will be available at each school as needed for the disposal of consumable items that will not be moved.
- Classrooms of the teachers who will be moving will be packed and relocated to the gym. Boxes will be labeled with the school name, teacher name, and grade level.
- Maintenance work in classrooms will be completed by July 1.
- The move will occur the week of July 7, depending on carpet installation.
- Teachers will be granted two paid days before the official start of their contract to set up their classrooms.
- We do not plan to adjust school start times, but we will offer supervision for students starting at 7:45 AM and extending to 3:30 PM after school. This schedule will align with normal bus routes and provide flexibility for parents who wish to drive their children to school.
- Students will be assigned to classrooms based on educational factors and district goals. Parents will not have the option to request specific teachers.
- A transition day will be planned in the spring, allowing students to visit their new school. More details will be provided soon.
- The last day for elementary students will be Friday, May 16th. This will be a full day.
- Large rolloff dumpsters have been delivered to each school.
- Packing supplies have been delivered to each school.

- We will be using a mover to haul items back and forth between schools, this has been scheduled for July 15th.
- All rooms have been packed up and items taken to the gyms.
- New furniture has been delivered.
- Tech Items have been ordered.
- Items were moved between schools on Tuesday, July 15th.

11.2.1. Classified Staff Hire(s)/Reassignment(s)/Resignation(s)

11.2.2. NASB Monthly Update

JUNE 2025

NASB BOARD NOTES

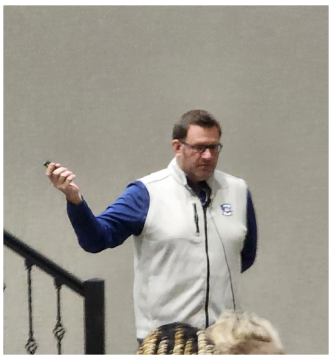
A MONTHLY PUBLICATION FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS

NASB Nebraska Association of SCHOOL BOARDS

Leadership | **Innovation** | **Vision** | **Engagement** | **#liveNASB** | **#weLIVEhere**

2,000,000 Nebraskans | **329,000 Students** | **1,700 Locally Elected School Board Members** | **260 Member Districts/ESUs** | **ONE NEBRASKA**

Snapshots



IN THIS EDITION OF BOARD NOTES

THIS MONTH IN ...
TRAINING, NETWORKING, ENGAGEMENT & EVENTS
SCHOOL LAW & SUNK PUTTS: IN PICTURES
LEADERSHIP WORKSHOPS: STRENGTHENING GOVERNANCE AT THE BOARD TABLE
SCHOOL FINANCE COMMISSION, DC & MORE
NASB CALL FOR LEGISLATIVE PROPOSALS DUE JULY 1
WE ARE 50 DAYS FROM AREA MEMBERSHIP MEETINGS
YOUR NASB BOARD OF DIRECTORS & STAFF
YOUR 2025 NASB AFFILIATES
... AND MUCH MORE!

THIS MONTH IN ...

Leadership Innovation Vision Engagement #liv

NASB Nebraska Association of SCHOOL BOARDS

2,000,000 Nebraskans 329,000 Students 1,700 Locally Elected School Board Members 260

https://members.nasbonline.org/

THIS MONTH IN ...

A quick snapshot of the various programs, services, support and events NASB has planned for its members in the coming month!

ADVOCACY & GOVERNMENT RELATIONS ... The 2025 90-Day Session has reached its end but the work continues. This Summer the NASB Legislation Committee meets to look toward 2026, we are following some Interim Studies and are excited to share a number of updates with you all this Fall at Area Membership Meetings! As always, keep tabs on both the NASB GR page and Bills page, and you'll see a quick Federal Update on Page 7 as well. Call Colby & Matt any time!

ALICAP & INSURANCE ... On July 18th the ALICAP Board of Trustees will be meeting to set budget for the 25-26 year. Billing statements to all ALICAP members will be sent out shortly thereafter. All ALICAP Members can expect to see their 25-26 Contribution Statements by August 1st. We're looking forward to another great year of pooling!

AWARDS OF ACHIEVEMENT ... We request board members and school districts check board member points for accuracy. The points year will close on July 31. We will recognize board members at our Area Membership Meetings.

BOARD LEADERSHIP ... Check out "At the Board Table" on page 6 to learn about all things Board Leadership.

DATA ANALYTICS ... NASB's Data Analytics can help you to evaluate your standardized testing data in a meaningful way to provide an evidence-based foundation to target your district's curriculum changes where they can have the most impact. It's a good way of comparing those raw data scores as meaningful levels of achievement compared to similar districts or districts near you, then letting that knowledge guide your planning discussions.

EDUCATION LEADERSHIP SEARCH SERVICE ... We are filling requests for proposals for districts who anticipate a change in leadership after the 25-26 school year. Contact us with questions on search protocol or to schedule a proposal for this Summer.

ENERGY PURCHASING ... Natural gas prices are up, and thoughts of a slowing economy have now been overtaken by turmoil in the Mideast. NASB has over 115 school districts and ESUs across Nebraska participating in our NJUMP and CJUMP purchasing consortiums to leverage their purchasing power and achieve lower, more predictable utility bills. Our market consultants continue to watch the trends daily to ensure our districts can stretch their utility dollars as far as possible.

GALLUP STRENGTHS ... Our featured Gallup theme this month is **Input**. People with Input in their Dominant Strengths bring information, insights, and resources. They appreciate opportunities to share what they have acquired.

MEMBER ENGAGEMENT ... It has been GREAT to connect with so many of you at the NASB golf outing, School Law Seminar, and Legislative Lunch at Logan View. Thank you for your engagement! Recent visits have been to Norris, Milford, ESU #6, East Butler, Osceola, and Hyannis.

POLICY ... LB 383 has defined the creation of deepfake files as a violation of Nebraska state statutes. Deepfakes are images or video files that have been manipulated using artificial intelligence (AI) to replace one person's likeness with another's. It is already a violation of school policy to employ school resources for inappropriate uses but for dealing with deepfakes, administrators will now need to consider the involvement of law enforcement.

TECHNOLOGY ... Welcome New Superintendents! Congratulations on your new role, whether this is your first year or you're starting at a new district! If your district isn't currently using Sparq Data for board meetings and staff negotiations, consider us a great addition for the new school year. We're here to help make your district's operations more streamlined and efficient. For current subscribers needing training on any of our software, we're always happy to assist. Please feel free to reach out with any questions about how Sparq Data can support your district's success!

TRAINING, NETWORKING, ENGAGEMENT & EVENTS

JOIN US!

Leadership Innovation Vision Engagement #liveNASB #weLIVEhere

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https://members.nasbonline.org/events

To register for an NASB event, click on the 'My Membership' link, then navigate to the 'Events' dropdown and select 'Register'.
If you do not have an email and password to log in or have forgotten it, please contact NASB at 402-423-4951 for assistance.

Now Hiring - Part-time, Events & Engagement Assistant

Visit the ABOUT US page for more information!
https://members.nasbonline.org/about-us

JOIN OUR TEAM

JULY 2025

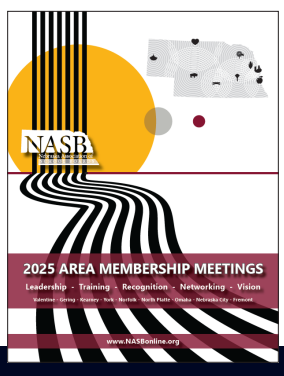
Call for Legislative Proposals Due July 1

https://members.nasbonline.org/government-relations/legislative-proposals

Leadership Workshop - Monday, July 28 - Gering
Leadership Workshop - Tuesday, July 29 - Kearney
Leadership Workshop - Wednesday, July 30 - Lincoln

AUGUST & SEPTEMBER 2025

Area Membership Meetings begin August 19



Tuesday, August 19 - Valentine
Wednesday, August 20 - Gering
Thursday, August 21 - Kearney
Tuesday, August 26 - York
Wednesday, August 27 - Norfolk
Wednesday, September 3 - North Platte
Tuesday, September 9 - Omaha
Wednesday, September 10 - Nebraska City
Wednesday, September 24 - Fremont

Other Events, October through December 2025 ...
Labor Relations - State Education Conference - New Board Member Workshop

All Dates & Locations Tentative & Subject to Change

SCHOOL LAW & SUNK PUTTS: IN PICTURES

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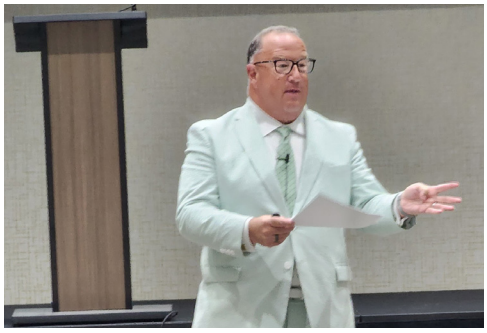
https://members.nasbonline.org/events

We appreciate everyone who joined us in Kearney earlier this month for another fantastic golf outing, followed by the School Law Seminar! An incredible way to kick off Summer with some sun, networking, and learning!



LEADERSHIP WORKSHOPS: STRENGTHENING GOVERNANCE

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https://members.nasbonline.org/events/nasb-leadership-workshop

REGISTER NOW FOR THE 2025 NASB LEADERSHIP WORKSHOPS

MONDAY, JULY 28 - GERING CIVIC CENTER
TUESDAY, JULY 29 - KEARNEY HOLIDAY INN
WEDNESDAY, JULY 30 - COURTYARD MARRIOTT LINCOLN
Registration Deadline - Wednesday, July 23

Whether you are in your first term or bring years of experience to the board table, this workshop is for you and your superintendent.

Join us for a hands-on workshop designed to elevate your board's leadership through effective superintendent evaluation and meaningful board self-assessment.

Newly elected? Receive an understanding of your legal responsibilities and how evaluation processes shape strong governance from the start.

Experienced board member? Refine practices, bring clarity to superintendent evaluation, and deepen your board's collective impact.

Superintendent? Collaborate with your board in shaping an evaluation process that incorporates your input, reflects your professional goals, and defines what you need from the board to lead effectively.

We will discuss and address:

- Board's legal responsibility to evaluate
- Contents of an effective evaluation tool
- Importance of a superintendent self-evaluation
- Value and role of all board members in the process
- How to turn the results into goals to improve student success
- Importance of board self-assessment
- Impact of effective board governance on superintendent leadership
- Value of board goals to support superintendent and student success

Leave with the resources and shared understanding needed to strengthen governance, enhance board-superintendent collaboration, and support long-term student success.

Strengthening Governance Through Evaluation & Reflection

Stacie Higgins, NASB Board Leadership Associate - Marcia Herring, NASB Director of Board Leadership
Troy Loeffelholz, NCSA Associate Executive Director

4:30 PM - Registration
5:00 PM - Welcome and Workshop Takeaways
5:15 PM - The Why Behind Evaluation
6:00 PM - Dinner Break
6:30 PM - Conducting an Effective Superintendent Evaluation
7:15 PM - Board Self-Assessment—Why It Matters
8:00 PM - Closing: From Reflection to Action

See the full agenda at

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AT THE BOARD TABLE

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YOUR NASB BOARD LEADERSHIP UPDATE

https://members.nasbonline.org/board-leadership

2025

For more information about NASB Board Leadership Services, including: Board Retreats, Strategic Planning, Community Engagement and Alignment, Online Survey Services/Superintendent Evaluation, Board Self-Assessment, Board Resources, or Board Governance publications, please contact:

Marcia Herring - Katie Corfield - Caden Frank - Stacie Higgins - Ben Anderjaska
Stephanie Summers - Avary Pansing-Brooks - Becky Erdkamp

JULY BOARD MEETING AGENDA ITEMS

Please see the June 13 email from **shiggins@NASBonline.org** for the draft of the July Board Meeting Agenda. If you have questions or need us to resend the email, please feel free to contact Marcia at 402-450-5152 or Stacie at 402-209-1608.

Upcoming Board Leadership Events

Leadership Workshops
July 28 - Gering
July 29 - Kearney
July 30 - Lincoln

JOIN US FOR THE NASB LEADERSHIP WORKSHOP NEAREST YOU!

Join us for a hands-on workshop designed to elevate your board's leadership through effective superintendent evaluation and meaningful board self-assessment.

For newly elected board members ... For experienced board members ... For superintendents ...
Learn more on page 5, or https://members.nasbonline.org/events/nasb-leadership-workshop

We will discuss and address:

- Board's legal responsibility to evaluate
- Contents of an effective evaluation tool
- Importance of a superintendent self-evaluation
- Value and role of all board members in the process
- How to turn the results into goals to improve student success
- Importance of board self-assessment
- Impact of effective board governance on superintendent leadership
- Value of board goals to support superintendent and student success

See the full agenda at

Leave with the resources and shared understanding needed to strengthen governance, enhance board-superintendent collaboration, and support long-term student success.

SCHOOL FINANCE COMMISSION, DC & MORE

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https://members.nasbonline.org/government-relations
https://nasb.enviseams.com/legislative-bills

Applications for the School Financing Review Commission, created by LB 303, are open.

This board needs representatives from all school sizes which includes board members, superintendents, and members of the public. The law requires the appointments be made within 30 days of the bill becoming law making the deadline to apply July 4th.

If you are interested in serving on this Commission apply here:
https://governor.nebraska.gov/boards-commissions-open-positions

NASB CALL FOR LEGISLATIVE PROPOSALS DUE JULY 1

https://members.nasbonline.org/government-relations/legislative-proposals

If there is anything you'd like to see added, amended, or removed from the Advocacy Handbook in future years, submit your proposal or idea by July 1.

BILLS TRACKED / TESTIFIED
112 / 67

SUPPORT / OPPOSE
31 35

SBMs WHO SAT IN THE CHAIR ON OUR BEHALF!
13!

I'M JUST A BILL ...
Introduction
Committee
General File
Select File
Final Reading
Governor
Law

FEDERAL UPDATE ...

While Nebraska advocacy is cooling off, our work at the federal level has started to heat up. NASB's leadership has been engaged in discussions with our federal delegation on these issues and will continue to share the stories of districts from across the State!

Congress is currently working on passage of President Trump's "Big Beautiful Bill". The House has already passed their version, with the Senate currently debating its version. These two will be combined in a "reconciliation" process. There are two components of these bills which NASB continues to engage:

1) Medicaid and SNAP: Both the Senate and House version of the bill have cuts to each program. While not directly tied to education, we should be paying attention. Should federal dollars be cut as proposed it would have a big impact on our state budget, resulting in the loss of federal funding. If the past is to be any indication of the future, we know that State Aid to K-12 education will be one place lawmakers will look to make up the loss in federal funding. We also know that cuts to both SNAP and Medicaid will impact kids, which will be felt by classroom teachers.

2) Federal tax credits for non-public education: Within both the House and Senate bills is a provision providing for tax credits for donations to scholarship granting organizations that provide funding for non-public schools. Nebraskans have already spoken on this issue and showed their support for our public K-12 system. If this is approved, it will add between $23.2 and $67 **Billion** to the national deficit depending on which version is passed.

WE ARE 50 DAYS FROM AREA MEMBERSHIP MEETINGS

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https://members.nasbonline.org/events/area-membership-meetings

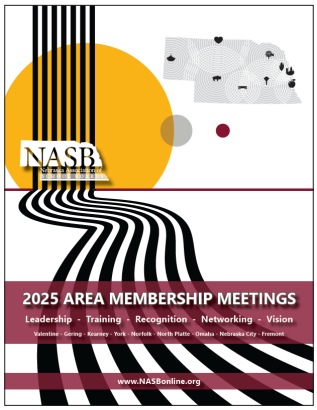
2025 AREA MEMBERSHIP MEETINGS

Leadership - Training - Recognition - Networking - Vision

Valentine - Gering - Kearney - York - Norfolk - North Platte - Omaha - Nebraska City - Fremont

WELCOME & OPENING SESSION - LEGISLATIVE UPDATE - TRAINING SESSIONS

BRAIN SCIENCE – FEAR AND ANXIETY VS EXECUTIVE FUNCTION ... The mental health of students and staff has taken center stage in recent years, especially as social media and other external influences increasingly affect brain development. This session will explore the neuroscience behind fear and anxiety and how they interact with executive function – the brain's ability to manage emotions, focus attention, and make decisions. We will discuss how toxic stress impacts brain development and how we can develop more resilient school districts, school buildings, classrooms, and students. - *John Spatz*



WHAT'S NEW WITH SPARQ DATA SOLUTIONS? ... Learn about our newest product, Sparq Online Publishing. We will walk you through the functionality and how this new application will increase visibility, improve your ability to update your policies quickly and efficiently, and streamline how you receive updates from NASB. Additionally, we will walk through changes and updates to our Sparq Negotiations and Meetings platforms. - *Darion Miller & Nicole Kobus*

IT'S NOT JUST WHAT YOU DO, IT'S HOW YOU DO IT: STRATEGIES TO TAKE YOUR GOVERNANCE TEAM TO THE NEXT LEVEL ... Evaluation of the superintendent and board is the first step toward reciprocal accountability and contributes to a high functioning board-superintendent relationship. Explore board responsibilities, with a focus on cultivating a high-performing leadership team. Whether you are a new board member or an experienced leader, you will gain practical insights and resources to help the board lead with purpose and model accountability through evaluation and self-assessment. - *Marcia Herring, Caden Frank, Stacie Higgins, and Stephanie Summers*

WHAT MAKES POOLING UNIQUE AND BENEFICIAL FOR SCHOOLS? ... If you're new to your district, new to serving on the school board, or your district is new to ALICAP, this session is perfect for you! We will cover how being a member owner of a pool is exceptional, but also fiscally savvy, for your public school. Public entities are allowed to self-insure, and ALICAP is a prime example of that permission. Come listen to how pooling works best for you and how your school can maximize membership. - *Megan Boldt*

CELL PHONES, DRESS CODES, PARENTAL INVOLVEMENT, AND WHAT!? ... The big topics our Legislature dealt with this year, plus the ones they still aren't done with. We haven't seen the last of a few big ideas that were tabled this time around. - *Jim Luebbe*

FROM VISION TO IMPACT: DRIVING STRATEGIC ALIGNMENT THROUGH COMMUNITY ENGAGEMENT ... Strategic planning is a visionary roadmap sustained through community trust. We will explore how the board leads and supports a process that is inclusive, transparent, and aligned with district priorities. Learn how to engage stakeholders to ensure goals, initiatives, and resources are connected, and get the tools and strategies to help align vision with action to drive lasting impact. - *Marcia Herring, Caden Frank, Stacie Higgins, and Stephanie Summers*

SEE PHOTOS FROM LAST YEAR'S AMMs ON PAGE 9

Worrying about the budget pinch? By next school year, be a member of NJUMP/CJUMP. Contact Jim Luebbe at jluebbe@NASBonline.org to learn more!

SEE YOU SOON!

Tuesday, August 19 - Valentine
Wednesday, August 20 - Gering
Thursday, August 21 - Kearney
Tuesday, August 26 - York
Wednesday, August 27 - Norfolk
Wednesday, September 3 - North Platte
Tuesday, September 9 - Omaha
Wednesday, September 10 - Nebraska City
Wednesday, September 24 - Fremont

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Region 1 - Neal Kanel
HTRS

Region 2 - Brenda Sherman
ESU 3

Region 3 - Kyle Fisher
Springfield Platteview

Region 4 - Elizabeth Kumru
Ralston

Region 5 - Shavonna Holman
Omaha

Region 6 - Ricky Smith
Omaha

Region 7 - Nancy Kratky
Omaha

Region 8 - John Goodwin
Lincoln

Region 9 - Mara Krivohlavek
Lincoln

Region 10 - Ed Swotek
Malcolm
NASB Vice President

Region 11 - Jim Vlach
Lyons-Decatur Northeast

Region 12 - Lisa Wagner
Central City

Region 13 - Marilyn Bohn
ESU 10

Region 14 - Steve Koch
Hershey

Region 15 - Allison Sandman
Wauneta-Palisade

Region 16 - Suzanne Sapp
Ashland-Greenwood
NASB Secretary

Region 17 - Michelle Reikofski
Osmond

Region 18 - Susan Ernest
Leyton

Region 19 - Stacy Jolley
Millard
NASB President

At-Large - Lisa Albers
Grand Island

At-Large - Steve Blocher
West Point
NASB Treasurer

At-Large - Pam Holcomb
Broken Bow

At-Large - Erick Lee
Arapahoe-Holbrook

YOUR NASB STAFF

https://members.nasbonline.org/about-us/nasb-staff

John Spatz
Executive Director

Nate Alspaugh
IT Specialist

Ben Anderjaska
Board Leadership
Engagement Specialist

Makenzie Barry
ALICAP Data &
Financial Specialist

Shari Becker
Director of Education
Leadership Search Service

Matt Belka
Director of Marketing,
Communications & Advocacy

Megan Boldt
Associate Executive Director
Director of ALICAP

Craig Caples
Director of Technology

Colby Coash
Associate Executive Director
Dir. of Government Relations

Lily Coash-Johnson
Events & Engagement
Assistant

Katie Corfield
Board Leadership Online
Survey Specialist

Sharon Endorf
Director of
Member Engagement

Becky Erdkamp
Board Leadership Associate

Caden Frank
Board Leadership Community
Engagement Specialist

Lindsey Headrick
Administrative Specialist

Marcia Herring
Director of Board Leadership

Stacie Higgins
Board Leadership Specialist

Sallie Horky
Chief Operating Officer

Rachel Horstman
Business Manager

Jim Luebbe
Director of Policy Services

Avary Pansing Brooks
Board Leadership
Engagement Specialist

Galina Slobonyuk
Executive Administrative
Assistant

Stephanie Summers
Board Leadership Associate

View the full directory of the Board and staff bios at www.NASBonline.org

YOUR 2025 NASB AFFILIATES

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Andy Forney
Senior Vice President,
Public Finance
402-392-7988
aforney@dadco.com

Building a Better Future with Nebraska's Public Finance Partner

D.A. Davidson & Co. has long been a leader in innovative debt financing for school districts. What we're most proud of are the relationships we've nourished and the strong community improvements that are made as a result.

Our public finance professionals take a personal interest and a hands-on approach, carrying our deals from start to finish. Because you deserve solutions tailored to fit you.

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- Tax Anticipation / Construction Notes
- Lease-Purchase Financing
- QCPUF Bonds
- Refinancing Bond Issues

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2025 Platinum Level Affiliates - American Fidelity - BCDM Architects - Boyd Jones Construction - BVH Architecture - Carlson West Povondra Architects - Clark & Enersen - CMBA Architects - D.A. Davidson - Envise - Facility Advocates - Hamilton - Hausmann Construction - Nebraska Liquid Asset Fund - Northland, a First National Nebraska Company - Piper Sandler - Public Risk Management - Sampson Construction - Sparq Data Solutions - Third Rail Content

2025 Gold Level Affiliates - 914 Coatings - ABcreative, Inc. - BD Construction - Blue Cross Blue Shield of Nebraska - Cornhusker International - Darland - DLR Group - Lunchtime Solutions - MCL Construction - Navitas - Omaha Public Schools Foundation

2025 Silver Level Affiliates - Amergis Staffing - Creative Sites - OneSource The Background Check Company TeamMates Mentoring

2025 Bronze Level Affiliates - Alley Poyner Macchietto Architecture - Ameritas Investment Company - Community Building Solutions - Cunningham Recreation - Demco - Fisher Tracks, Inc. - Mueller Robak, LLC - National Insurance Services - Nebraska Safety Center - Opaa! Food Management of Nebraska - RSW Floors and More - Watts and Hershberger, P.C.

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ALICAP

AMERICAN FIDELITY a different opinion

BCDM architects

Boyd Jones

BVH ARCHITECTURE

CARLSON WEST POVONDRA ARCHITECTS

CLARK & ENERSEN

CMBA ARCHITECTS

D A DAVIDSON FIXED INCOME CAPITAL MARKETS D.A. Davidson & Co. member SIPC and FINRA

envise

Facility Advocates Dave Raymond

HAMILTON

HAUSMANN construction

NEBRASKA LIQUID ASSET FUND

northland A First National of Nebraska Company

PIPER | SANDLER

prm PUBLIC RISK MANAGEMENT INCORPORATED

Sampson Construction

SPARQDATA SOLUTIONS

THIRD RAIL CONTENT

YOUR 2025 GOLD AFFILIATES

914 COATINGS COMMERCIAL SEAL COATING SPECIALIST

ABCREATIVE

BlueCross BlueShield Nebraska

B D construction

CIT CORNHUSKER INTERNATIONAL TRUCKS

Darland BUILDING TO A HIGHER STANDARD

DLRGROUP

Lunchtime SOLUTIONS TIME FOR FRESH

MCL construction

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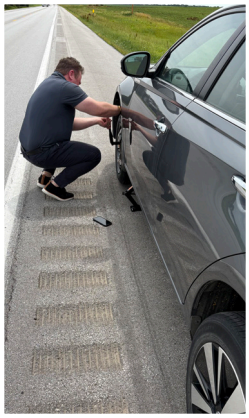
NASB BOARD NOTES

JUNE 2025

A MONTHLY PUBLICATION FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS

Leadership **Innovation** **Vision** **Engagement** **#liveNASB** **#weLIVEhere**

2,000,000 Nebraskans **329,000 Students** **1,700 Locally Elected School Board Members** **260 Member Districts/ESUs** **ONE NEBRASKA**



The NASB provides programs, services and advocacy to strengthen public education for all Nebraskans. Learn more at www.NASBonline.org

11.2.3. NRCSA Monthly Report

Nebraska Rural Community Schools Association

Member Update *July 10, 2025*

Photo Credit: Axtell Community Schools

NRCSA Calendar

NRCSA Events

NRCSA Golf Tournament
July 22, 2025
Meadowlark Hills Golf Course in Kearney
More about this event

NRCSA New Superintendent Lunch
July 23, 2025
11:45 AM, Kearney Holiday Inn Room C

NRCSA District Meetings
August to October 2025
Dates, times, & locations TBD

South Central
September 2, 2025 ESU 11
in Holdrege (time TBD)

West
September 9, 2025
In Bridgeport (time and location TBD)

Southwest
September 10, 2025
Hershey High School (time TBD)

North Central
10:30 AM September 11, 2025
Jubilee Catering in Ord

Northeast
11:00 AM September 22, 2025
At Wayne State College

Southeast
10:00 AM September 30,2025
At the NCSA office in Lincoln

NRCSA Legislative Forum
February 26, 2026
Cornhusker Hotel in Lincoln
More about this event

NRCSA Spring Conference
March 18 & 20, 2026
Crowne Plaza & Younes North Convention Center in Kearney
More about this event

Committee Meetings

2025-26 NRCSA Executive Committee
July 23, 2025
1:00 PM, Kearney Holiday Inn Room C

NRCSA Executive Committee
9:00 AM November 19, 2025
At the CHI Center in Omaha (room TBD)

NRCSA Scholarship & Recognition Committee
10:00 AM November 19, 2025
At the CHI Center in Omaha (room TBD)

NRCSA Closing the Achievement Gap Research Team
11:00 AM November 19, 2025
At the CHI Center in Omaha (room TBD)

NRCSA Leaders Lunch
12:00 PM November 19, 2025
At the CHI Center in Omaha (room TBD)

NRCSA Legislative Committee
1:00 PM November 19, 2025
At the CHI Center in Omaha (room TBD)

NRCSA Rural Teacher Committee
3:00 PM November 19, 2025
At the CHI Center in Omaha (room TBD)

NRCSA Search Service

Please let Jack Moles know where superintendent vacancies occur, so that NRCSA Superintendent Search can make direct contact. We need to hear as soon as possible in anticipation of getting promotional materials specific to that board of education ready. It is critical that Board Presidents have the NRCSA contact information so that if they choose to consider a Superintendent Search Service, NRCSA is one they hopefully will consider.

Boyd County Schools
Search Complete

Lawrence-Nelson Public Schools
Search Complete

Pawnee City Public Schools
Search Complete

Shelton Public Schools
Search Complete

Access the Members area of **www.nrcsa.net** anytime.
Login: *member* Password: *learning*

NRCSA Updates

NRCSA's annual membership drive began on July 1. Annual Dues remain at $850. Notices were sent in time for your July board meetings. You are welcome to pay your dues in this fiscal year or the next. Last year we had 224 school districts, ESU's, and State colleges and we expect to continue our annual growth. Thanks to you for being a member. This energizes our representation and advocacy for rural Nebraska, no matter who we are engaged with on education, legislation, or community issues. Without your support, there is less rural advocacy. Whether we like it or not, the outstate and rural population does not create a legislative majority anymore. In fact, rural Nebraska lost another seat in the Unicameral in the most recent redistricting. Finding success, whether that be by passing, amending, or stopping legislation, comes from membership, relationships, and focus. Thanks to your membership in NRCSA, rural is "at the table" and making a difference on behalf of our rural students, schools, and communities.

Chris Prososki, formerly the Superintendent at Southern and now at Hastings, has shared a sample Superintendent Checklist that he uses. I thought this was a great instrument, one that I wished I had available to me when I was in the Superintendency. It can be especially helpful as you head into the new school year! Thanks to Chris for sharing this! You can access the updated checklist here:

Superintendent Check List

The 2025 regular session of the Unicameral is now completed. The legislature adjourned sine die on Monday, June 2. While there were passed bills still needing the Governor's signature, he indicated he would not veto any of the remaining adopted bills. NRCSA's final summary may be accessed here:

NRCSA's Bill Summaries

NRCSA had several leadership positions that needed to be filled for the 2025-26 school year. Some positions are elected, while some committee positions are appointed. Positions that were filled via elections:

PRESIDENT-ELECT Stephanie Kaczor of Riverside was chosen as the President-Elect.

SECRETARY Jeremy Braden of Doniphan-Trumbull was elected as Secretary to the Executive Committee.

NRCSA Leadership

Dr. Heather Nebesniak, President.
Ord Public Schools

Mark Lenihan, Past President.
Wayne Community Schools

Chris Kuncl, Pres-Elect.
Mullen Public Schools

Chris Prososki, Secretary.
Southern School District # 1

District Representatives:

Eugene Hanks, West
Crawford Public Schools

Dale Hafer, North Central
Ainsworth Community Schools

Daryl Schrunk, Northeast
Randolph Public Schools

Paul Sheffield, Southeast
Exeter-Milligan Public Schools

Jon Davis, South Central
Alma Public Schools

Jane Davis, Southwest
Hershey Public Schools

Executive Director:

Jack Moles

Lobbyists:

Jon Edwards
Scott Moore
Russell Westerhold

Legislative Co- Chairs:

Dr. Jason Dolliver
Pender Public Schools

Bryce Jorgenson
Southern Valley Schools

Scholarship & Recognition Co Chairs:

Tim Heckenlively,
Falls City Public Schools

Jim Widdifield
Minden Public Schools

SOUTHEAST DISTRICT REPRESENTATIVE Andy Havelka of Freeman was elected as the Southeast District Representative to the Executive Committee..

WEST DISTRICT REPRESENTATIVE Ginger Meyer, of Chadron was elected as the West District Representative to the Executive Committee.

Other positions on NRCSA committees were appointed by the Executive Committee at its June meeting. Appointed to positions on committees were:

LEGISLATIVE COMMITTEE:
Eric Miller, Thayer Central

SCHOLARSHIP AND RECOGNITION COMMITTEE:
Joel Ferguson, Wallace
Tucker Tejkl, Shelby-Rising City
Terry Zessin, Wood River
Justin Frederick, Madison

CLOSING THE ACHIEVEMENT GAP COMMITTEE:
Molly Aschoff, Summerland
Jon Rother, Johnson County Central

RURAL TEACHER COMMITTEE:
Bret Schroder, Schuyler
Daniel Kluver, Wheeler Central

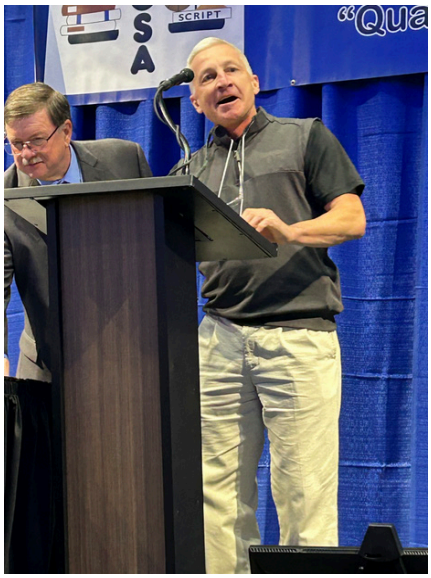
NRCSA SPRING CONFERENCE

We continue to celebrate the recipients of the NRCSA "Outstanding Awards" who were recognized at the NRCSA Spring Conference. They were:

- OUTSTANDING ELEMENTARY TEACHER: Kari Schroeder, Syracuse-Dunbar-Avoca
- OUTSTANDING SECONDARY TEACHER: Kimberly Bender, Humphrey
- OUTSTANDING MUSIC TEACHER: Kim Hammer, Weeping Water
- OUTSTANDING ESU STAFF MEMBER: Scott Jones, ESU 16
- OUTSTANDING CLASSIFIED STAFF MEMBER: Juli Klingelhoefer, Amherst
- OUTSTANDING PRINCIPAL: Keri Homan, Crawford
- OUTSTANDING BOARD OF EDUCATION MEMBER: Mike Stracke, Stuart
- OUTSTANDING SUPERINTENDENT: Dale Hafer, Ainsworth

DALE HAFER

KERI HOMAN



SCOTT JONES

JULI KLINGELHOEFER

KIM HAMMER

KARI SCHROEDER (ALSO GARY ANDERSON, 2000 NRCSA OUTSTANDING PRINCIPAL)

KIMBERLY BENDER

MIKE STRACKE

Also at the NRCSA Spring Conference, KSB School Law and the Perry Law Firm were honored as the 2025 NRCSA Friend of Rural Education Award recipients.

REPRESENTATIVES OF KSB SCHOOL LAW & PERRY LAW FIRM–RECIPIENTS OF THE FRIEND OF RURAL EDUCATION AWARD

SUPERINTENDENT SEARCH & PLANNING

As Boards of Education and Superintendents start to plan for the future, there may be a change in Superintendent approaching your district. We would like to remind you that NRCSA has an outstanding Superintendent Search Service and I would encourage your Board of Education to closely consider these services if you are in need of a Superintendent.

Last year, NRCSA assisted the Boards of Education at Lawrence-Nelson, Boyd County, Pawnee City, and Shelton in their Superintendent searches.

One of the more outstanding features of the NRCSA Superintendent Search Service is that the consultants who assist Boards of Education with their searches are all retired rural school Superintendents who experienced great success in their careers. They know what it takes to be successful in a rural school district and community, and how to work closely with a rural school Board of Education.

If your district finds a need to locate your next school leader, please be sure to keep the NRCSA Superintendent Search Service in mind. For more information you can contact Executive Director Jack Moles at **jmoles@nrcsa.net** or by phone at 402-335-7732.

Another service that is offered is a planning service. It is a common practice for Boards of Education and the Superintendent to develop short and long-term plans. We are currently assisting Anselmo-Merna in their

planning process. NRCSA does provide a quality service using experienced consultants. If you are interested in more information, please contact Executive Director Jack Moles.

NRCSA Search Service Experience

NRCSA Planning Support Brochure

2025 NRCSA Joe Toczek Golf Tournament

The 2025 NRCSA Joe Toczek Golf Tournament will be held on Tuesday, July 22, 2025 at Meadowlark Hills Golf Course in Kearney. The event is open to administrators, both active and retired, board members and vendors. Registration opened in late May. We are planning for up to 50 teams (200 golfers) to participate in the tournament. There may be some open spots–please contact us if interested.

NRCSA has had the great privilege to work closely with Open Sky Policy Institute over the years. They provide great information on the fiscal impact of legislation that is very helpful to me in my work as NRCSA's chief lobbyist. I would encourage Superintendents and Board of Education members to sign up to receive Open Sky's email updates.

Open Sky has developed some awesome **Nebraska Public School District Profiles** instruments. The instruments provide much information that can be used to tell the story of your district in comparison to other districts when discussing school finance. The instruments can be accessed at:

https://www.openskypolicy.org/school-district-profile/

The mission of OpenSky Policy Institute is to provide impartial and precise research, analysis, education and leadership on fiscal policy-improving opportunities for all Nebraskans. Subscribe to their email updates at **https://bit.ly/OpenSkyUpdates** or contact Todd Henrichs at **thenrichs@openskypolicy.org**.

As we head into the new legislative session, Open Sky has shared a few more tools that can be especially helpful. A message from Rebecca Firestone, Executive Director for Open Sky shares:

Dear friends,

On behalf of the team at OpenSky, I want to thank you for the work you have done to prepare for the important policy work ahead for all of us this year.

We wanted to take an opportunity to share a few quick reference materials we have developed that we think will be especially useful this session (attached).

1. *A one-page guide to TEEOSA, the K-12 public school funding formula. With significant changes promised to the formula in pursuit of property tax relief, we felt it was important to share the current state of play.*
2. *A guide on the budget process, including a timeline, who is involved, and a breakdown of important components of the state budget. With a significant deficit heading into session, lawmakers will grapple with complex decisions regarding spending. At OpenSky, we are ready to work towards a budget that reflects the priorities of Nebraskans and allows everyone a shot at The Good Life, and we look forward to partnering with you in this work.*

I also wanted to introduce you to some new members of our team who you may interact with during the upcoming session:
Lillian Butler-Hale joins our team as Outreach and Engagement Director. She replaces Joey Adler Ruane, who will continue to support OpenSky for some time from his new role with the lobbying firm Lindsay Harr

MacDonald. Lillian was most recently in the office of Senator Jen Day and will be a great asset to the team during this session. Please make sure to say hello when you see her in the rotunda.

Noah Rhoades just joined us in a new role as Outreach and Engagement Manager. He will support our legislative work as well as community engagement and outreach efforts, including coalition building. We are excited to have him on board.

We are also launching a refreshed website at www.openskypolicy.org, and last, but not least, we have moved! Same building, bigger office. Please make note that our new address is 1325 H Street, Suite 200 Lincoln, NE 68508. We look forward to welcoming you to our new space soon, when we are a little more settled.

We are excited to work alongside all of you this session, and here to be a resource. Don't hesitate to reach out to me or anyone on the team if you need us.

Onward,
Rebecca

Open Sky TEEOSA Guide
Open Sky Budget Process Guide

One of the more outstanding student academic activities that I've had the pleasure of working with is Academic Decathlon. The nation-wide program provides a prescribed course of study each year. Teams are made up of students of different academic abilities. Students with an "A" average compete against other students with an "A" average, students with a "B" average compete against other students with a "B" average, and students with a "C" average compete against other students with a "C" average. Schools can choose how they prepare for competitions. Some teams meet after school or in the evenings, while some schools offer a class.

There is a regional competition in January, with the State Championships being held in February. Students compete for medals at both events. Scholarships are awarded to members of teams who are successful in the competitions. Three of my four children competed in Academic Decathlon and between them were awarded thousands of dollars in scholarships.

This past year, two NRCSA-member schools qualified for the State Championship: Amherst and Johnson County Central.

Each year there is a central theme for the Academic Decathlon curriculum. For the 2025-25 school year, the theme is "The Roaring 20's". Music, art, and literature will cover the Jazz Age.

If you would like get more information on the Nebraska Academic Decathlon, please contact NRCSA Executive Director Jack Moles of one of the Nebraska Academic Decathlon Co-Executive Directors:

Ardis Moody **ardis.moody@gmail.com**

Cris Hay-Merchant **chaymerchant@bellevue.edu**

JOHNSON COUNTY CENTRAL ACADEMIC DECATHLON TEAM

AMHERST ACADEMIC DECATHLON TEAM

The NRCSA Executive Committee has made a positive move to assist non-traditional educators move toward full teaching certification. As a result of this move, new scholarship opportunities were created for paras who are in a "para to teacher program" and for transitional educators. NRCSA will provide three $1,000 scholarships for the fall semester and three $1,000 scholarships for the spring semester for the 2024-25 school year. Applicants for the scholarships must be current employees of a NRCSA-member district or ESU. Applicants must be enrolled for that semester in one of two types of programs: (1) in a recognized "para to teacher" program such as is offered by the three State Colleges (Chadron State, Peru State, or Wayne State), or (2) a transition to teaching program in which a person with a minimum of a bachelor's degree who is employed to teach in a member school while working through a transitional program, such as offered by the University of Nebraska-Kearney. The applicant could currently be teaching under a transitional certificate. Application materials for Spring scholarships were distributed to member Superintendents and ESU Administrators, who were then asked to share with potential candidates in their buildings. The NRCSA Scholarship and Recognitions Committee selected the three Spring semester scholarship winners.

Applications for the 2026 Spring semester scholarships will be open in the fall, at a date to be determined.

NRCSA Executive Director Jack Moles visited Fairbury, Harvard, and Summerland to make the scholarship presentations of the Fall scholarships. The three recipients are Mary LeFave of Fairbury, Ryan Kile of Harvard, and Shayna Strope of Summerland.

Ryan Kile is currently a paraeducator at Harvard High School. He is working on a teaching certificate in Secondary Business Education through Chadron State College.

Mary LeFave is currently a paraeducator at Fairbury High School. She is working on a teaching certificate in 7-12 Biology through the University of Nebraska-Kearney.

Shayna Strope is currently a paraeducator at Summerland Elementary School. She is working on a teaching certificate in Elementary Education through Chadron State College.

FAIRBURY SUPT DEVIN EMBRAY, MARY LEFAVE, JACK MOLES

HARVARD SUPT MICHAEL DERR, RYAN KILE, JACK MOLES

SUMMERLANDE SUPT. MOLLY ASCHOFF, ELEM PRINCIPAL CATHY COOPER, SHAYNA STROPE, JACK MOLES

NRCSA has developed a "resource" document to assist members when they want insight on a particular topic. Often we are contacted and asked if we know of a school that has experience in a topic of interest. Many times we can point them in the right direction, but often we need to put out a request for information to the members. We have developed a list to begin from and already have some contact information on some of the topics. The plan is to feature this list in each of our monthly updates. Below is a link to a copy of this "early" list. If you would be willing to be listed as a resource or if you would like to suggest other topics for inclusion, please contact Jack Moles.

NRCSA School Programs

We urge you to consider participation in the NRCSA Partner OneCard program as a tool for you in managing school expenditures, both large and small. Certainly, the card can help reduce/eliminate any issues relative to unverified cash expenditures. You decide who uses it, can get cards for each of those users, keep all cards wherever you wish, determine the amount to load on each individual card, and how long the time frame of use is. It is a terrific management tool and clearly identifies each expenditure/name/date/amount. Whether small purchases or very large purchases, the card is a terrific tool. NRCSA owns the state contract, so liability for misuse falls to NRCSA, not the district user. We have only had three circumstances of fraud and all three have been the theft of the card number information, not any district employee misuse. For 2024-25, over 100 districts/ESUs participated in the program. We currently have **109** entities using the program. Great job by all participating districts in protecting the card and program! Don't forget, the NRCSA rebate from the transaction fee paid by businesses that choose to accept plastic is used for scholarship, awards, and special needs. For 2024-25, the rebate was over $34,000 to NRCSA, showing that use is increasing, and large purchases are being included. WIN, WIN, WIN! If you are considering joining the program and need more information, please contact Jack Moles (**jmoles@nrcsa.net**) or Jeff Bundy (**jbundy@nrcsa.net**).

<u>Board of Education meeting visits.</u> Beginning in December, 2019, I started attending Board of Education meetings in member school districts/ESUs. Since then, I have attended 131 such meetings. I most recently attended the Board meeting at Wakefield and Allen on May 12 and Emerson-Hubbard on June 11.

I am scheduled to attend the following Board of Education meetings in the near future:

Monday, August 11: Wauneta-Palisade and Hayes Center

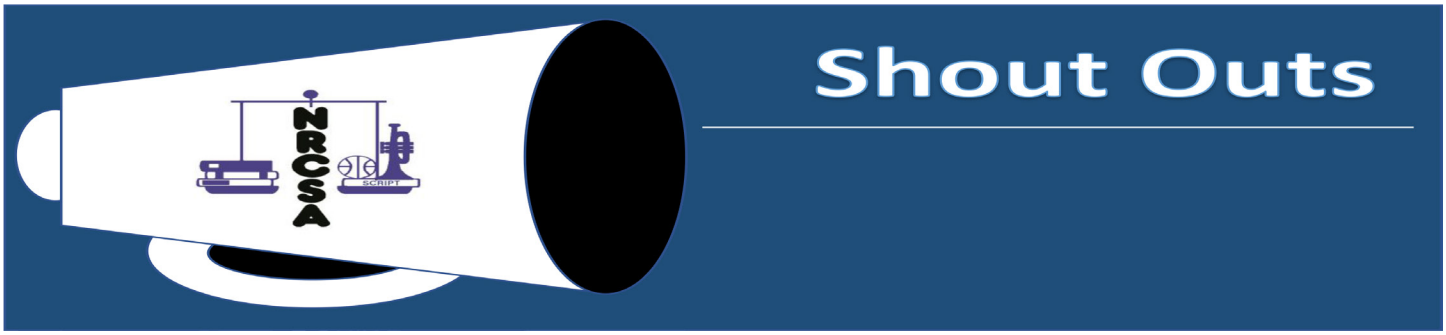
I have really enjoyed this venture and am willing to attend Board meetings when I can. I take a few minutes to cover NRCSA news and offerings, as well as a legislative update. When I am going to be in a specific area on Board meeting days I may send out a notice to near-by Superintendents to make an offer to visit. I'd like to be able to schedule two or three in the same evening if I can.

If you would be interested in me attending a future Board meeting, please contact me to start the arrangements. I would also be willing to "attend" your Board meetings via Zoom if you preferred. I would still only do one at a time but would be able to do several in the same evening. Let me know and we will try to make the connection.

WAKEFIELD BOARD OF EDUCATION AND ADMINISTRATION

ALLEN BOARD OF EDUCATION AND ADMINISTRATION

EMERSON-HUBBARD BOARD OF EDUCATION AND ADMINISTRATION



NRCSA wishes to share in the celebration of the special accomplishments and recognitions going on in our member schools and ESUs.

July 2025:

* **Axtell Board of Education President, Kurt Behrhorst, was named the inaugural winner of the Pillar of Athletic Training Award by the Nebraska State Athletic Trainers Association.**

* **The Omaha World-Herald (OWH) and Lincoln Journal-Star (LJS) recently released their All-State Baseball selections. First team All-State selections from NRCS-member schools include:**

- ALL CLASS: Mason Wisnieski, Malcolm (OWH, LJS), Jakob Ruhl (LJS)
- CLASS C: Mason Wisnieski, Malcolm (OWH, LJS); Gavin Redden, Wayne, (OWH, LJS); Jakob Ruhl, Central City/Centura (OWH, LJS); Kenny Wellwood, Ft. Calhoun (OWH, LJS); Carson Frank, Malcolm (OWH, LJS); Mason Gorecki, Central City/Centura (OWH, LJS); Colter Lueders, Central City/Centura (OWH LJS); Logan McGreer, Malcolm (OWH, LJS); Jackson Warner, Auburn (OWH, LJS); Nick Mousel, Adams Central (OWH, LJS); Kaleb Wahlmeier, Adams Central (OWH, LJS); Barrett Fries, Central City/Centura (OWH, LJS); Chase Smith, Malcolm (LJS); Justin Wisnieski, Malcolm (LJS)

* **Shayla Rautenberg of Milford was chosen to represent the USA in the NORCECA U19 Pan-American Volleyball Cup. She helped lead the Team USA to the championship.**

* **Several wrestlers from NRCS-member schools were chosen to participate in the Nebraska Scholastic Wrestling Coaches Association's all-star duals championships. Included were:**

- BOYS: Cal Wells (Broken Bow), Gage Friesen (High Plains), Hudson Urkoski (High Plains), Luke Pawloski (Pleasanton), Orrin Kuehn (Minden), JD Adam (Meridian), Grady Rasmussen (Ravenna), Cy Peterson (Syracuse), Ethan Elliott (Hershey), Carter Horner (Loomis), Dalton VanLaningham (Fairbury), Owen Kreikemeier (Raymond Central), Elijah Ehlers (Raymond Central), Ryan Stusse (Battle Creek)
- GIRLS: Lacy Lemburg (Lakeview), Rylie Arens (Crofton/Bloomfield), Bekah Butterfield (Stanton), Catalina Jones (Louisville)

* **The Nebraska Coaches Association recently announced its All-State Tennis selections. Included from NRCSA-member districts were:**

- BOYS ALL CLASS: Jadyn Friesen (Sutton), Calvin Wilmes (Creighton)
- BOYS CLASS C: Zephyr Mowinkel (Milford), Jeff Hollister (Doniphan-Trumbull)
- BOYS CLASS D: Micah Gerlach (Cambridge), Tyson Essex (Loomis), Lukas Armstrong (Red Cloud), Brady Haake (Sandhills/Thedford)
- CLASS B GIRLS 1st TEAM: Roslyn Wiemers (McCook)

* **The National Association of Elementary School Principals and the Nebraska Department of Education recently honored 23 PK-3 Leadership Academy Graduates. A majority of those honored are in leadership positions at NRCSA member districts or EDUs. They include:**

- Eric Arneson, Principal, Hemingford Public Schools
- Apryl Beck, Principal, Tekamah-Herman Community Schools
- Tara Fries, Principal, Southwest Public Schools
- Megan Gilkey, Principal, Syracuse-Dunbar-Avoca Public Schools
- Keri Hart, Principal, Laurel Concord Coleridge School
- Kane Hookstra, Principal, Southern Public Schools
- Roxane Humphrey, Partnership Education & Special Services Manager, ESU 13 Head Start
- Claire Kayton, Principal, Boone Central Schools
- Courtney Maas, PK-2 Principal, Wayne Community Schools
- Katie Maloley, Instructional Coach, Early Learning Academy, Lexington Public Schools
- Matt McLaughlin, Superintendent, Leyton Public Schools
- Kim Roberts, Principal, Central Elementary School, Fairbury Public Schools
- Kendra Ross, Reading Specialist, Walthill Public Schools
- Jessica Ternus, Preschool Teacher, Madison Public Schools
- Ben Wright, Principal, Ainsworth Community Schools

* **Three of the four MVP's in the Nebraska Eight Man Football Coaches Association/Sertoma All Star Game were from NRCSA-member schools. Kagan Jones of Johnson County Central was the Offensive MVP for the East Team. Cole Heimes of Hartington-Newcastle was the Defensive MVP for the East Team and Hudson Devlin of Sandy Creek was the Defensive MVP for the West Team.**

* **Dan Sorge, former Volleyball and Boys Basketball Coach for Shickley, was inducted into the National High School Athletic Coaches Association's Hall of Fame.**

* **The Nebraska Coaches Association recently announced the recipients of several awards. Award winners from NRCSA-member schools include:**

- Binnie and Dutch Award for Track: Rich Britten (Brady)
- Ed Johnson Award for Boys Basketball: Kevin Asher (Aurora)
- Swede Hawkins and Del Schoenfish Award for Golf: Larry Knaak (Plainview)
- Guy Mitty Award for Wrestling: Dennis Oliver (Pender)
- George O'Boyle Award for Cross Country: Shane Fruit (Ogallala)

* **NCA Coaches of the Year Award:**

- Boys Cross County: Todd McQuistan (Holdrege)
- Girls Cross County: Mark Oliver (Auburn)
- Girls Basketball: Scott Guzinski (Oakland-Craig)

- Wrestling: Cody Wintz (Battle Creek)
- Bowling: Nikki Bradley (Northwest)
- Boys Track and Field: Mike Spargo (Dundy County-Stratton)
- Baseball: Zach Wehner (Malcolm)
- Soccer: Ulises Fuentes (Schuyler)
- Tennis: Matt Wiemers (McCook)
- Cheer: Casey Clements (Elmwood-Murdock)
- Strength and Conditioning: Amber Burson (Lexington)

MEMBER SPOTLIGHT

Johnson-Brock Public Schools

Superintendent: **Jeffrey Koehler**

Principal: **Lucus Dalinghaus**

Mascot: Eagles

Enrollment: 356

Location(s): Johnson, NE

Interesting Fact: On November 2, 1925, tragedy stuck, and the Brock schoolhouse burned, just as students were coming to school in the morning. Some of them helped to save some materials from the school. Before the smoke had cleared, Superintendent M. A. Sams had classes set up in makeshift quarters all over town, and the school became known as the "Main Street Campus."

The high school met in the Methodist Church basement; chemistry class shared space with the coal supply in the fuel room. Other classes met in the other churches, meeting rooms, all over town. Plays and activities were held at Bennet's Theater. Music and debate had their programs in the Methodist Sanctuary. With no gym, no lunchroom, no recreation area, free time was spent strolling up and down Main Street. Nebraska's Governor, Adam McMullen came to Brock for the Graduation Exercises that year - May, 1926, that was held in the Methodist Church.

Board of Education: **Keith Bohling**, President; **Chester Bohling**, Vice President; **Blayne Behrends**; **Brian Meyer**; **Mitch Neddenriep**; & **Bryan Wakinlinski**

Programs

Program 1. FFA – Our FFA program started in 2017 and immediately had interest from our students. In 2020 we hired a second FFA instructor and now our participation rate is over 70 kids in the program. The FFA program has had several state champions, and several represent the school at the national convention each year. The Johnson-Brock FFA was recognized as the Outstanding Secondary Agricultural Program of the Year in 2025 by the Nebraska Agricultural Educators Association.

Program 2. Blue Ribbon School – In 2022 the district celebrated the Blue Ribbon Awarded by the Federal Government. This was the second Blue Ribbon award in 8 years. We believe one of the key reasons for our schools success is the impact of the TeamMates mentoring program. When students have consistent, trusted adult mentors in their lives, they build confidence, stay engaged and more likely to set and reach goals. It can create a ripple effect, strengthening our school culture, support mental well-being and build a foundation for long term success.

MEMBER SPOTLIGHT

Cedar Bluffs Public Schools

Mascots: Wildcats

Enrollment: 486

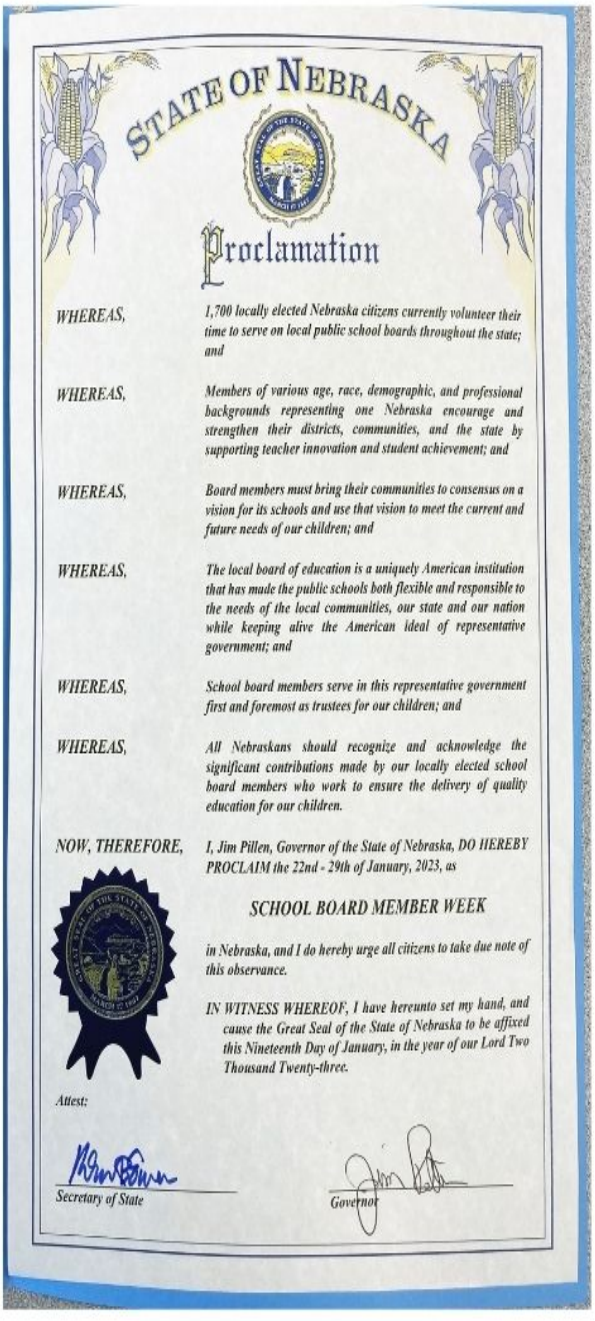
Location(s): Cedar Bluffs, NE

Superintendent: **Harlan Ptomey**

Principals: **Kristina Headid**, Secondary Principal; **Curtis Carlson**, Elementary Principal; & **Thomas Brinkman**, Assistant Principal

SCHOOL BOARD MEMBERS

Jeremy Pleskac



STATE OF NEBRASKA

Proclamation

WHEREAS, 1,700 locally elected Nebraska citizens currently volunteer their time to serve on local public school boards throughout the state; and

WHEREAS, Members of various age, race, demographic, and professional backgrounds representing one Nebraska encourage and strengthen their districts, communities, and the state by supporting teacher innovation and student achievement; and

WHEREAS, Board members must bring their communities to consensus on a vision for its schools and use that vision to meet the current and future needs of our children; and

WHEREAS, The local board of education is a uniquely American institution that has made the public schools both flexible and responsible to the needs of the local communities, our state and our nation while keeping alive the American ideal of representative government; and

WHEREAS, School board members serve in this representative government first and foremost as trustees for our children; and

WHEREAS, All Nebraskans should recognize and acknowledge the significant contributions made by our locally elected school board members who work to ensure the delivery of quality education for our children.

NOW, THEREFORE, I, Jim Pillen, Governor of the State of Nebraska, DO HEREBY PROCLAIM the 22nd - 29th of January, 2023, as

SCHOOL BOARD MEMBER WEEK

in Nebraska, and I do hereby urge all citizens to take due note of this observance.

IN WITNESS WHEREOF, I have hereunto set my hand, and cause the Great Seal of the State of Nebraska to be affixed this Nineteenth Day of January, in the year of our Lord Two Thousand Twenty-three.

Attest:

Secretary of State

Governor

Tim Shanahan

Todd Thiesen

Grant Fitzgerald

Garlyn Grosse

Amanda Timmerman

Cedar Bluffs Public Schools

Programs:

Cedar Bluffs Career Academy: The Cedar Bluffs Class of 2025 has a total of 21 students, achieving academic, career, and personal milestones that set them apart. As a group, they've earned over 120 college credits through partnerships with Southeast Community College, Doane University, and Metropolitan Community College. Several students went even further, earning certifications that will launch them directly into high-demand careers, including Certified Nursing Assistant (CNA), Commercial Driver's License (CDL), and Welding. Many also completed multiple OSHA certifications, preparing them for success in the workplace. This group has also been offered over 1 million dollars in scholarships, not including the full-tuition scholarships awarded to several seniors. These awards reflect not only their hard work, but also their potential for future success.

Daycare and Pre-School Program: Cedar Bluffs offers a convenient, high-quality daycare program located on-site, serving both staff members and families in the community. The daycare is open Monday through Friday year-round, including during the summer months, providing reliable care and a nurturing environment for children. In addition to daycare, Cedar Bluffs also offers a full-day preschool program. The preschool runs Monday through Friday and is completely free of charge. Designed to support early learning and school readiness, the program provides young children with engaging, age-appropriate education in a supportive setting.

Updates from Members & Other Entities

From NRCSA Executive Director Jack Moles: *NRCSA is backing the work of the Nebraska State College System and the Nebraska SMART program. This is a unique approach to providing free tutoring services to your students. Information on the program is provided below. This program is beneficial on many levels. Among them are:*

- *The program is FREE for kids and families.*
- *The program provides valuable experience for prospective teachers.*
- *The program provides a paying job for prospective teachers.*
- *The program provides another great connection between Chadron State, Peru State, and Wayne State with NRCSA member school districts. All three of the State Colleges are NRCSA members.*
- *The program provides an opportunity to connect prospective teachers with rural schools. Some of the tutors did not attend rural high schools and this provides an opportunity for them to connect with rural.*
- *The program provides an opportunity to connect YOUR school with prospective teachers. You may be in the market to hire one of these tutors in the future and this connection could help!*

NEBRASKA SMART

Nebraska SMART Free Online Tutoring for K-12 Students

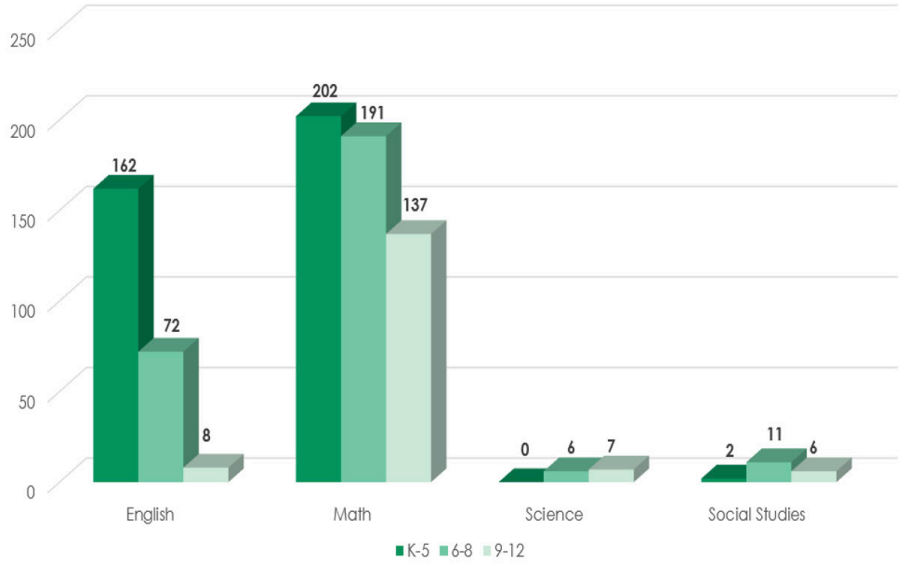
Nebraska SMART Free Online Tutoring for K-12 Students.

Tutoring will resume in **August**.
Stay tuned for updates throughout the summer about Nebraska SMART.

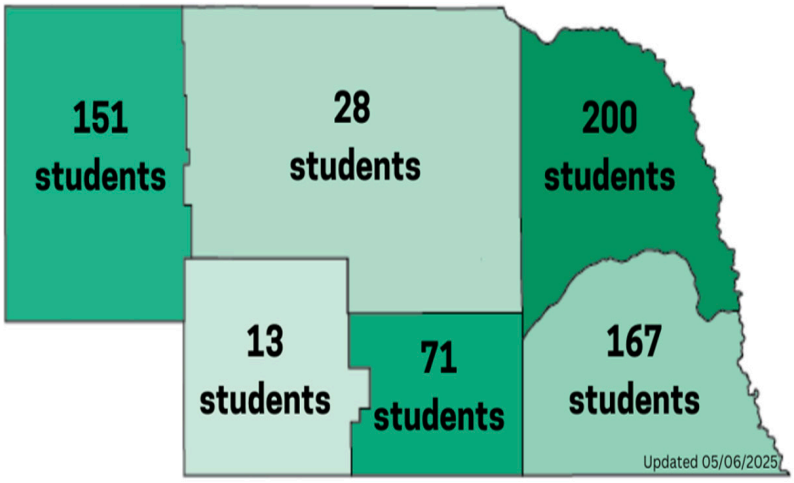
Spring 2025 Semester Impact

Tutoring for the Spring 2025 semester has concluded, with over 810 sessions and 450+ hours of support provided to K–12 students in rural Nebraska—an increase from Fall 2024's 735 sessions and 405 hours.
Notably, **75% of sessions served students from NRCSA member districts.**

The graph below shows a breakdown of tutoring sessions by subject and grade level.



630 students have registered since February 2024, with 74% attending an NRCSA member school district. The map below shows the NRCSA districts where each student is registered.



What parents are saying

Parents have shared their experiences about the impact the tutoring program:

Families across rural Nebraska are seeing the difference Nebraska SMART tutoring is making in their children's learning. Here's what a few had to say:

- *"My son scored 49 points higher on his NSCAS test for the spring. He's started working with [a Tutor] right around Christmas time! He was so proud of that growth and so am I!!!"*
- *"My daughter's comprehension at school has improved a lot and also her math scores went up!"*
- *"His tutor has such patience as he works through word decoding and reading. His tutor is very good at motivating him and keeping him engaged."*
- *"Being able to have one-on-one teaching and tutoring. My son was able to actually understand the information that he could not learn at school. He was able to master and actually understand the concept when working for 15 minutes 1-on-1 with [the Tutor]."*
- *"Repetition is key. Reassurance and patience, kindness and camaraderie. NSCAS Math score went up!! My student said, 'because of my tutor.'"*
- *"[The Tutor] was able to connect with [my son] and keep [my son] engaged while helping him to catch up in math. He was able to introduce new skills and go back and work with [my son] on not only his current homework but skills he was behind on. [My son's] grades and confidence have gone up in all subjects at school since he began this tutoring program."*

How can school districts help?

New promotional posters will be mailed to each school district this summer for use in the upcoming school year. To request additional materials, such as bookmarks, please complete the Nebraska SMART **Promotional Material Request Form**.

Your help in reaching out to parents within your district is essential to increasing awareness of this program. Here are a few ways you can assist:

Share about Nebraska SMART

- In school, district, or classroom newsletters for parents
- With Teachers, Counselors, Parent/Teacher Associations, and district staff
- Add **Nebraska SMART** as a student resource on school district websites

- Connect with Nebraska SMART on social media: **Facebook**, **Instagram**, and **X (Twitter)**
- Share with district technology team the domain **allowlist guide**

For more information, visit:

www.nscs.edu/nebraskasmart

Email for inquiries or to request promotional supplies: **nebraskasmart@nscs.edu**

Thank you for your support in raising awareness of Nebraska SMART!

As we hear concern from rural districts concerning moves in the national front regarding the Department of Education, the National Rural Education Association (NREA) and the National Education Association (NEA) have combined to share a website outlining the amount of federal funding that goes to public schools. The website can be accessed here:

How Much Funding Does My Public School Get from the Federal Government

Dr. Steven Johnson, a member of the NREA Executive Committee, provided a document entitled, "Strengthening Rural Communities Through Public Education". Many of you had an opportunity to meet Steve at the NRCSA Spring Conference. His article may be accessed here:

Strengthening Rural Communities Through Public Education

The Center on Budget and Policy Priorities, along with the Food Research and Action Center, has drawn attention to the possibility that the Community Eligibility Provision (CEP) might be substantially altered. This change could have a negative impact on several school districts in Nebraska. The following website provides a great overview of the concern and allows the viewer to go specifically to Nebraska to see how the change could affect districts.

State by State Fact Sheet

The ESUCC and ESU 3 have shared a document which outlines all of the trainings and mandates that are required of districts. The document, "School District Plans, Policies, and Annual Trainings Requirements", is a handy reminder for districts. Thanks to ESUCC Executive Director Kraig Lofquist and ESU 3 Administrator Dan Schnoes for developing and distributing this handy tool. The document may be accessed here:

School District Plans, Policies, & Annual Trainings

Jeremy Braden, Superintendent at Doniphan-Trumbull, has developed a useful agenda for on-boarding new Board of Education members. Many of our districts will bring on new Board members in January. Jeremy's instrument could be a nice template for Superintendents and Board Presidents to use in working with new Board members. It may be accessed here:

Board Member Onboarding

From Rebecca Vogt, UNL
Today we are releasing the first of the reports from the 2024 Rural Poll, focusing on the well-being of rural Nebraskans. The report can be accessed online. The press release for this report can be found here.

Well Being of Rural Nebraskans

From Jay Martin, NDE Director of School Safety & Security

Hello All,

Time for the home stretch to the end of another school year! I hope it all goes well with all the events planned this spring.

Below you will find the School Safety Newsletter and information. The main question to look for is a Threat Assessment Survey. We are gaging schools' interest in future Threat Assessment trainings. The last page has a breakdown of the three Threat Assessment trainings offered by UNLPPC. Please take a moment to complete this survey by April 15, 2025.

Remember to apply for your Diamond status Safety Badge to display at your school letting your school community know you "Place School Safety First!"

Thanks for all you do in school safety.

School Safety Newsletter Spring 2025

UNL Extension Center: Embracing Innovation: Exploring the Dynamics of New Partnerships
Developing business & Industry, organizational, and postsecondary partnerships with school districts can play a pivotal role in enriching the educational experience, supporting student achievement, and strengthening connections between schools and their communities. By leveraging external resources, expertise, and support, schools can create a more inclusive, engaging, and supportive learning environment for all students. While partnerships within school districts can bring numerous benefits, there are also challenges that may be encountered. These can be overcome by fostering a culture of collaboration, prioritizing communication and relationship-building, seeking creative funding solutions, and promoting equity and inclusivity in partnership efforts. Additionally, leveraging support from district leadership, community stakeholders, and external resources can help schools overcome obstacles and maximize the benefits of collaborative partnerships.

We in the Institute of Agriculture and National Resources (IANR), specifically the College of Agricultural Sciences & Natural Resources (CASNR) and Nebraska Extension 4-H, believe this strategy for K-12 partnerships will result in a strong learning innovation network of support for every learner and every educator in the state of Nebraska. The world of higher education is evolving, driven by changes in technology, demographics, workforce demands, and societal expectations. To meet the needs of today's learners in the 21st century and prepare them for the challenges of tomorrow, we are embracing innovation, collaboration, and a student-centered approach.

In recent years, CASNR has created two new positions to help in this work. Dr. Tammy Mittelstet (**tmittelstet@unl.edu**) is serving as the CASNR Statewide Education and Career Pathways Coordinator and Bailey Feit (**bailey.feit@unl.edu**) serves as the LPS/CASNR Early College and Career Pathways Coordinator. They engage in co-creating education and career pathways for students and supporting teachers by:

- creating opportunities and minimizing barriers for all learners in the exploration of education and career pathways,
- investing in and supporting teachers to innovate and integrate cross-curricular concepts of Food, Energy, Water, and Societal Systems (FEWSS) throughout K-12 education,

- encouraging our higher education institutions to share content expertise to build curriculum that will inform best practices in the areas of FEWSS and mentor future systems thinkers for the continuum of learners through our higher education institutions,
- connecting and developing a team of community leaders to build partnerships that combine resources to support student and teacher innovation, and
- building a workforce of tomorrow with the support of the industry of today by developing work-based learning opportunities.

If you would like to get monthly updates, consider signing up for the L.I.N.K.S. newsletter at **https://casnr.unl.edu/k-12-partners**.

Nebraska Extension brings University of Nebraska expertise and research in 8 key areas of impact directly to Nebraskans from all walks of life in each of the state's 93 counties. Nebraskans turn to Nebraska Extension to strengthen their families, inspire their communities, empower young people, conserve and protect natural resources and advance their farms, ranches and businesses. Nebraska 4-H represents one of the eight key areas, and has been a leader in the career and college readiness field by being one of the first in the country to support a statewide educator position and team to provide leadership in program development and delivery.

The College & Career Success Team is led by Dr. Dawn Lindsley (dawn.lindsley@unl.edu) at the State 4-H Office and Jacie Milius (jacie.milius@unl.edu) in Gage County. In 4-H, we believe in the power of young people. With nearly six million members nationwide and 140,000 in Nebraska, we empower youth to lead for a lifetime. In a rapidly changing world, it's crucial for young people to be equipped with the right mix of knowledge, skills, and experiences for their transition from education to the workforce. Through our programming, we provide developmentally appropriate, experiential learning opportunities to help youth and adults explore postsecondary education and career options, preparing them to reach their fullest potential in today's dynamic job market. If you would like to learn more, please visit **https://4h.unl.edu/programs-priorities-career-college-success.**

Nebraska students are the leaders, innovators, and problem-solvers of tomorrow. Through collaboration with business & industry, organizational, and postsecondary partners, school districts can provide students with invaluable real-world experiences, access to resources, and insights into the demands of the workforce. We can bridge the gap between education and employment, equipping students with the skills, knowledge, and connections they need to thrive in the competitive global economy. Together, we can create a brighter future for our students and our communities.

The National Rural Education Association, in partnership with the Rural Schools Collaborative, has issued a study entitled WHY RURAL MATTERS. The report "looks critically at how educational supports and resources for student well-being are being distributed, casting light on which of our rural children are in need of additional support". The study is well done and shows Nebraska in a pretty positive light. I would encourage you to take a look at WHY RURAL MATTERS, which can be accessed here:

Why Rural Matters

The National Rural Education Association (NREA) partnered with AASA in producing a report on REAP. REAP is a program that benefits many of our smaller districts. The report can be accessed here:

https://www.aasa.org/docs/default-source/resources/reports/rural-education-achievement-program-survey-report.pdf

Understanding REAP

NRCSA is pleased to announce a partnership with New Leaf Teletherapy. New Leaf provides mental health teletherapy services for both staff and students. I became very interested in this possibility especially in terms of staff services. I know our members are working hard to provide services for their students, but there does not appear to be that same capability when looking at staff services.

I look at this service as helping to bolster what your district is already doing, not to take the place of those efforts. I believe this can be a cost effective means of furthering your efforts.

NRCSA recently hosted three introductory Zoom meetings with Mark Goldman and Deb Romano of New Leaf to have them explain what the program would look like. Below you can access the slide show from those meetings, as well as a recording of one of the meetings.

New Leaf PowerPoint Presentation

New Leaf Zoom Meeting (recording)

If you would like to be in contact with Mark Goldman or Deb Romano, please feel free to call or email me and I can help make that happen.

Read the Full Blog

The American Heart Association is committed to partnering with schools in rural Nebraska to improve the health of their communities. A few of these opportunities include:

Tobacco Free Schools. Unfortunately, recent data reveals the ongoing challenges of youth tobacco use. The 2021 National Youth Tobacco Survey showed that: Approximately 2 million MS/HS students reported using e-cigarettes during the pandemic; nearly 85% of them used flavored tobacco products. More than 4 in 10 HS students and nearly 2 in 10 MS students who used e-cigarettes did so 2 out of 3 days and youth showed a strong brand preference.

Many schools have struggled to keep up with the continued innovation of the tobacco industry. To help address that, the American Heart Association created our Tobacco Free Schools Toolkit. The toolkit is designed to help schools update their policies so that now – and in the future – they will cover all products, people, and places while providing mechanisms that support students who are battling tobacco addiction. More information/ resources are here.

Improving Cardiac Response in Schools. Did you know that the odds of surviving a cardiac arrest in rural areas is only about half of that in an urban area? In the aftermath of a cardiac emergency - minutes matter. The Chain of Survival starts with those who are present and requires everyone to do their part. The American Heart Association is committed to building a Nation of Lifesavers to and to helping school districts and other entities develop **Cardiac Emergency Response Plans**. These plans consider: access to functioning AED's, a strong

base of CPR knowledge and training, as well as the identification of a response team and the annual practice of a cardiac emergency. Tim Nikolai, Sr. Rural Health Director at the American Heart Association can help. Please reach out to: **Tim.Nikolai@heart.org**.

Learn CPR in 60 Seconds

A note from Mr. Nikolai:

*For those I have not met previously, I am the **American Heart Association's** lead for rural health in the Midwest Region, inclusive of your states. My role allows me to work collaboratively with all manner of organizations that are in a position to impact health in their communities – and schools are certainly near the top of that list.*

*There are many ways our organization has worked to collaborate with schools – supporting access to nutritious, affordable food, helping to address the ongoing challenges of vaping/tobacco use, and more. Today, though I'm focusing primarily on our resources to assist with cardiac readiness / cardiac emergency response planning. Much of the country was watching – or has followed since – the **collapse of Buffalo Bills' safety, Damar Hamlin, on Monday Night Football.** Fortunately, Damar's story had a happy ending. Our goal is to maximize the opportunity for everyone to have a similar outcome should they experience a Sudden Cardiac Arrest. Most organizations will not have the resources that the NFL does to ensure player safety, but there is much that can be done, especially with proper planning.*

*Some data suggests that **nearly 1% of schools will be the site for an out of hospital cardiac arrest annually.** For a variety of reasons, rural areas are disproportionately impacted by both rates of cardiac arrest and poor outcomes. We know that prepared and equipped schools mean better outcomes for staff, students, visitors, and the communities that so often gather in school spaces.*

We have recently built out/updated a variety of tools to assist schools – and other organizations – with their cardiac readiness. These include:

- *Sample Cardiac Emergency Response Guidelines and Plans.*
- *A toolkit to maximize the impact of AED placement and implementation.*
- *Training and awareness tools to help with Hands-Only CPR knowledge for staff and students.*
- *A revamped, training site search feature, for coaches, nurses, and others who need CPR certification.*
- *In some cases, we may have – or be able to help secure – financial resources to help schools with purchasing/ maintaining AEDs, CPR mannequins, etc. Hearing the scope of that need can help us secure additional resources, so please let us know!*

Please let me know if you see an opportunity or need to dialogue about these resources further or share them with your member districts. I'm happy to assist with newsletter copy, join or host webinars, or other ideas that fit your standard means of communication.

Finally, at the risk of sharing too much – a few other notes I wanted to highlight.

- *I've attached an invitation for our **Fall Educator Series**. Administrators/Educators from all districts are welcome to attend the sessions they are interested in. You'll see the one in November is on Cardiac Emergency Response Planning.*
- *Last year some 1300+ rural schools in the Midwest participated in our Kids Heart Challenge program. They raised life-saving money for our mission, earned PE equipment for their schools, and helped improve health knowledge in their community. Last year, tens of thousands of families learned Hands-Only CPR through the program.*
- *Thanks to the **Missouri Rural Health Association** for sharing our HeartCorps program on their home page. That opportunity exists for IA, KS, KY, MN, MO, NE, OH, and WI. Happy to chat more!*

American Heart Association Service Summary

nebraska coaches association

PROACTIVE COACHING

The NCA & Proactive Coaching partner to bring Coach Bruce Brown's legendary insights about the parent's role in education-based athletics to your school & community.

Book your School's Presentation

Parent Meetings or Special Events

THE ROLE OF PARENTS IN EDUCATION-BASED ATHLETICS

PRESENTED BY DARIN BOYSEN, NCA EXECUTIVE DIRECTOR

"Outstanding information, well delivered. There were times I thought he was talking directly to me, which is a sign of a great communicator. I personally feel I'm better today than yesterday as a sports parent because I was able to listen to this message." – Parent & School Board Member

Before the Season

What do Athletes/Kids Really Want?

Releasing Your Son/Daughter to the Experience

Parental Red Flags

During the Game/Event

Modeling Appropriate Behavior

Big Picture

One Instructional Voice

After the Game/Event

Time & Space

Confidence Building

Relationship Building

Six Powerful Words

NEBRASKA COACHES ASSOCIATION

500 Charleston St, Ste 2, Lincoln, Nebraska 68508

402-310-5472 | darin@ncacoach.org

Official Association Endorsements as of September 1

Nebraska School Administrators & School Board Members,

The Nebraska Coaches Association (NCA) is excited to announce a partnership with Proactive Coaching to bring Coach Bruce Brown's legendary insights about **"The Role of Parents in Education-Based Athletics"** to your school and community. Please see the attached flyer for highlights/focus of the in-person presentation.

NCA Executive Director, Darin Boysen, will begin travel across Nebraska multiple times throughout the 2024-2025 school year to deliver this powerful and passionate message. The NCA, Proactive Coaching and Darin are partnering to bring this message to your school at a **50% discounted rate from the standard Proactive Coaching in-person booking fee.**

Presentation Details:
45-Minute Parent Presentation with One School or Combined Schools

- Single school presentations are recommended but not required
- One presentation = one fee (no additional fee for schools merging)

Audio/Visual Requirements from the Host School:

- Overhead Projector with HDMI Connection
- Screen or Scoreboard Display
- Microphone

Cost – Payable the Day of Presentation:

- Within 75 miles of Lincoln/150 miles Round Trip
  - $750 flat rate
- Beyond 75 miles of Lincoln/150 miles Round Trip
  - $750 flat rate
  - 50 Cents per mile Round-Trip -OR- Cost of a Rental Vehicle/Gas
  - In some cases, a rental car may be cheaper for longer distances
  - Hotel Expense – if needed
- ***Please Note:*** *Working together with other area schools to book separately on consecutive days of the week can greatly save travel and lodging expenses*

The following booklets authored by Bruce Brown will be available for purchase for $5 each (15% discount) after the presentation or ordered by the school in advance:

- *The Role of Parents in Athletics*
- *Playing with Confidence*
- *Life Lessons for Athletes*

Please let us know if you have any questions regarding the presentation or booking a date.
All the best,

Darin Boysen

Darin Boysen
Nebraska Coaches Association

Official Association Endorsements – as of September 1

The National Rural Education Association's Legislative Committee (of which NRCSA is a member) continues to represent rural education on the Federal level. NRCSA Executive Director Jack Moles and NRCSA Legislative Committee Co-Chair Bryce Jorgenson (Supt. at Southern Valley) attended the NREA Federal Legislative Summit in Washington DC on April 6-8.

JACK MOLES AND BRYCE JORGENSEN AT THE U.S. CAPITOL

NRCSA EXECUTIVE DIRECTOR JACK MOLES & SOUTHERN VALLEY SUPT. BRYCE JORGENSON WITH NEBRASKA SENATOR DEB FISCHER(1999 NRCSA Outstanding Board of Education Member)

Bryce and Jack met with the offices of each of Nebraska's contingency in Congress. They specifically shared three points of emphasis with them:

- Maintaining funding promises via programs such as REAP, Title I, and e-Rate in light of the changes being made to the US Department of Education.
- Full funding of IDEA was stressed. This would bring about $171 million more to Nebraska public schools in support of Special Education services.
- Passage of the Secure Rural Schools Reauthorization Act of 2023. This would bring almost $200,000 to school districts surrounded by tax-exempt public lands.

NREAs Legislative Agenda for 2025 is as follows:

One in five students attends a rural school. Rural schools provide education critical to future productive citizenship for children and youth in rural communities. Rural schools and higher education institutions play important roles beyond teaching and learning as the economic and social hearts of the communities they serve. America can thrive when rural communities thrive, and rural communities cannot succeed without strong preK-12 and postsecondary learning opportunities. As the oldest (1907) education association representing rural educators, the National Rural Education Association (NREA) supports education opportunities for students from early childhood through postsecondary education to include federal support for early childhood education, K-12 education, and a wide range of postsecondary education opportunities.

1. RURAL SCHOOL FUNDING • NREA urges Congress to sustain and, where possible, increase funding to Title V, Part B of ESSA, the Rural Education Achievement Program, with a specific increase to the Rural Low-Income School program. • NREA supports investments in the Secure Rural Schools Programs (SRS) that provides critical funding for districts impacted by federal lands. NREA supports long-term dedicated SRS funding for 5-10 years and retroactive appropriations to ensure no disruption in funding. • NREA requests that Congress fully fund the Individuals with Disabilities Education Act (IDEA). To honor the commitment to support the education of students with disabilities, Congress should act immediately to restore full funding to IDEA. • NREA opposes efforts to privatize or redirect federal funds to privatize education such as voucher programs, attempts to incentivize federal tax credits for donations to private schools, and proposals to create educational savings accounts for K-12 students.
2. RURAL EDUCATION DATA AND RESEARCH • NREA expresses strong support for continuation of the National Center for Education Statistics (NCES). This will ensure collection and reporting of data about all schools including low-income and rural schools (including locale codes). NREA believes that accurate identification of rural schools is necessary to guide federal investments in rural schools and communities. • Data is essential to understand those practices that support rural students and advance rural education. • NREA supports continuing and increasing federal investment in data-driven rural education research.
3. RURAL TEACHER EDUCATION AND

WORKFORCE INVESTMENTS ● NREA supports increased access and funding to career and technical education (CTE) programs in high school and post-secondary education to ensure a healthy rural workforce. ● NREA supports the reauthorization of the Workforce Innovation and Opportunity Act and the National Apprenticeship Act. WIOA increases the availability of services and supports in schools so students have access to youth apprenticeship and pre-apprenticeship programs. ● NREA supports the preservation and expansion of federal grant and loan forgiveness programs that support the preparation of teachers and other school personnel, especially those that encourage individuals to work in rural districts and communities.

The Committee for Education Funding (CEF) is a group that the NREA Legislative Committee works with. Sarah Abernathy, CEF's Executive Director, provided an update following in November's elections. She does provide a decent overview of what the national landscape might look like moving forward. (Please note that all of CEF's views do not necessarily reflect all of the views of NREA or NRCSA.)

FROM SARAH:
I. The election and CEF's mission to support investments in education
Dear CEF Members:

As we digest the results of yesterday's election and wait to find out which party will lead the House in the 119th Congress, I imagine many of you are focused on what this means for governing in general and for education funding and policy in particular. We will certainly be facing a more challenging environment for investing in education and for ensuring that the federal government supports and protects students, educators, and education institutions as the country continues to educate students of all ages. CEF's mission to increase the federal investment in education will not change, but we'll have to focus more on defense against funding cuts. We will continue to point out the results of education investments – for students immediately and for economic growth in the long term. We will need to communicate well, broaden our community of advocates, and target our efforts so they are as effective as possible.

Things to keep in mind – I generally hope for the best but try to prepare for the worst. I wasn't prepared for last night, but just made a list of some things I expect from a Trump Administration's education agenda, and how likely they are to happen. Key things to keep in mind:

Congress did not enact past Trump budgets that cut education funding – In fact, Congress ignored the Trump Administration's requested steep cuts and increased education funding. I don't expect education funding increases now but do know that Members of Congress do not want to vote for bills that will cost jobs in their district or harm their constituents. One of our jobs will be to continue to highlight why investments in education are so important to those who need to be convinced.

It is hard to make big changes in government quickly – Some Republicans want to eliminate the Department of Education, while continuing many programs at lower funding but in either the Department of Labor or in Health and Human Services. This type of change is hard to enact. There do appear to be some executive actions that would eliminate civil servant positions, and it's easy to shrink a government agency by not hiring behind staff who leave. If Republicans keep control of the House next Congress, they could use the budget reconciliation process to fast-track passage of tax cuts and cuts to entitlements, since reconciliation bills need only a majority in the Senate, not the customary 60-vote margin to pass.

Administrative/regulatory agendas change with each Administration – Since recent presidents have not been able to enact much of their agendas because they often split power with Congress, each successive administration has made changes with executive action, which are then reversed by the next administration. A Trump administration is likely to reverse Biden Administration student loan debt relief executive actions and impose new ones that support their agenda, such as limiting Diversity, Equity, and Inclusion requirements, limiting transgender student participation in sports or protections at the school level, and changes in interpretation of student civil rights protections.

Possible Republican policy agenda focused on the private sector (except for IHEs) – Conservative theory tends to support the private sector as a more efficient than the public sector for accomplishing goals, and I'd expect to see a renewed focus on support for private school vouchers that families could use toward private school education, more tax policy supporting private school tuition, and "local control" for public schools. At the higher education level, Republicans are likely to sharpen their attention to college admission

policies, protections for freedom of speech, policies regarding civil rights, and taxation of endowments. This can occur through appropriations and tax policy (forbidding federal funding if a recipient does a certain thing or requiring a certain action to receive federal funding), and through oversight hearings and federal administrative actions, among other actions.

What's next?
Changes in House and Senate party and committee leadership – We'll know more after all House races are called. The Washington Post has a handy list of the current Republican and Democratic seats most likely to change party, and ACG Advocacy is updating its own list of seats still to call, which I'll share. Meanwhile, I've attached a document that ACG prepared on Friday showing who is in line to head each Senate and House committee for each party depending upon who is in the majority, and who is in line for party leadership positions. Republicans plan to hold leadership elections next week, although the House could push its schedule back depending on what is known about all the remaining elections still to be called.

FY 2025 appropriations likely not finalized in December – The government is operating on an extension of fiscal year (FY) 2024 funding that expires on December 20. I think it is now likely that Congress will not finalize FY 2025 appropriations bills by then and will instead extend funding into next Spring (this is what House Speaker Mike Johnson (R-LA) supported when the current 3-month extension was enacted in September), giving the new Republican Administration and Senate more say in the outcome. That outcome does not bode well for investments in education; the current bipartisan appropriations bill approved by the Senate Appropriations Committee includes $12 billion more for the Department of Education programs than the Republican bill approved by the House Appropriations Committee.

Three years ago, NRCSA began a Principal Search Service. This service is patterned after our successful Superintendent Search Service. Two options are available. Both options will involve NRCSA consultants recruiting candidates for the position. One option will involve the NRCSA consultant making background calls, while the reduced version of the service will place that role with the Superintendent. If you are interested in getting more information about the service now, please contact Jack. Here is a brochure outlining the service.

NRCSA Principal Search Brochure

UNL Tuition Discount & GOLD Grant

We have a new tuition discount program aimed at better serving folks from rural districts who are seeking school leadership degrees (MEd – principalship, EdD – superintendency)– or endorsements. The program provides a 15% tuition discount for educators who serve in NRCSA member districts or are in an area classified by NCES as rural or town. We think this is a small but important step toward helping rural schools be intentional about growing their own leaders. If interested, please contact Dr. Nick Pace at **nick.pace@unl.edu**

Big Red Leader Website

Big Red Leadership Flyer

Chadron State College Special Education Para-to-Teacher Program Initiative.

Purpose: This **"Grow Your Own"** Special Education Teacher program is designed to provide school districts with the opportunity to cultivate and participate in the training of their para-professionals who wish to continue their education to become special education teachers.

Who: Any individual who holds a minimum of an Associate's Degree (or equivalent credit hours) from an accredited higher education institution, and who is employed as a para-professional within a school district.
What: Chadron State will provide required course work and enrichment activities via online, face-to-face (via Zoom), and on the job experiential learning, leading to a Bachelor's in Education Degree, and a Nebraska Teaching Certificate with an endorsement in Special Education (grades PK-12). With administrator input, program course work will be tailored to best fit your district practices and expectations. Each course will be offered in an 8-week format, with 12-13 credit hours to be completed each 16 week semester.
How: Program participants will be advised, monitored, and supported by CSC faculty/staff, and a CSC Education Program liaison is specifically assigned to facilitate their progress. District para-professionals may enter the program at any time in the academic year.

When: once participants reach their senior academic year they will embark on completing their capstone course work, via online and Zoom class sessions. This course work has been pared down considerably with the understanding and assumption that these student teachers will be learning "on-the-job". For example, one

section covers classroom management practices. Clearly, one can argue and attest that these student teacher interns are learning more about managing a classroom from being mentored by veteran teachers within your school, and observing them in action. This is the belief and learning approach embraced during this senior year. However, to ensure and assess concept learning, Chadron State faculty will be meeting with your student teacher cohort twice per week for 1.5 hours, via Zoom conferencing technology.

Graduation: At the completion of this program students/candidates graduate from Chadron State College, and apply for teaching licensure resulting in a valid initial teaching certificate with and endorsement in PK-12 Special Education. Chadron State's education program in nationally and State accredited. As such, interstate certification reciprocity is not a problem.

Things for your consideration:

1) To qualify for this program participants must hold at least an Associate's Degree or the equivalent in college credit hours. *(CSC will work with those applicants to provide them with the needed coursework leading up to program entry).*

2) Districts must agree to maintain para-professional employment throughout the course of the program—including during the student teaching experience.

Please contact Dr. Adam Fette for more program information, at **afette@csc.edu.**

The UNL Department of Educational Psychology has received a grant from the Swanson Foundation which allows them to offer mental health services to rural schools.

From Dr. Michael Scheel, Chair of the UNL Department of Educational Psychology:

The UNL Department of Educational Psychology would like to offer counseling and psychological services, as well as consultation services to the schools and communities of Southeast Nebraska. We run a mental health counseling and therapy clinic and we are offering counseling and consultation services to teachers, administrators, students, and community members of Southeast Nebraska. Services will be provided through remote and confidential means (i.e., Zoom conferencing). We are hoping that schools, families, and individuals contact us to schedule an appointment for a telehealth counseling or consultation session.

We have recently learned that a donor will support our work with individuals living in rural Southeast NE by paying all fees for services. Thus, whoever seeks out our services will simply have to indicate they live in Southeast Nebraska, and any services we provide will be paid for through the UNL Foundation. Individual, couple, and family counseling will be provided without financial expense. Additionally, we can provide teachers, school administrators, school counselors, and school social workers consultation services for students of their schools without charge.

We are very excited to enter a partnership with schools and communities of SE Nebraska to promote mental health and well-being. We are aware of the mental health counseling disparities that exist in Nebraska rural areas, and our department, our College of Education and Human Sciences, and UNL are highly interested in offering our expertise and resources with the goal of enhancing the well-being of SE Nebraska individuals, schools, and communities. We are a group comprised of licensed psychologists and psychology graduate students who regularly provide services through our clinic to the Lincoln community. We are seeking to reach beyond Lincoln to connect more with surrounding rural areas. We also are acutely aware of the importance of addressing mental health concerns right now as we all are experiencing the stress of going through the COVID-19 pandemic.

The Counseling and School Psychology Clinic is a training clinic in which graduate students in counseling and school psychology work with clients under the supervision of licensed psychologists. Services are available to all on a sliding scale. For clients from SE Nebraska communities, services will be paid for through UNL Foundation funds supplied by a donor who cares deeply about the welfare of schools and communities in SE Nebraska. Counseling services are offered to improve well-being, improve academic and behavioral issues, stabilize mood, manage stress, and improve life-adjustment issues.

For more information, please visit our clinic website:

https://cehs.unl.edu/edpsych/clinic/

A common theme from some of the decision makers on the state level is that "out of control" local spending is to blame for the property tax

problem. NRCSA, along with many other educational entities, maintains that we do not have a school spending issue, but instead have a school funding issue. Attached are two reports, one from NRCSA, the other from Open Sky, that discuss the myth of "out of control" school spending. It is my hope that administrators and Board of Education members will read, then use these reports to counter those claims. When you do please tell your district's story as that is the most powerful way to get this message across.

NRCSA Spending Study

A Look at School Spending in NE from Open Sky

NRCSA developed a corporate sponsorship/ partnership program. The program is designed to provide our corporate partners with more opportunities for contact with the decision makers in our member school districts, ESUs, and the colleges through increased exposure. Corporate partners are able to choose among three levels of sponsorship: Purple Ribbon Partners, Blue Ribbon Friends, and Red Ribbon Sponsors. Different forms of contact with our members are made available in each of the three levels.

We are very pleased to partner with our corporate sponsors, and NRCSA is so very thankful that each of you has chosen to partner with us.

Beyond gleaming floors and fresh paint, schools are full of hidden potential. We're making schools stronger by shifting costs from operations to education, and building STEM engagement with energy education programs and sustainability dashboards. We're using digital technologies to keep classrooms healthy and effective.

Let's go beyond conventional HVAC thinking and incorporate a range of Energy Conservation Measures, including advanced lighting systems, water conservation techniques, and renewable energy sources to make your building more cost efficient, sustainable and conducive to learning. We're transforming schools with experience, innovation and passion for making buildings better.

Jason Owens, Principal at Hanny Arram Center for Success in Kearney

"Our school's partnership with Trane and Dan Whisler, Educator in Residence, has been transformative. Dan brought real-world data and hands-on experiences into our classrooms, working closely with students and staff."

Talisha Sorenson, Science Educator at Hanny Arram Center for Success in Kearney

"The Hanny Arram Center for Success is thrilled to highlight our dynamic partnership with Dan Whisler and Trane, which began in the summer of 2024. Together, we are igniting a passion for hands-on, real-world engagement among our students. As we gradually introduce energy-related activities, we have witnessed a remarkable surge in student interest and curiosity. This newfound enthusiasm is transforming the way they approach learning, inspiring them to explore energy education with fresh perspectives."

For more information contact:
Jonathan Hoesch • 402-499-8468 • Jonathan.hoesch@trane.com
Trane.com/K12

TRANE TECHNOLOGIES

Meet Trane's Educator in Residence and learn about the BTU Crew™

Purple Ribbon Partners

Apptegy
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Voss Lighting
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Wilkins Architecture, Design, Planning
Jacob Sertich
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Blue Ribbon Supporters

Albireo Energy

Blue Cross Blue Shield of Nebraska

Cognia

First National Capital Markets

Hausmann Construction

Johnson Controls

Kearney Visitors Bureau

Navitas

Rasmussen Mechanical Services

Sparq Data

Stonebrook Exterior

US Bank

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Legislative Contacts

U.S. Senators

Deb Fischer

Pete Ricketts

U.S. House of Representatives

Don Bacon

Mike Flood

Adrian Smith

Nebraska Governor

Jim Pillen

NE State Senators

Bob Andersen, Dist 49

John Arch, Dist 14

Christy Armendariz, Dist 18

Beau Ballard, Dist 21

Carolyn Bosn, Dist 25

Eliot Bostar, Dist 29

Tom Brandt, Dist 32

Tom Brewer, Dist 43

John Cavanaugh, Dist 9

Machaela Cavanaugh, Dist 6

Robert Clements, Dist 2

Stan Clouse. Dist 37

Danielle Conrad, Dist 46

Wendy DeBoer, Dist 10

Barry DeKay, Dist 40

Myron Dorn, Dist 30

Robert Dover, Dist 19

George Dugan, Dist 26

John Fredrickson, Dist 20

Dunixi Guereca, Dist 7

Bob Hallstrom, Dist 1

Ben Hansen, Dist 16

Brian Hardin, Dist 48

Rick Holdcroft, Dist 36

Jana Hughes, Dist 24

Megan Hunt, Dist 8

Teresa Ibach, Dist 44

Mike Jacobson, Dist 42

Margo Juarez, Dist 5

Kathleen Kauth, Dist 31

Loren Lippincott, Dist 34

Dan Lonowski, Dist 33

Dan McKeon, Dist 41

Terrell McKinney, Dist 11

Glen Meyer, Dist 17

Mike Moser, Dist 22

Dave Murman, Dist 38

Jason Prokop, Dist 27

Dan Quick, Dist 35

Jane Raybould, Dist 28

Merv, Riepe, Dist 12

Victor Roundtree, Dist 3

Rita Sanders, Dist 45

Tony Sorrentino, Dist 39

Ashlei Spivey, Dist 13

Tonya Storer, Dist 43

Jared, Storm, Dist 23

Paul Strommen, Dist 47

Brad Von Gillern, Dist 4

Dave Wordekemper, Dist 15

Nebraska Rural Community Schools Association

"Quality Rural Schools"

www.nrcsa.net

NRCSA Programs

New Leaf Teletherapy

Planning Support Service

Scholarship and Awards Programs

Superintendent Search Service

USBank OneCard Program

NRCSA Rural Community Schools Association
440 S 13th St, Suite B
Lincoln, NE 68508

www.nrcsa.net
www.twitter.com/NRCSA1980
www.facebook.com/nrcsahome/

11.2.4. Update on Superintendent Goals

11.2.5. Safety Report

11.2.6. Facilities Report

11.2.7. Important Upcoming Dates

11.3. Board Committee Reports

11.3.1. Curriculum & American Civics Committee (Burklund-chair, Lange, Matulka)

11.3.2. Facilities & Transportation Committee (Matulka-chair, Burklund, Lange)

11.3.3. Finance Committee (Burklund-chair, Heyen, Lange)

11.3.4. Negotiations Committee (Benes-chair, Heyen, Matulka)

11.3.5. Policy Committee (Benes-chair, Heyen, Wiig)

12. Old Business

12.1. Discuss, Consider and Take Necessary Action to Approve New and Updated Policies and Forms: 1200, 4003, 5401, 5401z, 3131, 3132, 3410, 4009, 5001, 5004, 5101, 5103, 5201, 5201x, 5202z, 5301, 5414, 5507, 6113, 6931, 5204.

Students (& Employees)

Anti-discrimination, Anti-harassment, and Anti-retaliation

A. Elimination of Discrimination.

The Raymond Public School District hereby gives this statement of compliance and intends to comply with all state and federal laws prohibiting discrimination. This school district intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination.

The Raymond Central Public School District does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities and provides equal access to designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: Bryon Hanson, Superintendent, 1800 W Agnew Road, Raymond, NE 68428 (402) 785-2615 bryon.hanson@rcentral.org.

Employees and Others: Bryon Hanson, Superintendent, 1800 W Agnew Road, Raymond, NE 68428 (402) 785-2615 bryon.hanson@rcentral.org.

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact OCR at One Petticoat Lane, 1010 Walnut Street, 3rd Floor, Suite 320, Kansas City, Missouri 64106, (816) 268-0550 (voice), Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

B. Prohibited Harassment, Discrimination, and Retaliation of Employees, Students and Others.

1. Purpose:

The Raymond Central Public School District is committed to offering employment and educational opportunities to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination, harassment and retaliation of any kind by District employees, including, co-workers, non-employees (such as volunteers), third parties, and others is strictly prohibited and will not be tolerated.

Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, that is sufficiently serious to deny,

interfere with, or limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

a. Conduct that is sufficiently severe or pervasive to create an intimidating, hostile, or abusive educational or work environment, or
b. Requiring an individual to endure the offensive conduct as a condition of continued employment or educational programs or activities, including the receipt of aids, benefits, and services.

Educational programs and activities include all academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school's facilities, on a school bus, at a class or training program sponsored by the school at another location, or elsewhere.

Discriminatory harassment because of a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, may include, but is not limited to:

a. Name-calling,
b. Teasing or taunting,
c. Insults, slurs, or derogatory names or remarks,
d. Demeaning jokes,
e. Inappropriate gestures,
f. Graffiti or inappropriate written or electronic material,
g. Visual displays, such as cartoons, posters, or electronic images,
h. Threats or intimidating or hostile conduct,
i. Physical acts of aggression, assault, or violence, or
j. Criminal offenses

The following examples are additional or more specific examples of conduct that may constitute sexual harassment:

a. Unwelcome sexual advances or propositions,
b. Requests or pressure for sexual favors,
c. Comments about an individual’s body, sexual activity, or sexual attractiveness,
d. Physical contact or touching of a sexual nature, including touching intimate body parts and inappropriate patting, pinching, rubbing, or brushing against another's body,
e. Physical sexual acts of aggression, assault, or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking), against a person’s will or where a person is incapable of giving consent due to the victim’s age, intellectual disability, or use of drugs or alcohol,
f. Requiring sexual favors or contact in exchange for aids, benefits, or services, such as grades, awards, privileges, promotions, etc., or
g. Gender-based harassment; acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex-stereotyping, but not involving conduct of a sexual nature.

If the District knows or reasonably should know about possible harassment, including violence, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred (see section entitled "Grievance Procedures," below), and take appropriate interim measures, if necessary. If the District determines that unlawful harassment occurred, the District will take prompt and effective action to eliminate the harassment, prevent its recurrence, and remedy its effects, if appropriate. If harassment or violence that occurs off school property creates a hostile environment at school, the District will follow this policy and grievance procedure, within the scope of its authority.

All District employees are expected to take prompt and appropriate actions to report and prevent discrimination, harassment, and retaliation by others. Employees who witness or become aware of possible discrimination, including harassment and retaliation, must immediately report the conduct to his or her supervisor or the compliance coordinator designated to handle complaints of discrimination (designated compliance coordinator).

2. Anti-retaliation:

The District prohibits retaliation, intimidation, threats, coercion, or discrimination against any person for opposing discrimination, including harassment, or for participating in the District's discrimination complaint process or making a complaint, testifying, assisting, or participating in any manner, in an investigation, proceeding, or hearing. Retaliation is a form of discrimination.

The District will take immediate steps to stop retaliation and prevent its recurrence against the alleged victim and any person associated with the alleged victim. These steps will include, but are not limited to, notifying students, employees, and others, that they are protected from retaliation, ensuring that they know how to report future complaints, and initiating follow-up contact with the complainant to determine if any additional acts of discrimination, harassment, or retaliation have occurred. If retaliation occurs, the District will take prompt and strong responsive action, including possible discipline, including expulsion or termination, if applicable.

3. Grievance (or Complaint) Procedures:

Employees or students should initially report all instances of discrimination, harassment or retaliation to their immediate supervisor or teacher or to the compliance coordinator designated to handle complaints of discrimination (designated coordinator). If the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student may report the alleged discrimination, harassment or retaliation ("discrimination") to the designated coordinator, or in the case of students, to another staff person (such as a counselor or principal).

Other individuals may report alleged discrimination to the designated coordinator. If the designated coordinator is the person alleged to have committed the discriminatory act, then the complaint should be submitted to the Superintendent for assignment. A discrimination complaint form is attached to this grievance procedure and is available in the office of each District building, on the District's website, and from the designated coordinators.

Under no circumstances will a person filing a complaint or grievance involving discrimination be retaliated against for filing the complaint or grievance.

i. Level 1 (Investigation and Findings):
Once the District receives a grievance, complaint or report alleging discrimination, harassment, or retaliation, or becomes aware of possible discriminatory conduct, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred. If necessary, the District will take immediate, interim action or measures to protect the alleged victim and prevent further potential discrimination, harassment, or retaliation during the pending investigation. The alleged victim will be notified of his or her options to avoid contact with the alleged harasser, such as changing a class or prohibiting the alleged harasser from having any contact with the alleged victim pending the result of the District's investigation. The District will minimize any burden on the alleged victim when taking interim measures to protect the alleged victim.

The District will promptly investigate all complaints of discrimination, even if an outside entity or law enforcement agency is investigating a complaint involving the same facts and allegations. The District will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this grievance procedure. If the allegation(s) involve possible criminal conduct, the District will notify the complainant of his or her right to file a criminal complaint, and District employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation.

The District will aim to complete its investigation within ten (10) working days after receiving a complaint or report, unless extenuating circumstances exist as determined by the investigator. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional time needed because of the complexity if the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. If extenuating circumstances exist, the extended timeframe to complete the investigation will be determined by the investigator and in compliance with any legal requirements. Periodic status updates will be given to the parties, when appropriate.

The District's investigation will include, but is not limited to:

a. Providing the parties with the opportunity to present witnesses and provide evidence.
b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
c. For allegations involving harassment, some of the factors the District will consider include: 1) the nature of the conduct and whether the conduct was unwelcome, 2) the surrounding circumstances, expectations, and relationships, 3) the degree to which the conduct affected one or more students' education, 4) the type, frequency, and duration of the conduct, 5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, 6) the number of individuals involved, 7) the age (and sex, if applicable) of the alleged harasser and the alleged victim(s)

of the harassment, 8) the location of the incidents and the context in which they occurred, 9) the totality of the circumstances, and 10) other relevant evidence.

d. A review of the evidence using a "preponderance of the evidence" standard (based on the evidence, is it more likely than not that discrimination, harassment, or retaliation occurred?)

The designated compliance coordinator (or designated investigator) will complete an investigative report, which will include:

a. A summary of the facts,
b. Findings regarding whether discrimination, harassment or other inappropriate conduct occurred, and
c. If a finding is made that discrimination, harassment or other inappropriate conduct occurred, the recommended remedy or remedies necessary to eliminate discrimination, harassment or other inappropriate conduct.

If someone other than the designated compliance coordinator conducted the investigation, the compliance coordinator will review, approve, and sign the investigative report. The District will ensure that prompt, appropriate, and effective remedies are provided if a finding of discrimination, harassment, or retaliation is made. The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings and any subsequent determinations, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings.

The District may, when appropriate or when legally required, send concurrently to the parties written notification of the decision (findings and any remedy) regarding the complaint within one (1) week after the investigation is completed. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 11232g; 34 C.F.R. Part 99, permits the District to disclose relevant information to a student who was discriminated against or harassed.

ii. Level 2 (Appeal to the Superintendent):
If a party is not satisfied with the findings or remedies (or both) set forth in the decision, he or she may file an appeal in writing with the Superintendent within five (5) working days after receiving the decision. The Superintendent will review the appeal and the investigative documentation and decision, conduct additional investigation, if necessary, and issue a written determination about the appeal within ten (10) working days after receiving the appeal. The party who filed the appeal will be sent the Superintendent's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. [If the Superintendent is the subject of the complaint, the party will file the appeal directly with the Board.]

iii. Level 3 (Appeal to the Board):
If the party is not satisfied with the Superintendent's determination, he or she may file an appeal in writing with the Board of Education within five (5) working days after receiving the Superintendent's determination. The Board of Education will review the appeal, the Superintendent's determination, the investigative documentation and decision, and allow

the party to address the Board or a Committee of the Board of Education to present his or her appeal. The Board or Committee of the Board of Education may, in its discretion, issue a written determination about the appeal. The Board or a Committee of the Board may, in the alternative, vote on the appeal and send the party the outcome of the vote. The party who filed the appeal will be sent the Board's determination. The Board's determination, and any actions taken, will be final on behalf of the District.

4. Confidentiality:

The identity of the complainant will be kept confidential to the extent permitted by state and federal law. The District will notify the complainant of the anti-retaliation provisions of applicable laws and that the District will take steps to prevent retaliation and will take prompt and strong responsive actions if retaliation occurs.

If a complainant requests confidentiality or asks that the complaint not be pursued, the District will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or the request not to pursue an investigation, as long as doing so does not prevent the District from responding effectively to the harassment and preventing harassment of other students. If a complainant insists that his or her name or other identifiable information not be disclosed to the alleged perpetrator, the District will inform the complainant that its ability to respond may be limited. Even if the District cannot take disciplinary action against the alleged harasser, the District will pursue other steps to limit the effects of the alleged harassment and prevent its recurrence, if warranted,

5. Training:

The District will ensure that relevant District employees, including but not limited to officials, administrators, teachers, substitute teachers, counselors, nurses and other health personnel, coaches, assistant coaches, paraprofessionals, aides, bus drivers, and school law enforcement officers, are adequately trained so they understand and know how to identify acts of discrimination, harassment, and retaliation, and how to report it to appropriate District officials or employees.

6. Designated Compliance Coordinators:

Designated compliance coordinators will be responsible for:

a. Coordinating efforts to comply with anti-discrimination, anti-harassment, and anti-retaliation laws and regulations.
b. Coordinating and implementing training for students and employees pertaining to anti-discrimination, anti-harassment and anti-retaliation laws and regulations, including the training areas listed above.
c. Investigating complaints of discrimination (unless the coordinator designates other trained individuals to investigate).
d. Monitoring substantiated complaints or reports of discrimination, as needed (and with the assistance of other District employees, if necessary), to ensure discrimination or harassment does not recur, and that retaliation conduct does not occur or recur.
e. Overseeing discrimination complaints, including identifying and addressing any patterns or systemic problems, and reporting such patterns or systemic problems to the Superintendent and the Board of Education.

f. Communicating regularly with the District's law enforcement unit investigating cases and providing current information to them pertaining to anti-discrimination, anti-harassment, and anti-retaliation standards and compliance requirements.
g. Reviewing all evidence in harassment or violence cases brought before the District's disciplinary committee or administrator to determine whether the complainants are entitled to a remedy under anti-discrimination laws and regulations that was not available in the disciplinary process.
h. Ensuring that investigations address whether other students or employees may have been subjected to discrimination, including harassment and retaliation.
i. Determining whether District employees with knowledge of allegations of discrimination, including harassment and retaliation, failed to carry out their duties in reporting the allegations to the designated compliance coordinator and responding to the allegations.
j. Recommending changes to this policy and grievance procedure.
k. Performing other duties as assigned.

The designated compliance coordinators will not have other job responsibilities that may create a conflict of interest with their coordinator responsibilities.

7. Preventive Measures:

The District will publish and widely distribute on an ongoing basis a notice of nondiscrimination (notice) in electronic and printed formats, including prominently displaying the notice on the District's website and posting the notice at each building in the District. The District also will designate an employee to coordinate compliance with anti-discrimination laws (see Designated Compliance Coordinator section, above, for further information on compliance coordinator), and widely publish and disseminate this grievance procedure, including prominently posting it on the District's website, at each building in the District, reprinting it in District publications, such as handbooks, and sending it electronically to members of the school community. The District will provide training to employees and students at the beginning of each academic year in the areas identified in the Training section, above.

The District also may distribute specific harassment and violence materials (such as sexual violence), including a summary of the District's anti-discrimination, anti-harassment, and anti-retaliation policy and grievance procedure, and a list of victim resources, during events such as school assemblies and back to school nights, if recent incidents or allegations warrant additional education to the school community.

Legal Reference: Title VI, 42 U.S.C. Sec. 2000d, Title VII, 42 U.S.C. Sec. 2000e, Title IX; 20 U.S.C. Sec. 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. Sec. 48-1101 et seq.
Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. Sec. 621 et seq., and the Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. Sec. 48-1001 et seq.;
Americans with Disabilities Act (ADA), 42 U.S.C. Sec. 12101 et seq.

Section 504 of the Rehabilitation Act of 1973 (Section 504)
Pregnancy Discrimination Act, 42 U.S.C. Sec. 2000e(k)
Uniform Service Employment and Reemployment Rights Act (USERRA), 38 U.S.C. Sec. 4301 et seq.
Neb. Rev. Stat. Sec. 79-2,115, et seq

Date of Adoption: [7/16/2025]

Complaint Form
Discrimination, Harassment or Retaliation

The Raymond Central Public School District does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities and provides equal access to designated youth groups. This complaint form is to be used when a person has a complaint related to discrimination, harassment or retaliation on such bases in regard to employment or the programs and activities of the school district.

Refer to Board Policy 4003 and/or 5401 for the particulars of the complaint and grievance process. You may attach additional materials to this form if needed.

The applicable coordinator may be contacted if you have questions about filling out this complaint form:

Students: Bryon Hanson, Superintendent, 1800 W Agnew Road, Raymond, NE 68428 (402) 785-2615 bryon.hanson@rcentral.org.

Employees and Others: Bryon Hanson, Superintendent, 1800 W Agnew Road, Raymond, NE 68428 (402) 785-2615 bryon.hanson@rcentral.org.

Name: _____ Date: _____

(1) Description of the complaint: _____
_____
_____
_____.

(2) Names of any witnesses to the matter being complained about: _____
_____
_____.

(3) Identify and attach any document supporting the complaint: _____
_____.

(4) Confidentiality: I ___ do__ do not give consent to my identity being shared with the person(s) against whom I am complaining. If I do not give consent, I understand that the investigation may be hindered, but that the District will nonetheless investigate and take prompt and effective action to remediate the concerns I have raised, if appropriate.

_____
_____.

(5) Relief requested (what I want done in response to this complaint):

_____
_____.

The undersigned states: The facts in this complaint are true to the best of my knowledge, information and belief. I give permission for an investigation to be made into this complaint. I understand that the District will take steps to prevent me being retaliated against for filing this complaint, that I am to notify the District if any such retaliation occurs, and that the District will take prompt and strong responsive action if retaliation occurs.

Signature:_____

Received by: _____ Date: _____

Community Relations

Personnel - All Employees and Students

Anti-discrimination

A. **Elimination of Discrimination.**

The policy of Raymond Central Public Schools is to not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, in admission or access to, or treatment with regard to employment or with regard to its programs and activities.

[Name] Public Schools and its staff shall comply with all state and federal laws prohibiting discrimination. The Board of Raymond Central Public Schools intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination and directs its staff to take all actions necessary to meet this objective.

The Superintendent shall be the Coordinator for anti-discrimination laws (including the Americans with Disabilities Act of 1990 (ADA), and Section 504 of the Rehabilitation Act of 1973 (Section 504)) and complaints or concerns involving discrimination or compliance with those laws should be addressed to said Coordinator.

B. **Preventing Harassment and Discrimination of Employees and Students.**

1. **Purpose**: Raymond Central Public Schools is committed to offering employment and educational opportunity to its employees and students based on ability and performance in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, co-workers or other persons is prohibited. In addition, Raymond Central Public Schools will try to protect employees or students from reported discrimination or harassment by non-employees or others in the work place and educational environment.

For purposes of this policy, discrimination or harassment based on a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, is prohibited. The following are general definitions of what might constitute prohibited harassment.

a. In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual

orientation or gender identity, or other protected status, constitutes harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.

b. Age harassment is a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.

c. Sexual harassment is a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the work place, classroom or educational environment.

Sexual harassment may exist when:

(a) Supervisors or managers make submission to such conduct either an explicit or implicit term and condition of employment (including hiring, compensation, promotion, or retention);

(b) Submission to or rejection of such conduct is used by supervisors or managers as a basis for employment related decisions such as promotion, performance evaluation, pay adjustment, discipline, work assignment, etc.

(c) The conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working, class room or educational environment.

Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing", "practical jokes", jokes about gender-specific traits, foul or obscene language or gestures, displays of foul or obscene printed or visual material, and physical contact, such as patting, pinching or brushing against another's body.

2. **Procedures**:

a. Employees or students should initially report all instances of suspected discrimination or harassment to their immediate supervisor or teacher. However, if the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student is encouraged to go to the next level of supervision.

b. If the report is not satisfactorily resolved within ten calendar days, or if the discrimination or harassment continues, the complaint should be reported to the Superintendent of [Name] Public Schools.

c. If a satisfactory arrangement cannot be obtained through the Superintendent, the complaint may be sent to the Board of Education.

d. The person to whom the complaint is made is to thoroughly investigate the complaint and work with the person filing the complaint to seek an appropriate resolution so the discrimination or harassment can be remedied and put to an end.

e. Complaints of discrimination or harassment will be treated with the utmost confidence, consistent with resolution of the problem.

f. Based on the results of the investigation, appropriate corrective action may be taken.

g. Under no circumstances will a supervisor or a teacher or the Board threaten or retaliate against a person for alleging discrimination or harassment.

Legal Reference: Title VI, 42 U.S.C. Sec. 2000d, Title VII, 42 U.S.C. Sec. 2000e, Title IX; 20 U.S.C. Sec. 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. Sec. 48-1101 et seq.
Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. Sec. 621 et seq., and the Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. Sec. 48-1001 et seq.;
Americans with Disabilities Act (ADA), 42 U.S.C. Sec. 12101 et seq.
Section 504 of the Rehabilitation Act of 1973 (Section 504)
Pregnancy Discrimination Act, 42 U.S.C. Sec. 2000e(k)
Uniform Service Employment and Reemployment Rights Act (USERRA), 38 U.S.C. Sec. 4301 et seq.
Neb. Rev. Stat. Sec. 79-2,115, et seq

Date of Adoption: [7/16/2025]

Personnel - All Employees (& Students)

Anti-discrimination, Anti-harassment, and Anti-retaliation

A. Elimination of Discrimination.

Raymond Central Public Schools hereby gives this statement of compliance and intends to comply with all state and federal laws prohibiting discrimination. This school district intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination.

Raymond Central Public Schools does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities and provides equal access to designated and approved youth groups. Reasonable accommodations will be provided to employees with disabilities and to those who are pregnant, have given birth, or have a related medical condition, as required by law. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: Bryon Hanson, Superintendent, 1800 W Agnew Road, Raymond, NE 68428 (402) 785-2615. bryon.hanson@rcentral.org

Employees and Others: Bryon Hanson, Superintendent, 1800 W Agnew Road, Raymond, NE 68428 (402) 785-2615. bryon.hanson@rcentral.org

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office of Civil Rights in the U.S. Department of Education (OCR), please contact the OCR at One Petticoat Lane, 1010 Walnut Street, 3rd Floor, Suite 320, Kansas City, Missouri 64106, (816) 268-0550 (voice), Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

B. Prohibited Harassment, Discrimination, and Retaliation of Employees, Students and Others.

1. Purpose:

The Raymond Central Public Schools is committed to offering employment and educational opportunities to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination, harassment or retaliation of any kind by District employees, including, co-workers, non-employees (such as volunteers), third parties, and others is strictly prohibited and will not be tolerated.

Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or

ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, that is sufficiently serious to deny, interfere with, or limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

a. Conduct that is sufficiently severe or pervasive to create an intimidating, hostile, or abusive educational or work environment, or
b. Requiring an individual to endure the offensive conduct as a condition of continued employment or educational programs or activities, including the receipt of aids, benefits, and services.

Educational programs and activities include all academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school's facilities, on a school bus, at a class or training program sponsored by the school at another location, or elsewhere.

Discriminatory harassment because of a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, may include, but is not limited to:

a. Name-calling,
b. Teasing or taunting,
c. Insults, slurs, or derogatory names or remarks,
d. Demeaning jokes,
e. Inappropriate gestures,
f. Graffiti or inappropriate written or electronic material,
g. Social media comments, including cyberbullying or cyber-harassment,
h. Visual displays, such as cartoons, posters, or electronic images,
i. Threats or intimidating or hostile conduct,
j. Physical acts of aggression, assault, or violence, or
k. Criminal offenses

The following examples are additional or more specific examples of conduct that may constitute sexual harassment:

a. Unwelcome sexual advances or propositions,
b. Requests or pressure for sexual favors,
c. Comments about an individual’s body, sexual activity, or sexual attractiveness,
d. Physical contact or touching of a sexual nature, including touching intimate body parts and inappropriate patting, pinching, rubbing, or brushing against another's body,
e. Physical sexual acts of aggression, assault, or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking), against a person’s will or where a person is incapable of giving consent due to the victim’s age, intellectual disability, or use of drugs or alcohol,

f. Requiring sexual favors or contact in exchange for aids, benefits, or services, such as grades, awards, privileges, promotions, etc., or

g. Gender-based harassment; acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex-stereotyping, but not involving conduct of a sexual nature.

If the District knows or reasonably should know about possible harassment, including violence, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred (see section entitled "Grievance Procedures," below), and take appropriate interim measures, if necessary. If the District determines that unlawful harassment occurred, the District will take prompt and effective action to eliminate the harassment, prevent its recurrence, and remedy its effects, if appropriate. If harassment or violence that occurs off school property creates a hostile environment at school, the District will follow this policy and grievance procedure, within the scope of its authority.

All District employees are expected to take prompt and appropriate actions to report and prevent discrimination, harassment, and retaliation by others. Employees who witness or become aware of possible discrimination, including harassment and retaliation, must immediately report the conduct to his or her supervisor or the compliance coordinator designated to handle complaints of discrimination (designated compliance coordinator).

2. Anti-retaliation:

The District prohibits retaliation, intimidation, threats, coercion, or discrimination against any person for opposing discrimination, including harassment, or for participating in the District's discrimination complaint process or making a complaint, testifying, assisting, or participating in any manner, in an investigation, proceeding, or hearing. Retaliation is a form of discrimination.

The District will take immediate steps to stop retaliation and prevent its recurrence against the alleged victim and any person associated with the alleged victim. These steps will include, but are not limited to, notifying students, employees, and others, that they are protected from retaliation, ensuring that they know how to report future complaints, and initiating follow-up contact with the complainant to determine if any additional acts of discrimination, harassment, or retaliation have occurred. If retaliation occurs, the District will take prompt and strong responsive action, including possible discipline, including expulsion or termination, if applicable.

3. Grievance (or Complaint) Procedures:

Employees or students should initially report all instances of discrimination, harassment or retaliation to their immediate supervisor or teacher or to the compliance coordinator designated to handle complaints of discrimination. If the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student may report the alleged discrimination, harassment or retaliation to the designated coordinator, or in the case of students, to another staff person (such as a counselor or principal).

Other individuals may report alleged discrimination to the designated coordinator. If the designated coordinator is the person alleged to have committed the discriminatory act, then the complaint should be submitted to the Superintendent for assignment. A discrimination complaint form is attached to this grievance procedure and is available in the office of each District building, on the District's website, and from the designated coordinators.

Under no circumstances will a person filing a complaint or grievance involving discrimination be retaliated against for filing the complaint or grievance.

i. Level 1 (Investigation and Findings):
Once the District receives a grievance, complaint or report alleging discrimination, harassment, or retaliation, or becomes aware of possible discriminatory conduct, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred. If necessary, the District will take immediate, interim action or measures to protect the alleged victim and prevent further potential discrimination, harassment, or retaliation during the pending investigation. The alleged victim will be notified of his or her options to avoid contact with the alleged harasser, such as changing a class or prohibiting the alleged harasser from having any contact with the alleged victim pending the result of the District's investigation. The District will minimize any burden on the alleged victim when taking interim measures to protect the alleged victim.

The District will promptly investigate all complaints of discrimination, even if an outside entity or law enforcement agency is investigating a complaint involving the same facts and allegations. The District will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this grievance procedure. If the allegation(s) involve possible criminal conduct, the District will notify the complainant of his or her right to file a criminal complaint, and District employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation.

The District will aim to complete its investigation within ten (10) working days after receiving a complaint or report, unless extenuating circumstances exist as determined by the investigator. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional time needed because of the complexity of the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. If extenuating circumstances exist, the extended timeframe to complete the investigation will be determined by the investigator and in compliance with any legal requirements. Periodic status updates will be given to the parties, when appropriate.

The District's investigation will include, but is not limited to:

a. Providing the parties with the opportunity to present witnesses and provide evidence.

b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
c. For allegations involving harassment, some of the factors the District will consider include: 1) the nature of the conduct and whether the conduct was unwelcome, 2) the surrounding circumstances, expectations, and relationships, 3) the degree to which the conduct affected one or more students' education, 4) the type, frequency, and duration of the conduct, 5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, 6) the number of individuals involved, 7) the age (and sex, if applicable) of the alleged harasser and the alleged victim(s) of the harassment, 8) the location of the incidents and the context in which they occurred, 9) the totality of the circumstances, and 10) other relevant evidence.
d. A review of the evidence using a "preponderance of the evidence" standard (based on the evidence, is it more likely than not that discrimination, harassment, or retaliation occurred?)

The designated compliance coordinator (or designated investigator) will complete an investigative report, which will include:

a. A summary of the facts,
b. Findings regarding whether discrimination, harassment or other inappropriate conduct occurred, and
c. If a finding is made that discrimination, harassment or other inappropriate conduct occurred, the recommended remedy or remedies necessary to eliminate such discrimination, harassment or other inappropriate conduct.

If someone other than the designated compliance coordinator conducted the investigation, the compliance coordinator will review, approve, and sign the investigative report. The District will ensure that prompt, appropriate, and effective remedies are provided if a finding of discrimination, harassment, or retaliation is made. The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings and any subsequent determinations, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings.

The District may, when appropriate or when legally required, send concurrently to the parties written notification of the decision (findings and any remedy) regarding the complaint within one week after the investigation is completed. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Sec. 11232g; 34 C.F.R. Part 99, permits the District to disclose relevant information to a student who was discriminated against or harassed.

ii. Level 2 (Appeal to the Superintendent):
If a party is not satisfied with the findings or remedies (or both) set forth in the decision, he or she may file an appeal in writing with the Superintendent within five (5) working days after receiving the decision. The Superintendent will review the appeal and the

investigative documentation and decision, conduct additional investigation, if necessary, and issue a written determination about the appeal within ten (10) working days after receiving the appeal. The party who filed the appeal will be sent the Superintendent's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. [If the Superintendent is the subject of the complaint, the party will file the appeal directly with the Board.]

iii. Level 3 (Appeal to the Board):
If the party is not satisfied with the Superintendent's determination, he or she may file an appeal in writing with the Board of Education within five (5) working days after receiving the Superintendent's determination. The Board of Education will review the appeal, the Superintendent's determination, the investigative documentation and decision, and allow the party to address the Board or a Committee of the Board of Education to present his or her appeal. The Board or Committee of the Board of Education may, in its discretion, issue a written determination about the appeal. The Board or a Committee of the Board may, in the alternative, vote on the appeal and send the party the outcome of the vote. The party who filed the appeal will be sent the Board's determination. The Board's or Committee's determination, and any actions taken, will be final on behalf of the District.

4. Confidentiality:
The identity of the complainant will be kept confidential to the extent permitted by state and federal law. The District will notify the complainant of the anti-retaliation provisions of applicable laws and that the District will take steps to prevent retaliation and will take prompt and strong responsive actions if retaliation occurs.

If a complainant requests confidentiality or asks that the complaint not be pursued, the District will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or the request not to pursue an investigation, as long as doing so does not prevent the District from responding effectively to the harassment and preventing harassment of other students. If a complainant insists that his or her name or other identifiable information not be disclosed to the alleged perpetrator, the District will inform the complainant that its ability to respond may be limited. Even if the District cannot take disciplinary action against the alleged harasser, the District will pursue other steps to limit the effects of the alleged harassment and prevent its recurrence, if warranted.

5. Training:
The District will ensure that relevant District employees are adequately trained so they understand and know how to identify acts of discrimination, harassment, and retaliation, and how to report it to appropriate District officials or employees.

In addition, the District shall ensure that employees designated to address or investigate discrimination, harassment, and retaliation, including designated compliance coordinators, receive training to promptly and effectively investigate and respond to complaints and reports of discrimination, and to know the District's grievance procedures and the applicable confidentiality requirements.

6. Designated Compliance Coordinators:

Designated compliance coordinators will be responsible for:

a. Coordinating efforts to comply with anti-discrimination, anti-harassment, and anti-retaliation laws and regulations.
b. Coordinating and implementing training for students and employees pertaining to anti-discrimination, anti-harassment and anti-retaliation laws and regulations, including the training areas listed above.
c. Investigating complaints of discrimination (unless the coordinator designates other trained individuals to investigate).
d. Monitoring substantiated complaints or reports of discrimination, as needed (and with the assistance of other District employees, if necessary), to ensure discrimination or harassment does not recur, and that retaliation conduct does not occur or recur.
e. Overseeing discrimination complaints, including identifying and addressing any patterns or systemic problems, and reporting such patterns or systemic problems to the Superintendent and the Board of Education.
f. Communicating regularly with the District's law enforcement unit investigating cases and providing current information to them pertaining to anti-discrimination, anti-harassment, and anti-retaliation standards and compliance requirements.
g. Reviewing all evidence in harassment or violence cases brought before the District's disciplinary committee or administrator to determine whether the complainants are entitled to a remedy under anti-discrimination laws and regulations that was not available in the disciplinary process.
h. Ensuring that investigations address whether other students or employees may have been subjected to discrimination, including harassment and retaliation.
i. Determining whether District employees with knowledge of allegations of discrimination, including harassment and retaliation, failed to carry out their duties in reporting the allegations to the designated compliance coordinator and responding to the allegations.
j. Recommending changes to this policy and grievance procedure.
k. Performing other duties as assigned.

7. Preventive Measures:

The District will publish and widely distribute on an ongoing basis a notice of nondiscrimination (notice) in electronic and printed formats, including prominently displaying the notice on the District's website and posting the notice at each building in the District. The District also will designate an employee to coordinate compliance with anti-discrimination laws (see Designated Compliance Coordinator section, above, for further information on compliance coordinator), and widely publish and disseminate this grievance procedure, including prominently posting it on the District's website, at each building in the District, reprinting it in District publications, such as handbooks, and sending it electronically to members of the school community.

The District also may distribute specific harassment and violence materials (such as sexual violence), including a summary of the District's anti-discrimination, anti-harassment, and anti-retaliation policy and grievance procedure, and a list of victim resources, during events such as school assemblies and back to school nights, if recent incidents or allegations warrant additional education to the school community.

Legal Reference: Title VI, 42 U.S.C. Sec. 2000d, Title VII, 42 U.S.C. Sec. 2000e, Title IX; 20 U.S.C. Sec. 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. Sec. 48-1101 et seq.
Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. Sec. 621 et seq., and the Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. Sec. 48-1001 et seq.;
Americans with Disabilities Act (ADA), 42 U.S.C. Sec. 12101 et seq.
Section 504 of the Rehabilitation Act of 1973 (Section 504)
Pregnancy Discrimination Act, 42 U.S.C. Sec. 2000e(k)
Uniform Service Employment and Reemployment Rights Act (USERRA), 38 U.S.C. Sec. 4301 et seq.
Neb. Rev. Stat. Sec. 79-2,115, et seq

Date of Adoption: [7/16/2025]

Business Operations

Procurement Plan – School Food Authorities

The following procurement policy statement shall govern all purchasing activities that relate to any aspect of the National School Lunch and Breakfast Programs. This statement is meant to provide guidance to our personnel and vendors on acceptable and/or required procurement practices. Our goal is to fully implement all required and recommended procurement rules, regulations and policies set forth in 2 CFR 200, 7 CFR parts 210, 3016 and 3019, and by the State Agency.

Procurement Policy

The purchasing procedure to be followed shall be determined by the anticipated total annual expenditure on items related to the food service program:

- When the annual total for food service program related items is less than $250,000 (small purchase threshold) per procurement event or in aggregate purchases this organization will follow the informal Small Purchase Procedures.
- When the annual total for food service program related items is greater than $250,000 (small purchase threshold) per year per procurement event or in aggregate purchases this organization will follow the Formal Competitive Solicitation Procedures.

Micro-Purchase Procedures

Micro-Purchases may be used for single purchases under $10,000 made with a vendor [2 CFR 200.320(a)].
Prices will be reviewed for reasonableness [2 CFR 200.320(a)].
Purchases will be spread equitably among all qualified sources [2 CFR 200.320(a)].

Small Purchase Procedures

For purchases made below the small purchase threshold, Small Purchase Procedures will be utilized to purchase necessary goods and services. When Small Purchase Procedures are used, this organization will take the following steps:

1. Contact a reasonable number of qualified vendors.
2. Write specifications for goods and services.
3. Document each vendor's quoted price. (ex. log sheet)
3. Select the company that provides the lowest, most responsive, and responsible bid.
4. Document supplier who was awarded the quote.
5. Manage orders by confirming product and prices match quotes.

Formal Competitive Solicitation Procedures

For purchases made in excess of the small purchase threshold, a Formal Competitive Solicitation will be conducted. When Formal Competitive Solicitation Procedures are used, this organization will take the following steps:

1. Prepare an Invitation for Bid ("IFB") or Request for Proposal ("RFP") document specifically addressing the items to be procured
    a. Include detailed specifications
    b. Ensure price will be most heavily weighted
2. Publicly announce and advertise the bid/proposal at least 21 calendar days prior to bid opening
    a. Announcements will include the date, time and location in which bids will be opened
3. Determine the most responsive and responsible bid/proposal by using the selection criteria set forth in the bid/proposal document
    a. Responsible bidders will be those whose bid/proposal conform to all of the terms, conditions and requirements of the IFB/RFP
    b. Responsible bidders will be those who are capable of performing successfully under the terms and conditions of the contract.
4. Award the contract
    a. To the most responsive and responsible bidder based on the criteria set forth in the IFB/RFP
    b. At least two weeks before program operations begin
    c. If a protest is received, it must be handled in accordance with 7 CFR 210.21
5. Retain all records pertaining to the formal competitive bid process for a period of five years plus the current year

(Note: If the small purchase threshold established in the sponsor's procurement policy statement is less than $250,000, the smaller bid threshold will govern.)

Procurement Summary

This organization incorporates the following elements into the Procurement Policy Statement, as required by 2 CFR 200 and 7 CFR parts 210, 3016 and 3019.

A. Competition: We shall demonstrate our goods and services are procured in an openly competitive manner. Competition will not be unreasonably restricted. [7 CFR 210.21(c)(1)] [2 CFR Part 200.319(a)(l-7]

B. Comparability: We recognize for true competition to take place, we must maintain reasonable product specifications to adequately describe the products to be purchased and the volume of planned purchases based upon pre-planned menu cycles. [2 CFR 200.319(a)(6)]

C. Documentation: We shall maintain for the current year and the preceding three years all significant materials that will serve to document our policies and procedures. [2 CFR 200.318(i)]

D. Code of Conduct: This program shall be governed by the attached Code of Conduct and it shall apply to all personnel, employees, directors, agents, officers, volunteers or any person(s) acting in any capacity concerning the food service procurement program. [2 CFR 200.318(c)(1)]

E. Contract Administration: Purchases shall be checked or verified by designated staff to assure that all goods and services are received and prices verified. All invoices and receipts shall be signed, dated, and maintained in the documentation file. [2 CFR Part 200.318(b])

G. General Requirements:

1. Small, minority and women's businesses enterprises and labor surplus firms are used when possible. [2 CFR 200.321]
2. Ensure compliance with the Buy American Provision when purchasing food 7 CRF 210.21(d).
3. A cost or price analysis in connection with every procurement action in excess of the Small Purchase Threshold including contract modifications. [2 CFR 200.323(a)]
4. Documented Procurement Procedures and activities will be maintained. [2 CFR 200.318(a)]

H. Duties of Food Service Supervisor:

1. Plan the goods or services needed for the school food service program for the school year based on planned menus through needs assessment, forecasting and budgeting.
2. Develop written specifications for food/supplies needed. Include details such as descriptions and product requirements (e.g. packaging, weight, pack size, etc.) for needed goods or services.
3. Compare product specifications among all vendors/contractors. Information for prices obtained from grocery stores, farmer’s markets, etc.
4. Make procurement awards based on the lowest and best vendor’s response as determined by quality, availability, service, and price.
5. Place and confirm orders with vendors or make plans to purchase the required items.
6. To make procurement awards based on the lowest and best vendor's response as determined by quality, availability, service and price.
7. To work with vendors on a fair and equal basis.
8. To conduct an in-house procurement review once per year.

Date of Adoption: [7/16/2025]

Internal Controls

The District will develop and maintain internal control procedures as required by law and in accordance with sound fiscal monitoring practices that will ensure appropriate oversight of state and federal funds. The following internal control procedures will be utilized for all federal grants:

Generally: If the District receives federal awards, grants, or other funds, the District will:

(a) Establish and maintain effective internal control over the federal award that provides reasonable assurance that the District manages the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. The District will endeavor to develop and maintain these internal controls consistent with the "Standards for Internal Control in the Federal Government" issued by the Comptroller General of the United States or the "Internal Control Integrated Framework" issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO);
(b) Comply with the U.S. Constitution, federal statutes, regulations, and the terms and conditions of the federal award;
(c) Evaluate and monitor the District's compliance with statutes, regulations and the terms and conditions of federal award;
(d) Take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; and
(e) Take reasonable measures to safeguard protected personally identifiable information and other information the federal awarding agency, or pass-through entity, designates as "sensitive" or the District considers sensitive, consistent with applicable federal, state, and local laws regarding privacy and responsibility over confidentiality.

Legal Reference: 2 C.F.R. § 200.303.

Management requirements: The District will manage equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until the District disposes of such equipment. The District will, as a minimum, meet the following requirements:

1) Maintain property records of the equipment (including equipment description, serial number or other identification number, source of funding, acquisition date, and the like);
2) Maintain a physical inventory procedure, with an inventory occurring at a minimum of every two (2) years;
3) Implement a Control System procedure;
4) Continue to develop and implement adequate maintenance procedures for the equipment;
5) Continue to develop and implement sales procedures for the equipment; and
6) Continue to develop and implement disposition procedure for the equipment.

Legal Reference: 2 C.F.R. §§ 200.313 & 200.33.

Procurement: The District will use its own documented procurement procedures which reflect applicable State, local, and tribal laws and regulations, provided that the procurements conform to applicable Federal law and the requirement standards imposed by law, including:

1) A procedure for micro-purchases (Under $10,000);
2) A procedure for simplified acquisition thresholds (between $10,000 to $250,000);
3) A procedure for sealed bids;
4) A procedure for competitive proposals; and
5) A procedure for noncompetitive bids.

Legal Reference: 2 C.F.R. §§ 200.317 through 200.326.

Cross-Reference: Policies 3130 & 3131.

Record Retention: Financial records, supporting documents, statistical records, and all other related records pertinent to a federal award will be retained for a period of three (3) years from the date of submission of the final expenditure report or, for Federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, respectively, as reported to the federal awarding agency or pass-through entity in the case of a sub-recipient.

For all other records, the District will retain such records for the length of time as required by law.
Legal Reference: 2 C.F.R. § 200.333.

Suspension and Debarment: The District will not contract with any entity or individual who has been debarred, suspended, or otherwise excluded from or ineligible for participation in federal assistance programs or activities. Before entering into a contract regarding a federal award, the District will verify that a vendor has not been debarred, suspended or otherwise excluded, and the District will maintain a copy of said verification.
Legal Reference: 2 C.F.R. § 200.213.

Financial Management: The District will maintain financial management systems to account for the federal funds, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award. These records will be sufficient to permit the District to prepare reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award. The financial management system will provide for the following:

1) Identifying all of the federal awards received and expended and the federal programs under which they were received;
2) Ensuring that accurate, current, and complete disclosure of the financial results of each federal award or program are maintained in accordance with reporting requirements;
3) Identifying adequately the source and application of funds for federally-funded activities;
4) Ensuring effective controls over and accountability for all funds, property, and other assets;
5) Comparing actual expenditures with budget amounts for each federal award;
6) Ensuring payments of federal funds are made in accordance with applicable law, including 2 CFR § 200.305; and
7) Determining the allowability of costs in accordance with applicable law and the conditions of the federal award.

Legal Reference: 2 C.F.R. § 200.302.

Program Income: The District will consult with the federal awarding agency and refer to the applicable law and federal program terms and conditions to determine how to account for, deduct and otherwise handle income from federal programs.
Legal Reference: 2 C.F.R. § 200.307.

Cost Sharing or Matching: For all federal awards, any shared costs or matching funds and all contributions, including cash and third party in-kind contributions, must be accepted as part of the District's cost sharing or matching, when such contributions meet all of the following criteria:

1) Are verifiable from the District's records;
2) Are not included as contributions for any other Federal award;
3) Are necessary and reasonable for accomplishment of project or program objectives;

4) Are allowable under the applicable Cost Principles requirements;
5) Are not paid by the Federal Government under another Federal award, except where the federal statute authorizing a program specifically provides that Federal funds made available for such program can be applied to matching or cost sharing requirements of other Federal programs;
6) Are provided for in the approved budget when required by the federal awarding agency; and
7) Conform to other provisions of the law or terms and conditions of the federal award, as applicable.

Legal Reference: 2 C.F.R. § 200.306.

Compensation: Compensation for personal services includes all remuneration for services of employees rendered during the period of performance under the federal award, including, but not limited to wages, salaries, and fringe benefits. Costs of compensation may be allowable under federal law and the federal grant to the extent that they satisfy the following requirements:

1) Is reasonable for the services rendered; and
2) Conforms to the established written expectations of the District, as applied consistently to both Federal and non-Federal activities.

If the District intends to charge compensation to federal awards, such charges will be based on records that accurately reflect the work performed, and will:

1) Be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
2) Be incorporated into the official records of the District;
3) Reasonably reflect the total activity for which the employee is compensated by the District, not exceeding 100% of compensated activities;
4) Encompass both federally-assisted and all other activities compensated by the District on an integrated basis, but may include the use of subsidiary records as defined in the District's written procedures;
5) Comply with the established accounting policies and practices of the District; and
6) Differentiate and account for the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one (1) Federal award; a Federal award and non-Federal award; an indirect cost activity and a direct cost activity; two (2) or more indirect activities which are allocated using different allocation bases; or an unallowable activity and a direct or indirect cost activity.

Budget estimates will generally not be used to support charges to Federal awards but may be used for interim accounting purposes.
Legal Reference: 2 C.F.R. §§ 200.430 & 200.431.

Federal Funds for Construction Projects: For all federal awards, the District will comply with all applicable legal requirements, including the Davis-Bacon Act.
Legal Reference: 34 C.F.R. § 75.600, et seq.

Capitalization and Depreciation: The District will follow the rules for selected items of cost at 2 C.F.R. Part 200, Subpart E, when charging these specific expenditures to a federal grant. When applicable, District staff will check costs against the selected items of cost requirements to ensure the cost is allowable. In addition, federal, state, or program-specific rules, including the terms and conditions of the award, may deem a cost as unallowable and District personnel shall follow those requirements. The following rules of allowability apply to equipment and other capital expenditures:

A. Capital expenditures for general purpose equipment, buildings, and land are unallowable as direct charges, except with the prior written approval of the federal awarding agency or pass-through entity.

B. Capital expenditures for special purpose equipment are allowable as direct costs, provided that items with a unit cost of $5,000 or more have the prior written approval of the federal awarding agency or pass-through entity.

C. Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life are unallowable as a direct cost except with the prior written approval of the federal awarding agency or pass-through entity.

D. Allowability of depreciation on buildings, capital improvements, and equipment shall be in accordance with 2 CFR § 200.436 and 2 CFR § 200.465.

E. When approved as a direct cost by the federal awarding agency or pass-through entity under Sections A - C, capital expenditures will be charged in the period in which the expenditure is incurred, or as otherwise determined appropriate and negotiated with the Federal awarding agency.

F. If the District is instructed by the federal awarding agency to otherwise dispose of or transfer the equipment, the costs of such disposal or transfer are allowable.

G. Any depreciation will be computed, charged, and recorded in a manner consistent with federal regulations and any requirements of the federal awarding agency.

Legal Reference: 2 C.F.R. §§200.436 & 200.439.

Maintaining Records: Financial records, supporting documents, statistical records, and all other District records pertinent to a federal award must be retained for the minimum period time as required by federal law or the terms of the federal awarding agency, whichever is longer in time.
Legal Reference: 2 C.F.R. § 200.334.

Conflict of Interest: Notwithstanding any other Board Policies or Procedures, the District shall ensure that it avoids any conflicts of interest regarding any federal awards. The District will disclose in writing any potential conflict of interest to the federal awarding agency or pass-through entity in accordance with applicable federal awarding agency policy.
Legal Reference: 2 C.F.R. § 200.112.

Unexpected or Extraordinary Circumstances: For all federal awards, if the District does not currently have in place a sufficient policy that addresses extraordinary circumstances, such as those caused by COVID-19, the District may amend or create a policy at a later date in order to put emergency contingencies in place for federal and non-federal similarly situated employees. If the conditions exist for charges to be made to the federal grant, then charges may also be made to any non-federal sources that are used by the District in order to meet a matching requirement. The District will take other steps to comply with federal award requirements in the event of unexpected or extraordinary circumstances.
Legal Reference: 2 C.F.R. § 200, et seq.

Date of Adoption: June 16, 2021
Date of Revision: June 14, 2023
Date of Revision: July 16, 2025

Personnel - All Employees

Drug and Substance Use and Abuse

It is the policy of the Raymond Central Public School District to eliminate the influence of drugs, alcohol and other chemicals within the school environment and to educate students against the usage of drugs, alcohol and illegal substances. The District will implement regulations and practices which will insure compliance with laws relating to drugs and alcohol, including: the Drug-Free Workplace Act and the Omnibus Transportation Employee Testing Act of 1991, and all regulations and rules promulgated pursuant thereto.

Section 1 Drug-Free Workplace

The District has established the school as a drug-free workplace. The drug-free workplace for this purpose includes school grounds, school utilized vehicles, and places in which school activities are held. The school district recognizes that the use, possession, or being under the influence of illicit drugs or alcohol constitutes a hazard to the positive development of students and employees and a substantial interference with school purposes.

1. The unlawful manufacture, distribution, disposition, possession, or use of a controlled substance is prohibited in the work place. Employees are also prohibited from possessing, using or distributing illicit drugs or alcohol, or being under the influence of illicit drugs or alcohol, on any district property or district sponsored event. Any level of impairment from illicit drugs, alcohol, or inhalants, and the presence of any odor of illicit drugs (such as marijuana) or alcohol in the work place or on duty time shall be a violation of the drug-free workplace.

2. The possession or distribution of a look-alike drug or look-alike controlled substance is prohibited. In addition, employees are expected to serve as role models for students and will be considered to have violated the District's expectations in the event the employee commits a criminal drug or alcohol offense off the work place or off duty time.

3. As a condition of employment, employees will abide by the District's drug-free workplace policies and notify the Superintendent or designee of any criminal drug statute conviction for a violation occurring in the workplace no later than 5 days after such conviction.

4. Disciplinary sanctions, up to and including termination of employment and referral for prosecution, will be imposed upon employees who violate the aforementioned standards of conduct. Sanctions for violation thereof may include the requirement that the employee complete an appropriate rehabilitation program, reprimands, and non-renewal, cancellation, or termination of contract of employment.

5. Employees shall be advised through employee publications about drug and alcohol counseling and rehabilitation and reentry programs that are available.

6. Employees shall be furnished with a paper or digital copy of this policy.

This policy supplements and is in addition to all other policies, regulations, practices, procedures and contractual provisions regarding or related to the improper or unlawful possession, use, or distribution of illicit drugs and alcohol.

Section 2 Alcohol and Drug Testing

The District will implement regulations and practices which will insure compliance with the Omnibus Transportation Employee Testing Act of 1991, and all regulations and rules promulgated pursuant thereto. Employees in "safety-sensitive" positions, as defined by the Act and regulations promulgated thereunder, including employees whose position requires a commercial driver's license (CDL), shall be tested for alcohol and controlled substances as required by law. (See attached Appendix "1"). Refusal to submit to such pre-employment testing, or testing positive, shall disqualify an applicant from employment. Reasonable suspicion, random, post-accident, return-to-duty, and follow-up testing shall also be conducted. Employees who test positive shall be immediately removed from safety-sensitive positions and shall be removed from employment.

Legal Reference: 41 U.S.C. §§701 to 707
49 U.S.C. §31306 and 49 CFR Part 382

Date of Adoption: [7/16/2025]

4009 - APPENDIX 1

CONTROLLED SUBSTANCES AND ALCOHOL USE AND TESTING: FEDERAL REGULATIONS, [NAME] PUBLIC SCHOOL'S COMPLIANCE POLICIES AND PROCEDURES, AND EDUCATIONAL MATERIALS

The U.S. Department of Transportation (DOT) and the Federal Highway Administration (FHWA) have issued regulations requiring that individuals who perform safety-sensitive functions and who are required to maintain a commercial driver's license (CDLs) be tested for controlled substances and alcohol and not engage in controlled substances use or alcohol misuse. Information concerning those regulations, [Name] Public Schools policies and procedures, and educational materials relating to controlled substances use and alcohol misuse is set forth as follows:

(A) **The persons designated by [Name] Public Schools to answer employee questions about these materials are**:

Superintendent of Schools
Secondary Principal

(B) **The categories of employees who are subject to the provisions of the federal controlled substances and alcohol use and testing regulations are**:

Individuals who perform safety-sensitive functions and who are required to maintain a commercial driver's license (CDLs), including bus drivers and distribution and maintenance employees who are subject to driving commercial motor vehicles.

(C) **The term "safety-sensitive functions" means**:

(1) All time waiting to be dispatched, unless the driver has been relieved from duty;
(2) All time inspecting equipment or inspecting, servicing, or conditioning any commercial motor vehicle (i.e., a vehicle in excess of 26,000 pounds GVWR or designed to carry 16 or more passengers, including the driver) at any time;
(3) All driving time (i.e., time spent at the controls of a commercial motor vehicle in operation);
(4) All time, other than driving time, in or upon any commercial motor vehicle;
(5) All time loading or unloading a vehicle, supervising, or assisting in the loading or unloading, attending a vehicle being loaded or unloaded, remaining in readiness to operate the vehicle, or in giving or receiving receipts for shipments loaded or unloaded;
(6) All time spent performing the driver requirements of 49 CFR §§392.40 and 392.41 relating to accidents;
(7) All time repairing, obtaining assistance, or remaining in attendance upon a disabled vehicle.

(D) **Employee conduct that is prohibited by the federal controlled substances and alcohol use and testing regulations includes**:

1. **Alcohol concentration**.
   No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater.
2. **Alcohol possession**.
   No driver shall be on duty or operate a commercial motor vehicle while the driver possesses alcohol.
3. **On-duty use**.
   No driver shall use alcohol while performing safety-sensitive functions.
4. **Pre-duty use**.
   No driver shall perform safety-sensitive functions within four (4) hours after using alcohol.
5. **Use following an accident**.
   No driver required to take a post-accident alcohol test shall use alcohol for eight hours following the accident, or until the driver undergoes a post-accident alcohol test, whichever occurs first.
6. **Refusal to submit to a required alcohol or controlled substances test**.
   No driver shall refuse to submit to a post-accident alcohol or controlled substances test, a reasonable suspicion alcohol or controlled substance test, or a follow-up alcohol or controlled substances test.
7. **Controlled substances use**.
   No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to the instructions of a physician who has advised the driver that the substance does not adversely affect the driver's ability to safely operate a commercial motor vehicle.
8. **Controlled substances test**.
   No driver shall report for duty, remain on duty or perform a safety-sensitive function, if the driver tests positive for controlled substances.

(E) **The circumstances under which an employee will be tested for alcohol and/or controlled substances pursuant to the federal regulations include**:

1. **Pre-employment testing**.
   Prior to the first time a driver performs safety-sensitive functions, the driver shall undergo testing for alcohol and controlled substances. No safety-sensitive functions are to be performed unless the driver has been administered an alcohol test with a result indicating an alcohol concentration less than 0.04, and has received a controlled substances test result from the medical review officer indicating a verified negative test result.

2. **Post-accident testing**.

(a) As soon as practicable following an accident involving a commercial motor vehicle, each surviving driver:

(1) Who was performing safety-sensitive functions with respect to the vehicle, if the accident involved the loss of human life; or

(2) Who receives a citation under State or local law for a moving traffic violation arising from the accident shall undergo a test for alcohol and controlled substances.

(b) (1) *Alcohol tests*. Shall be administered within two hours following the accident unless such can not reasonably be done, and not more than eight hours following the accident.

(2) *Controlled substance tests*. Shall be administered within 32 hours following the accident.

(c) A driver who is subject to post-accident testing shall remain readily available for such testing or may be deemed by the employer to have refused to submit to testing. The driver shall be permitted to leave the immediate scene of an accident for the period necessary to obtain assistance in responding to the accident, or to obtain necessary emergency medical care, but shall otherwise remain readily available for testing.

3. **Random testing**.

(a) Drivers shall be subject to random testing. The minimum annual percentage rate for random alcohol testing should be 25 percent of the average number of driver positions, or such minimum annual percentage rate as established from time to time by the FHWA. The minimum annual percentage rate for random controlled substance testing shall be 50 percent of the average number of driver positions.

(b) The selection of drivers for random alcohol and controlled substances testing shall be made by a scientifically valid method. Under the selection process used, each driver shall have an equal chance of being tested each time selections are made.

(c) The random alcohol and controlled substances tests shall be unannounced and the dates for administering random alcohol and controlled substances tests shall be spread reasonably throughout the calendar year.

(d) Each driver who is notified of selection for random alcohol and/or controlled substances testing shall proceed to the test site immediately; provided, however, that if the driver is performing a safety-sensitive function at the time of notification, the driver shall cease to perform the safety-sensitive function and proceed to the testing site as soon as possible.

4. **Reasonable suspicion testing**.

(a) A driver shall submit to an alcohol test when the employer has reasonable suspicion to believe that the driver has engaged in conduct prohibited by the federal drug and alcohol testing regulations (except for possession of alcohol).

(b) Under federal law, notwithstanding the absence of a reasonable suspicion alcohol test, a driver is prohibited from reporting for duty or remaining on duty requiring the performance of safety-sensitive functions while the driver is under the influence of or impaired by alcohol and must not perform or continue to perform safety-sensitive functions, until:

(i) An alcohol test is administered and the driver's alcohol concentration measures less than 0.02; or

(ii) Twenty-four hours have elapsed following the determination that there is reasonable suspicion to believe that the driver has violated the prohibitions concerning the use of alcohol.

5. **Return-to-duty testing**.

(a) Alcohol. If a driver has engaged in conduct prohibited by the federal drug and alcohol testing regulations concerning alcohol and has not been terminated, the driver shall undergo a return-to-duty alcohol test with a result indicating an alcohol concentration of less than 0.02.

(b) Controlled Substances. If a driver has engaged in conduct prohibited by the federal drug and alcohol testing regulations concerning controlled substances, and has not been terminated, the driver shall undergo a return-to-duty controlled substances test with a result indicating a verified negative result for controlled substances use.

6. **Follow-up testing**.

Following a determination that a driver is in need of assistance in resolving problems associated with alcohol misuse and/or use of controlled substances, the driver shall, if still employed, be subject to unannounced follow-up alcohol and/or controlled substances testing as directed by a substance abuse professional in accordance with the provisions of federal regulations.

Random, reasonable suspicion, and follow-up alcohol testing shall be conducted only when the driver is performing safety-sensitive functions, just before the driver is to perform safety-sensitive functions, or just after the driver has ceased performing safety-sensitive functions.

(F) **The procedures that will be used to test for the presence of alcohol and controlled substances, to protect the employee and the integrity of the testing processes, to safeguard the validity of the test results, and to ensure that those results are attributed to the correct employee include**:

The procedures outlined in 49 CFR 40, concerning procedures for Transportation Workplace Drug and Alcohol Testing Program, will be followed. This includes use of a "split sample" approach for drug testing and chain of custody procedures including documentation of screening aliquots.

(G) **An employee is required to submit to alcohol and controlled substances tests administered pursuant to the federal regulations**.

(H) **A "refusal to submit" to an alcohol or controlled substance test includes**:

Refuse to submit (to an alcohol or controlled substances test) means that a driver (1) Fails to provide adequate breath for testing without a valid medical explanation after he or she has received notice of the requirement for breath testing, (2) fails to provide adequate urine for controlled substances testing without a valid medical explanation after he or she has received notice of the requirement for urine testing, or (3) engages in conduct that clearly obstructs the

testing process. A failure to remain readily available for post-accident testing, or to notify the employer of the need for such testing, or to proceed to the test site immediately for random testing, may be deemed by the employer to constitute a refusal to submit.

The consequences for refusing to submit to an alcohol or controlled substances test are as follows: A driver who has refused to submit to a required alcohol or controlled substance test is subject to the same consequences as a driver who has tested positive on an alcohol (concentration of 0.04 or greater) or controlled substances test.

(I) **The consequences under the federal regulations for employees who have violated the federal regulations relating to controlled substances and alcohol use and testing include**:

The driver shall be removed from and not permitted to perform safety-sensitive functions. The driver shall be referred for evaluation by a substance abuse professional for a determination of what assistance, if any, the employee needs in resolving problems associated with alcohol misuse and controlled substances abuse.

Before a driver returns to duty requiring the performance of a safety-sensitive function after engaging in conduct prohibited by the federal regulations, the driver shall, if still employed, undergo a return-to-duty alcohol test with a result indicating an alcohol concentration of less than 0.02 if the conduct involved alcohol, or a controlled substances test with a verified negative result if the conduct involved a controlled substance.

In addition, each driver identified as needing assistance in resolving problems associated with alcohol misuse or controlled substance use, if still employed,

(i) Shall be evaluated by a substance abuse professional to determine that the driver has properly followed any rehabilitation program prescribed, and

(ii) Shall be subject to unannounced follow-up alcohol and controlled substances tests administered by the employer following the driver's return to duty.

The driver may also be subject to the penalty provisions of 49 U.S.C. § 521(b).

(J) **The consequences under the federal regulations for employees found to have an alcohol concentration of 0.02 or greater but less than 0.04 include**: Removal from safety-sensitive functions for a period of not less than 24 hours following administration of the test.

(K) **Information to assist employees in avoiding alcohol misuse and controlled substances use, signs and symptoms of an alcohol or a controlled substances problem, and available methods of intervening when such a problem is suspected**: Information will be made available by the counselor to employees.

(L) The requirement that the following personal information collected and maintained under this part shall be reported to the Clearinghouse:

(i) A verified positive, adulterated, or substituted drug test result;

(ii) An alcohol confirmation test with a concentration of 0.04 or higher;

(iii) A refusal to submit to any test required by law;

(iv) An employer's report of actual knowledge of:

(A) On duty alcohol use;

(B) Pre-duty alcohol use;

(C) Alcohol use following an accident; and

(D) Controlled substance use;

(v) A substance abuse professional report of the successful completion of the return-to-duty process;

(vi) A negative return-to-duty test; and

(vii) An employer's report of completion of follow-up testing.

Legal Reference: 49 CFR §382.601(b)(12).

Date of Adoption: [Insert Date]

Admission Requirements

Minimum Age: A child shall be eligible for admission into kindergarten at the beginning of the school year if the child is five years of age or will be five years of age on or before July 31 of the calendar year in which the school year for which the child is seeking admission begins. The School Board shall admit a child who will reach the age of five years on or after August 1 and on or before October 15 of such school year if the parent or guardian requests such entrance and provides an affidavit stating that (i) the child attended kindergarten in another jurisdiction in the current school year; (ii) the family anticipates a relocation to another jurisdiction that would allow admission within the current year; or (iii) the child is capable of carrying the work of kindergarten which can be demonstrated through a recognized assessment procedure approved by the Board.

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

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

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

a. will turn 5 years of age between August 1 and October 15;
b. are deemed by parents or guardians as being intellectually advanced and likely to benefit from advanced grade placement; and
c. are selected on the basis of testing by professionals trained and certified to administer the assessments that will produce evidence of strength in:
    1. mental ability defined as scoring 84th percentile or above on a standardized assessment of cognitive ability such as the Wechsler Pre Primary Scale of Intelligence III, or the Stanford-Binet V;
    2. a test of emotional/social development such as the Behavior Assessment System for Children, Second Edition (BASC-2);
    3. 75th percentile or greater on a test of pre academic skills such as the Woodcock Johnson III; and
    4. a test of fine motor ability, scoring 75th percentile or above on a standardized measurement such as the Beery VMI.

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

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

Parents must fill out the early entrance application forms, which include a parent questionnaire.

The assessment request and parent questionnaire must be completed and returned to the District no later than July 1st before fall enrollment to allow summer assessment to be completed.

Decisions regarding early kindergarten entrance must include consideration of the above and shall not be made based on sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status of the child or the child's parents or guardians. Institutional factors, such as capacity, may also be considered.

Admission to First Grade: A child may be eligible to enter first grade, even if the child has not attended kindergarten, if the child is six years of age or will be six years of age on or before October 15 of the current school year and school officials determine that first grade is the appropriate placement for the child.

Graduates: A student who has received a high school diploma or received a General Equivalency Diploma shall not be eligible for admission or continued enrollment.

Age 21: A student shall not be admitted or continued in enrollment after the end of the school year in which the student reaches the age of 21. The school year for this purpose ends at the last day of instruction for graduating seniors.

Birth Certificate, Physical, Visual Evaluation and Immunization: The parents or legal guardian shall furnish:

(1) A certified copy of the student's birth certificate issued by the state in which the child was born, upon admission of a child for the first time, within 30 days of enrollment. Other reliable proof of the child's identity and age, accompanied by an affidavit explaining the inability to produce a copy of the birth certificate, may be used in lieu of a birth certificate. An affidavit is defined as a notarized statement by an individual who can verify the reason a copy of the birth certificate cannot be produced. (Failure to provide the birth certificate does not result in non-enrollment or disenrollment, but may result in a referral to local law enforcement for investigation).

(2) Evidence of a physical examination by a physician, physician assistant, or nurse practitioner, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a physical examination.

(3) Evidence of a visual evaluation by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist, within six months prior to the entrance of the child into the beginner grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a visual evaluation.

(4) Evidence of protection against diphtheria, tetanus, pertussis, polio, measles, mumps, and rubella, Hepatitis B, Varicella (chicken pox), and other diseases as required by applicable law, by immunization, prior to enrollment, unless the parent or legal guardian submits a written statement that establishes than an exception to the immunization requirements are met.

(5) Every student entering the seventh grade shall have a booster immunization containing diphtheria and tetanus toxoids and an acellular pertussis vaccine which meets the standards approved by the United States Public Health Service for such biological products, as such standards existed on January 1, 2009.

The Superintendent or Superintendent's designee shall notify the parent or guardian in writing of the foregoing requirements and of the right to submit affidavits or statements to object to the requirements, as applicable. The Superintendent or Superintendent's designee shall also provide a telephone number or other contact information to assist the parent or guardian in receiving information regarding free or reduced-cost visual evaluations for low-income families who qualify.

A student who fails to meet the foregoing requirements shall not be permitted to enroll or to enter school, or if provisionally enrolled or enrolled without compliance, shall not be permitted to continue in school until evidence of compliance or an exemption from compliance is given.

Enrollment of Expelled Students: If a student has been expelled from any public school district in any state, or from a private, denominational, or parochial school in any state, and the student has not completed the terms or time period of the expulsion, the student shall not be permitted to enroll in this school district until the expulsion period from such other school has expired, unless the School Board of this school district, in its sole and absolute discretion upon a proper application, approves by a majority vote the enrollment of such student prior to expiration of the expulsion period. As a condition of enrollment, the School Board may require attendance in an alternative school, class or educational program pursuant to Nebraska law until the terms or time period of the original underlying expulsion are completed. For purposes of this policy, the term expulsion or expelled includes any removal from any school for a period in excess of twenty (20) school days.

Military Families: If a parent presents evidence to the District of military orders that the military family will be stationed in the State of Nebraska during the current or following school year, and the parent resides in or is stationed on federally owned property within the boundaries of the District, the District will enroll preliminarily the parent's students, including any such student that has an Individualized Education Plan, a 504 Plan, or otherwise receives special education services.

Legal Reference: Neb. Rev. Stat. Sections 43-2001 to 43-2012
Neb. Rev. Stat. Sec. 79-214
Neb. Rev. Stat. Sections 79-217 to 79-223
Neb. Rev. Stat. Sec. 79-266.01
173 NAC Chapters 3 and 4 (HHS Regulations)

Date of Adoption: July 15, 2013
Date of Revision: July 15, 2020
Date of Revision: July 17, 2025

FORMS FOR HEALTH RELATED ADMISSION REQUIREMENTS

1. **Notice of Requirements for Student Admission—Birth Certificate, Immunization, Physical Examination and Visual Evaluation**

2. **Immunization—Affidavit of Refusal—For Reason of Religious Conflict**

3. **Immunization—Affidavit of Refusal—For Reason of Religious Conflict (Alternative: HHS Form)**

4. **Immunization—Affidavit of Refusal—For Medical Reason (HHS Form)**

5. **Immunization—Medical Documentation of Varicella (Chickenpox) Disease (HHS Form)**

6. **Physical Examination or Visual Evaluation—Parent Objection Form**

7. **Waiver of Physical Examination/Visual Evaluation Requirement (HHS Form)**

8. **HHS Summary of the School Immunization Rules and Regulations 2019-2020**

9. **Affidavit (For Child to Enroll Early in Kindergarten)**

10. **Request for Non-disclosure of High School Personal Information to Institutions of Higher Education and Military Recruiters**

11. **Section 9528. Armed Forces Recruiter Access to Students and Student Recruiting Information**

NOTICE OF REQUIREMENTS FOR STUDENT ADMISSION— BIRTH CERTIFICATE, IMMUNIZATION, PHYSICAL EXAMINATION AND VISUAL EVALUATION

Nebraska law requires that the parents or legal guardian furnish the following documents as a condition of admission to school:

1. A certified copy of the student's birth certificate issued by the state in which the child was born, prior to admission of a child for the first time. Other reliable proof of the child's identity and age, accompanied by an affidavit explaining the inability to produce a copy of the birth certificate, may be used in lieu of a birth certificate. An affidavit is defined as a notarized statement by an individual who can verify the reason a copy of the birth certificate cannot be produced. (Failure to provide the birth certificate does not result in non-enrollment or disenrollment, but does result in a referral to local law enforcement for investigation).
2. Evidence of a physical examination by a physician, physician assistant, or nurse practitioner, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a physical examination.
3. Evidence of a visual evaluation (for school year 2019-2020 and each school year thereafter) by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a visual evaluation. The visual evaluation is to consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity.
4. Evidence of protection against diphtheria, tetanus, pertussis, polio, measles, mumps, and rubella, Hepatitis B, Varicella (chicken pox) and Haemophilus Influenzae type b (Hib) and other diseases as required by applicable law, by immunization, prior to enrollment, unless the parent or legal guardian submits a written statement refusing immunization or meets other exceptions established by law (refer to Health and Human Services regulations, 173 NAC 3).
5. On and after July 1, 2010, every student entering the seventh grade shall have a booster immunization containing diphtheria and tetanus toxoids and an acellular pertussis vaccine which meets the standards approved by the United States Public Health Service for such biological products, as such standards existed on January 1, 2009.

Forms to submit objections are available from the school.

The following information is provided to assist a parent or guardian in receiving information regarding free or reduced-cost visual evaluations for low-income families who qualify: Information about free or reduced-cost visual evaluations may be obtained from the Nebraska Foundation for Children's Vision (NFCV), nechildrensvision.org, 1633 Normandy Court, Suite A, Lincoln, NE 68512—Fax 402-476-6547—Phone 402-474-7716. To identify a participating SEE TO LEARN doctor nearest you, call 1-800-960-3937. For assistance from VISION USA call 1-800-766-4466. In addition, Lions Clubs throughout Nebraska are committed to assisting disadvantaged families by sponsoring eye exams and eyewear. NOA member doctors will provide eye exams at no cost if no other resources are available.

AFFIDAVIT OF REFUSAL OF IMMUNIZATION--
FOR REASON OF RELIGIOUS CONFLICT
(For School Admission)

The undersigned, being first duly sworn, states upon oath as follows

This affidavit is submitted for the following child: _____.

I state that I am submitting this affidavit in the position of (*initial* as appropriate):

____ Self, as I am the child and I am of the age of majority
____ As a legally authorized representative of the child based on (insert description of legal authority; e.g., parent or legal guardian):
_____

I understand that state law requires that the child be protected by immunization against certain contagious diseases prior to enrollment in school. I hereby swear and affirm that such immunization requirements (*initial* as applicable):

____ Conflict with the tenets and practice of a recognized religious denomination of which the child is an adherent or member; or
____ Conflict with the personal and sincerely followed religious beliefs of the child.

I will not hold [Name] Public Schools responsible for any injury or harm caused by or relating to such refusal to obtain immunization for the child.

IN WITNESS WHEREOF, this affidavit is signed and acknowledged this ____ day of _____, 20__.

_____
Affiant

STATE OF NEBRASKA)
) ss.
COUNTY OF _____)

The foregoing instrument was acknowledged before me this ____ day of _____, 20__ by_____.

_____
Notary Public

[Legal Reference: Neb. Rev. Stat. sections 79-217 and 79-221; HHS Regulation 173 NAC 3]

AFFIDAVIT
Refusal of Immunization of Student for Religious Reasons

State of Nebraska

ss.

County of

This Affidavit is being submitted on behalf of

_____

(Name of Student) (Birthdate of Student)

If the student is of the age of majority:

I, , of lawful age and being first duly sworn,
(Name of Affiant/Student)
depose and state as follows:

Immunization conflicts with the tenets and practice of a recognized religious denomination of which I am an adherent or member or immunization conflicts with my personal and sincerely followed religious beliefs.

If the student is a minor:

I, , as legally authorized representative of
(Name of Affiant)

, of lawful age and being first duly sworn,
(Name of Student)
depose, and state as follows:

Immunization conflicts with the religious tenets and practice of a recognized religious denomination of which the student is an adherent or member or immunization conflicts with the student's personal and sincerely followed religious beliefs.

(Signature of Affiant)

SUBSCRIBED AND SWORN to before me this day of

Notary Public

REFUSAL OF IMMUNIZATION
For Medical Reasons

As the physician of:

_____

Child's Last Name First Name Age

_____

Birth Date School Grade

A. I have elected to not immunize this student against the following disease(s): (check box*)

☐ Diphtheria

☐ Tetanus

☐ Pertussis

☐ Polio

☐ Measles (Rubeola)

☐ Mumps

☐ Rubella (German Measles)

☐ Hepatitis B

☐ Varicella (chickenpox)

In my opinion, this/these immunization(s) would be injurious to the health and well-being of

☐ The student

☐ A member of the student's household or family

Comments _____

_____

_____

Signature of Physician Date

* Each disease for which a vaccine has not been administered must be checked. Parent / guardian must submit dates of immunization for all other diseases.

Printed from the Nebraska Health and Human Services System Web site. www.hhs.state.ne.us

Documentation of Varicella (Chickenpox) Disease

(To be filled out by the parent, guardian, or medical provider of the child/student)

This document is being submitted on behalf of:

_____

(Name of child/student) (Birth date of child/student)

I _____ verify that the above listed child/student
Parent/Guardian/Medical Provider

had the varicella disease in _____ (year).

_____

(Signature of parent/guardian/medical provider)

PARENT OBJECTION TO
PHYSICAL EXAMINATION OR VISUAL EVALUATION
(For School Admission)

I am the parent or guardian of the following children who are enrolling in the beginner grade or seventh grade in [Name] Public Schools, or who are transferring from out of state into any grade in [Name] Public Schools:

Child No. 1: _____
Child No. 2: _____

I understand that state law requires that the school be provided with: (1) evidence of a physical examination by a physician, physician's assistant, or nurse practitioner and (2) a visual evaluation by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist. The physical examination and visual evaluation is required to be completed within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade. The visual evaluation is to consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity. No such physical examination or visual evaluation shall be required of any child whose parent or guardian objects in writing.

I hereby object in writing to the:

_____ physical examination
____ visual evaluation
(check one or both)

for the above named child(ren). I will not hold [Name] Public Schools responsible for any injury or harm caused by or relating to such refusal to obtain a physical examination of visual evaluation for the above named child(ren).

Dated this ____ day of _____, 20__.

_____
Parent or Guardian

[Legal Reference: Neb. Rev. Stat. sections 79-214(3) and 79-220]

Waiver of Physical Examination/Visual Evaluation Requirement

School Name (if desired)

Note to Parent/Guardian: please complete and return to the school health office if you wish to have your child waived from these requirements as allowed by Nebraska law. If you have questions, please contact the school nurse or the school office. Thank you.

As a Parent/Guardian of - Student Name	Student ID#
School Name	Grade

I object to the following requirements for school entry as legislated in Nebraska Revised Statutes 79-214 and 79-220.

Check which apply:

☐ Physical examination by a licensed physician, physician assistant or advance nurse practitioner within six months prior to school entry. *(Applies to: Kindergarten or beginner grade, out of state transfers to any grade, and seventh grade).*

☐ Visual evaluation by a licensed physician, physician assistant, advanced nurse practitioner, or vision professional (optometrist or ophthalmologist) within six months prior to school entry. *(Applies to: Kindergarten or entry grade and out of state transfer to any grade).*

I understand that I may request information to assist me in receiving information about reduced-cost vision examination as required by NRS 79-220.

I understand provisions in the law allow me to waive the requirement for this examination by my signed statement.

SIGN HERE_____
Signature of Parent/Guardian Date

Comments: _____

_____

_____

_____

_____

_____

FH-40 (44040) 6/07
(New Form)

Summary of the School Immunization Rules and Regulations

Student Age Group	Required Vaccines

Ages 2 through 5 years enrolled in a school based program not licensed as a child care provider	4 doses of DTaP, DTP, or DT vaccine 3 doses of Polio vaccine 3 doses of Hib vaccine or 1 dose of Hib given at or after 15 months of age 3 doses of pediatric Hepatitis B vaccine 1 dose of MMR or MMRV given on or after 12 months of age 1 dose of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. 4 doses of pneumococcal or 1 dose of pneumococcal given on or after 15 months of age
Students entering school (Kindergarten or 1st Grade depending on the school district's entering grade)	3 doses of DTaP, DTP, DT, or Td vaccine, one given on or after the 4th birthday 3 doses of Polio vaccine 3 doses of pediatric Hepatitis B vaccine or 2 doses of adolescent vaccine if student is 11-15 years of age 2 doses of MMR or MMRV vaccine, given on or after 12 months of age and separated by at least one month 2 doses of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. If the child has had varicella disease, they do not need any varicella shots.
Students entering 7th grade	Must be current with the above vaccinations AND receive 1 dose of Tdap (contain Pertussis booster)
Students transferring from outside the state at any grade	Must be immunized appropriately according to the grade entered.

Source: Nebraska Immunization Program, Nebraska Department of Health and Human Services. For additional information, call 402-471-6423.

The School Rules & Regulations are available on the internet: http://dhhs.ne.gov/Pages/reg_t173.aspx (Title 173: Control of Communicable Diseases - Chapter 3; revised and implemented 2011)
Updated 01/26/2018

AFFIDAVIT
(For Child to Enroll Early in Kindergarten)

The undersigned, being first duly sworn, states upon oath as follows:

I am the parent or guardian of _____ (Child's name). The Child's date of birth is _____. The Child will reach the age of five years on or after August 1 and on or before October 15 of the current school year.

I elect to enroll the Child this school year and hereby affirm (check or initial appropriate provision for early enrollment):

____ the Child attended kindergarten in another jurisdiction in the current school year; or

____ the family anticipates relocation to another jurisdiction that would allow admission within the current year; or

____ the Child is capable of carrying the work of kindergarten which can be demonstrated through a recognized assessment procedure approved by the board.

IN WITNESS WHEREOF, this affidavit is signed and acknowledged this ____ day of _____, 20__.

_____
Parent or Guardian

STATE OF NEBRASKA)
) ss.
COUNTY OF _____)

The foregoing instrument was acknowledged before me this ____ day of _____, 20__ by_____.

_____
Notary Public

Request For Non-disclosure of
High School Student Personal Information
To Institutions of Higher Education or Military Recruiters

I hereby request that the name, address, and telephone listing of _____ (name of student), a high school student at [Name] Public Schools, not be released without prior parental consent to:

____ institutions of higher education
____ military recruiters
(check one, both, or none)

Signed by: ___ Student ___ Parent (Check One)

_____ Signature/Date

_____ Print Name

_____ Address

_____ City/State/Zip Code

Note to students/parents: This certificate can be signed by either student or a parent. The provision of this form does not reflect the position of [Name] Public Schools that the request for non-disclosure should or should not be made.

‘‘SEC. 9528. ARMED FORCES RECRUITER ACCESS TO STUDENTS AND STUDENT RECRUITING INFORMATION.

‘‘(a) POLICY.—

‘‘(1) ACCESS TO STUDENT RECRUITING INFORMATION.—Notwithstanding section 444(a)(5)(B) of the General Education Provisions Act and except as provided in paragraph (2), each local educational agency receiving assistance under this Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, addresses, and telephone listings.

‘‘(2) CONSENT.—A secondary school student or the parent of the student may request that the student’s name, address, and telephone listing described in paragraph (1) not be released without prior written parental consent, and the local educational agency or private school shall notify parents of the option to make a request and shall comply with any request.

‘‘(3) SAME ACCESS TO STUDENTS.—Each local educational agency receiving assistance under this Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students.

20 USC 7908.

Students

Student Discipline

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

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

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

The following process will apply to short-term suspensions:

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

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

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

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

3. Expulsion:

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

b. Suspensions Pending Hearing. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the Superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if 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.

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. This includes "deep fakes" or other computer-generated images of other students or staff intended to bully, harass, intimidate, or humiliate another student or staff member.
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, including (but not limited to) a violation of the District's dress code and electronic communication device rules.
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. 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 reasonably forecasted to interfere 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 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. Further, students will also be permitted to wear attire, including religious attire, natural and protective hairstyles, adornments or other characteristics associated with race, national origin, or religion, as long as the attire does not interfere with the educational process and does not endanger another person, as determined by the administration.

   No student shall be disproportionately affected by a dress code or grooming policy enforcement because of the student's gender, race, color, religion, disability, or national origin.

   No school staff shall permanently or temporarily alter or cut a student's hair.

   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.

A student dress code violation will be treated as a minor rule violation and may not require the student to miss substantial classroom time, instructional time, or school activities. However, a repeated violation of school rules may subject the student to further discipline, as outlined in this Policy.

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

Neb. Rev. Stat. Section 79-2,160

Date of Adoption: [7/16/2025]

Instruction

Electronic Communication Devices and Cell Phones

All students are prohibited from accessing or using an electronic communication device while on school property or attending a school instructional function, unless:

1. When required by a student's Individualized Education Program or 504 Plan;
2. When authorized by the District for educational purposes during instructional time;
3. In the case of an emergency or perceived threat of danger;
4. When necessary to monitor or manage a student's health care; or
5. When determined appropriate by the Superintendent or Superintendent's designee.

All exceptions listed herein must be approved in advance by the appropriate school staff member.

Any student who violates this Policy may be subject to discipline under the District's Student Discipline Policy.

Legal Reference: LB 140 (2025)

Date of Adoption: [7/16/2025]

Students

Full-time and Part-time Enrollment

Full-time Enrollment

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

Exceptions are permitted only for:

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

Part-Time Enrollment of Non-Public School Students

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

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

(1) The primary school for a non-public school student is the student's private, denominational, parochial or home school.
(2) Enrollment of a non-public school student in [Name] Public Schools is allowed for the purpose of providing enhanced educational opportunities not otherwise available to the non-public school student. It is not to supplant programming of the student's primary school.
(3) Non-public school students are not to be given priority over full-time students.
(4) Non-public school students are to be enrolled only in programs or courses that are educationally appropriate for the student.
(5) Enrollment of non-public school students is not to negatively affect the educational services to be provided to full-time students.

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

A. Non-Public School Student Enrollment Application Procedures.

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

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

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

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

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

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

B. Non-Public School Student Admission

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

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

C. Non-Public School Student Enrollment Standards

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

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

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

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

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

D. Non-Public School Student Policies

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

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

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

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

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

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

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

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

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

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

Date of Adoption: [7/16/2025]

APPLICATION OF NON-PUBLIC SCHOOL STUDENT FOR PART-TIME ENROLLMENT

Application Process:

Step 1: Complete Parts I, II and III of this Application.

Step 2: Complete the attached "Statement of Person in Legal or Actual Charge or Control of a Child" form.

Step 3: Complete Part IV of this Application, **if** you checked item (2) (b) (c) or (d) of the "Statement of Person in Legal or Actual Charge or Control of a Child" form.

Step 4: Sign this Application in the presence of a notary

Note: You may also need to provide the following documents:

(1) birth certificate

(2) proof of immunization, proof of physical examination, and proof of visual evaluation, or written objections signed by parent or legal guardian

(3) durable power of attorney (delegation of parental powers)

(4) student records from school currently attending and school last attended & release of student records form

PART I–Student Information

Student's Name:	DOB:	Grade Level:
Parent/Guardian's Name(s):	Address:	Telephone:
School Currently Attending:	School Address:	Telephone:
School Last Attended:	School Address:	Telephone:
Special Needs/Concerns (e.g. health concerns) (information is requested for accommodation planning purposes): _____	Special Education Needs: ___ Yes ___ No	If "yes" describe needs: _____ _____ _____ _____

PART II–Part-Time Enrollment Request

Semester Child seeks to begin attending:	
Course(s) or Program(s) in which Child seeks to enroll:	
If the Course is an Integrated Course (e.g. Algebra II), provide description of courses Child has passed to meet prerequisites:	
State whether the Course or Program is offered in the Child's School:	
State whether Child is seeking to participate in extracurricular activities; and if so, list the activities:	

PART III–Expulsion Status

Has the child been expelled from school (either public or private, and in any state)? ___Yes___No
Has the term (time period) of the expulsion been completed? ___ Yes___No
If "no," state the reason for the expulsion and the term (time period) of the expulsion: _____
_____

PART IV– Residency Information. If you checked item (2) (b) (c) or (d) of the "Statement of Person in Legal or Actual Charge or Control of a Child" form, provide the following supplemental information:

A. Child living with adult who is exercising parental responsibility for the child	**B. Child living on own**
Name of adults(s) with whom child resides: _____	Do the parents/guardians supply any necessities of life (e.g., food, rent or shelter, health care, etc.) for this child (if "yes", explain)? _____
Child's relationship to those adults: _____	Do the parents/guardians claim the child as a dependent for tax purposes? _____
How long has child lived with you? _____	Do the parents/guardians provide health insurance coverage?_____
Why is the child residing in the District? (Explain thoroughly) _____	Do the parents/guardians provide an allowance or other monetary benefits? (Explain thoroughly) _____
Who is legally responsible for the child? _____	Why is the child residing in the District? (Explain thoroughly)_____
Are you assuming parental responsibilities for this child?_____	_____
Have you given the District a signed Power of Attorney?_____	

STATE OF NEBRASKA)
) ss.
COUNTY OF _____)

The applicants affirm that the above information is full, true and complete to the best of the applicant(s)' knowledge and belief, that the applicants are not aware of any facts which may make the child ineligible for admission to this public school district, and understand and agree that an exclusion from school and criminal complaint may result from the giving of false information. In the circumstance where the child is living with a person other than a parent or legal guardian, the applicant(s) assumes the legal responsibility of a parent for the student for education purposes, and the legal responsibility of a parent in matters concerning liability for disciplinary action, damages to school property, damages to private property at school, and injuries, etc. which may be caused by this child.

It is understood that admission for part-time enrollment is subject to annual application and approval. If admitted the building assignment is to be determined by District policy, the child will be subject to the student conduct and attendance policies of the District, the child must apply for enrollment and attend the entire school year unless an exception exists, and the child is not permitted on school grounds except during times required for attendance in the courses or programs for which part-time enrollment is approved, subject to the discretion of the building principal. It is further understood that the child is not eligible for transportation or transportation reimbursement.

_____ _____
Applicant(s) Applicant(s)

Subscribed and sworn to me this _____ day of _____, 20__.

_____
Notary Public

STATEMENT OF PERSON IN LEGAL OR ACTUAL CHARGE OR CONTROL OF A CHILD SUBMITTED TO RAYMOND CENTRAL PUBLIC SCHOOLS FOR PURPOSES OF SCHOOL ENROLLMENT

The undersigned state that I am an adult in legal or actual charge or control of *(Child's Name)*:_____, a child who resides in this school district at *(Child's Address)*

1) ☐ I state that I am the child's parent, or

2) ☐ I state that I have been entrusted with, or assumed, day-to-day care and full-time supervision of, and responsibility for, the child and have been given the authority to act as parent or guardian in educational matters as established by (check *all* that apply):

a) ☐ a court or testamentary appointment as a legal guardian (*attach copy*) and/or

b) ☐ a power of attorney delegating such parental powers (*attach copy*) and/or

c) ☐ through an in loco parentis designation by a parent in which I have been authorized to stand in the place of the parent in caring for and raising the child (*attach any written documentation of such designation*), and/or

d) ☐ through some other set of circumstances (*please explain on a separate sheet*).

I understand that I may be requested to provide additional information regarding this child. The names and current or last known address of the child's parents are:
Mother: _____ Address:_____Telephone: _____
Father: _____ Address:_____Telephone: _____
I understand that I will be responsible for, and will be expected to make, decisions regarding education (including, but not limited to, records, discipline, and special education unless otherwise provided under special education laws and regulations), emergency medical care, and other matters for this child while in legal or actual charge or control of this child and I state that I have the authority to take such responsibility and to make such decisions and to so act. I also understand that I will have responsibilities under the state truancy laws to cause this child to attend school.

_____ Dated: _____
Signature of Adult in Legal or Actual Charge or Control

_____ Home Phone: _____
Home Address of Adult in Legal or Actual Charge or Control

Daytime Work Phone: _____

_____
Daytime Work Address

NOTE: SECTION 79-215 R.R.S. PROVIDES THAT IF THE STUDENT IS HOMELESS OR IF THE ADULT DOES NOT HAVE A PHONE NUMBER AND ADDRESS WHERE HE OR SHE MAY GENERALLY BE REACHED DURING THE SCHOOL DAY, THOSE PARTS OF THE FORM MAY BE LEFT BLANK AND A BOX MAY BE MARKED ACKNOWLEDGING THAT THESE ARE THE REASONS THESE PARTS OF THE FORM WERE LEFT BLANK. THE ADULT WITH LEGAL OR ACTUAL CHARGE OR CONTROL OF THIS STUDENT SHALL ALSO SIGN THE FORM.

_____ This child is homeless, which is the reason items were left blank.

_____This adult does not have a phone number or address where they may generally be reached during

the school day

(FOR SCHOOL'S USE)

APPLICATION STATUS

Decision:	Not Admitted	( )	Child a Non-resident
	Not Admitted	( )	Board of Education Approval Required (Expelled Student)
	Not Admitted	( )	Other _____
	Admitted	( )	Residency based on ___ Natural parent is a resident of District ___ In Loco Parentis ___ Child is Emancipated
	Admitted	( )	Courses or Programs of part-time enrollment: _____

(Admission is subject to receipt of birth certificate, proof of immunization, physical and visual evaluation, and other required documentation)

Notes:

_____

_____

_____ _____

Date **Signature**

Students

Extracurricular Activity Discipline

Section 1 Extracurricular Activity Philosophy

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

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

Safety

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

Warning for Participants and Parents

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

Section 2 Extracurricular Activity Code of Conduct

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

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

Scope of the Code of Conduct.

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

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

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

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

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

Where: The Code of Conduct rules apply regardless of whether the conduct occurs on or off school grounds. If the conduct occurs on school grounds, at a school function or event, or in a school vehicle, the student may also be subject to further discipline under the general student code of conduct. A student who is suspended or expelled from school shall not be

permitted to participate in activities during the period of the suspension or expulsion, and may also receive an extended activity suspension.

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

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

"under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.

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

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

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

are to be reported to school administration. Consequences will be determined by coaches, sponsors and/or administration.

Drug and Alcohol Violations.

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

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

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

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

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

In these situations, a violation would not exist if the alcohol is in the control of a parent or guardian or other responsible adult (age 21 or older) such that students are not allowed to access the alcohol. A violation would also not exist if the student did not know or have a reasonable basis to know that alcohol would be present, and the student leaves the location where the alcohol is present as soon the student could safely do so. (Students are expected to leave immediately, but are not to do so in a manner that would endanger them. For example, you are not to leave in a car being driven by a person who has been drinking just to get away from the alcohol party immediately when there is no other way to get home. Instead, you should call for a safe ride home and, while waiting, clearly distance yourself from the alcohol).

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

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

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

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

1. First Violation/Offense: 30 days. This may be reduced to 15 days with participation in a chemical dependency program.
2. Second Violation/Offense: 6 months.
3. Any Subsequent Violation/Offense: One calendar year
4. *Reduction for Self-Reporting: If the student has self-reported, the first violation shall be reduced to 15 days for the first violation. A commensurate reduction (approximately one-half, as determined by the administration) for a second or subsequent violation shall be given for self-reporting.
5. *Reduction for Participation in Chemical Dependency Program: If the student and parents agree to participate in a school-approved program for chemical dependency, the consequence will be reduced to only the next activity in which the student was to participate (including at least one contest) in the case of a first violation, and to a commensurate reduction (approximately 80%, as determined by the administration, for a second or subsequent violation). The program must be administered by a certified alcohol and drug abuse counselor and be approved by the school authorities. The student will need to successfully complete the approved chemical dependency program. Proof of successful completion of program must be submitted in writing to the Activities Director. Failure to participate and successfully complete the approved chemical dependency program may cause the participating student to be suspended from extracurricular activities for one calendar year. All costs associated with the program are to be borne by the student/parent or guardian.
6. More Serious Violations: In the event of more serious drug or alcohol violations, such as students engaging in use of especially serious drug offenses (cocaine, meth, etc.) or procuring alcohol for minors, the consequence of the violation is not limited by the foregoing, and may be established in the good discretion of the administration.

(*Only one reduction can be utilized per violation/offense.)

Steroid Offenses. A student who possesses, dispenses, delivers, or administers anabolic steroids shall be prohibited from participating in any extracurricular activity for the following minimum periods:

1. First Violation: 60 consecutive days.
2. Second or Any Subsequent Offense: One calendar year.

When Suspensions Begin. All suspensions begin with the next scheduled activity in which the student is a participant, after the determination by school officials of the sanction to be imposed; provided that the school officials shall have the discretion to establish a time period for the suspension that makes the suspension have a real consequence for the

student. During a suspension, participants may be required or permitted to practice at the sole discretion of the coach or activity sponsor. Suspensions in the Spring will be carried over to the Fall when the suspension has not been fully served or when determined appropriate for the suspension to have a real consequence for the student.

Letters and Post-Season Honors. A student who commits a Code of Conduct violation is:

1. Eligible to letter, provided the student meets the criteria of the coach or sponsor.
2. Not eligible to receive honors during the sport or activity in which they are participating at the time of the offense and/or in sports or activities in which they have been suspended due to a code violation. The coach/sponsor, with the Athletic Director's approval, may make an exception where the student has self-reported or otherwise demonstrated excellence in character allowing for such honors.

Self-Reporting. A student who violates the Code of Conduct must self-report. The self-report must be made to: the principal, athletic director, or the head coach or sponsor of an activity in which the student participates. The student's parent or guardian may initiate the self-reporting process, but the student will be later required to give a written statement of the self-report. The self-report must be made the earlier of: (1) before the end of the next school day after the conduct occurred and (2) before participation in an extracurricular or co-curricular activity.

In the event the student has received a criminal citation, charge, or ticket, and proclaims innocence of a violation, the student will be required to self-report such offense and provide information as to why they should be found innocent, not as it relates to the criminal offense, but as it relates to the Code of Conduct.

All students are expected to be honest and forthright with school officials. In the event the coach or activity sponsor or any school administrator asks a student participant for information pertaining to compliance (or lack of compliance) by the student or other student participants with the Code of Conduct or eligibility conditions for participation in activities, the student is expected to fully, completely, and honestly provide the information. Students may be disciplined for a failure to be honest and forthright.

Determining a Violation Has Occurred. A violation of the Code of Conduct will be determined to have occurred based on any of the following criteria:

1. When a student is cited by law enforcement and school officials have a reasonable basis for determining that grounds for the issuance of the citation exist.
2. When a student is convicted of a criminal offense. Conviction includes, without limitation, a plea of no contest and an adjudication of delinquency by the juvenile court.
3. When a student admits to violating one of the standards of the Code of Conduct.
4. When a student is accused by another person of violating one of the standards of the Code of Conduct and school officials determine that such information is reliable.
5. When school officials otherwise find sufficient evidence to support a determination

that a violation has occurred.

Procedures for Extracurricular Discipline. The following procedures are established for suspensions from participation in extracurricular activities:

1. Investigation. The school official(s) considering the suspension will conduct a reasonable investigation of the facts and circumstances and determine whether the suspension will help the student or other students, further school purposes, or prevent an interference with a school purpose.
2. Meeting. Prior to commencement of the suspension, the school official considering the suspension or their designee will provide the student an opportunity to give the student's side of the story. The meeting for this purpose may be held in person or via a telephone conference.
    a. The student will be given oral or written notice of what the student is accused of having done, an explanation of the evidence the school has, and the opportunity to explain the student's version. Detail is not required where the activity participant has made a self-report or otherwise admits the conduct. Names of informants may be kept confidential where determined to be appropriate.
    b. The suspension may be imposed prior to the meeting if the meeting can not reasonably be held before the suspension is to begin. In that case the meeting will occur as soon as reasonably practicable. The student is responsible for cooperating in the scheduling of the meeting.
3. Notice Letter. Within two school days (two business days if school is not in session), or such additional time as is reasonably necessary following the suspension, the Athletic Director or the Athletic Director's designee will notify the student and the student's parents or guardian. The student and parents or guardian will be informed of the opportunity to request an informal hearing.
4. Informal Hearing Before Superintendent. The student or student's parent/guardian may request an informal hearing before the Superintendent by sending a written request to the Superintendent. The Superintendent may designate the Athletic Director or another administrator not responsible for the suspension decision as the Superintendent's designee to conduct the hearing and make a decision.
    a. The request for a hearing must be received by the Superintendent within five days of the Principal notifying the student of the discipline.
    b. If a hearing is requested:
        i. The hearing will be held within ten calendar days of receipt of the request; subject to extension for good cause as determined by the Superintendent or the Superintendent's designee.
        ii. The Superintendent or the Superintendent's designee will notify the participants of the time and place of the hearing a reasonable time in advance to allow preparation for the hearing.
        iii. Upon conclusion of the hearing, a written decision will be rendered within five school days (ten calendar days if school is not in session).
5. No Stay of Penalty. There will be no stay of the penalty imposed pending completion of the due process procedures

6. Opportunity for Informal Resolution. These due process procedures do not prevent the student or parent/guardian from discussing and settling the matter with the appropriate school officials at any stage.

Section 3 Attendance

Student participants are expected to meet the following attendance expectations:

1. Attend school regularly. Students who have "excessive absences" as determined by the Activities Director and the attendance policy are ineligible to participate in extracurricular activity contests or performances.

2. Be on time for all scheduled practices, contests and departure for contests. In the event a participant is unable to attend a practice or contests the participant should contact the coach or sponsor in advance.

3. On the day of a contest, performance or other activity, be in attendance for the full day. A student who is not in attendance the full day is ineligible for the contest, performance, or activity, unless otherwise excused. An exception must be approved by the Principal or Athletic Director.

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

Section 4 Academic Standards

Participation in extracurricular school activities is encouraged and desirable for all students. At the same time, the primary mission and responsibility for each student is to establish a firm academic foundation. A student participating in extracurricular school activities must show evidence of sincere effort towards scholastic achievement. To be eligible for participation in extracurricular activities, students must:

1. Be enrolled on a full-time basis.

2. Maintain passing grades in all courses. A student who is not passing one or more classes at progress reporting times will be ineligible to participate in extracurricular activity contests or performances if the grade remains below passing one week after progress reporting time. The student will remain ineligible until the student is passing all classes.

3. Maintain an overall "C" average to participate in extracurricular activities, except school dances.

4. Academic requirements do not apply to:

(A) Instructional field trips which are a part of the scheduled course learning experience; or
(B) Activities or events which are a part of the student's grade requirements.

Eligibility criteria for part-time students is governed by Policy 5004, NSAA bylaws, and state law.

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

Date of Adoption: [Insert Date]

Students

Promotion and Retention

Students will typically progress annually from grade to grade. A student may be retained at a grade level or be required to repeat a course or program when such is determined in the judgment of the Principal, in consultation with the student's teachers and counselor, to be appropriate for the educational interests of the student and the school's educational program.

If a parent or guardian would like their student to retake a grade level, the parent or guardian must meet with the Superintendent or designee to discuss the student repeating a grade. At that meeting, the parent or guardian must provide evidence of academic needs, illness, or excessive absenteeism that would warrant the student to repeat the grade. A student in kindergarten through fourth grade may be retained due to academic needs, illness, or excessive absenteeism. A student in grades fifth through twelfth grade may be retained due to excessive absenteeism. At such meeting, the Superintendent or designee shall identify any alternative educational opportunities, including remedial instruction, if applicable, and verify any special education supports available to such student. If the student's parent or guardian still intends for their student to repeat a grade, such parent or guardian shall then complete the required form and return such form to the District. Upon completion of the form and if all requirements pursuant to this policy and law are met, the District shall permit the student to repeat the student's grade for the next school year.

Legal Reference: Neb. Rev. Stat. Sec. 79-526 & 79-2,161

Date of Adoption: [7/16/2025]

DR. BRIAN L. MAHER, COMMISSIONER
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education.ne.gov

Request to Repeat a Grade

August 2024

Nebraska Revised Statute 79-2,161 establishes a procedure whereby a parent or guardian can request their child to repeat a grade for the following reasons:

a) Academic needs *(Student in grades Kindergarten thru fourth)* – Academic needs means that a child is at least one year below grade level and behind the child's typically developing peers in reading, English, and language arts such that the child does not possess the necessary academic skills required to succeed in reading, English, and language arts at grade level for the next grade the student would otherwise advance to

b) Excessive Absenteeism *(Student in grades K-12)* – Excessive absenteeism means that the child was absent fifty percent or more of the school year and includes excused absences, unexcused absences, and absences due to suspension or expulsion. Absences due to approved school-related activities, such as field trips, competitions, athletic events, and testing, are not included; and

c) Illness (*Student in grades Kindergarten thru fourth)* - Illness means that the child experienced a severe mental or physical illness resulting in hospitalization of two or more weeks during the school year.

A parent or guardian intending to have their child repeat a grade shall request a meeting with school district superintendent or their designee to discuss the decision. The meeting should identify any alternative educational opportunities. If after meeting with the superintendent or their designee, the parent still wishes to retain their child, they must complete this form.

Parent/Guardian Name: _____

Name of Child:_____

Grade Level to be Repeated: _____

Current School District:_____

Date of Meeting with District: _____

Reason and Description for Requesting Repeating of Grade:

☐ Academic Needs (K-4)

_____

_____

_____

_____

☐ Excessive Absenteeism (K-12)

_____

_____

_____

_____

☐ Illness (K-4)

_____

_____

_____

_____

Summary of Meeting with Superintendent or their Designee:

_____

_____

_____

_____

Please submit this form to the superintendent or their designee with whom you met initially about the request for retention. Upon completion of the form, and if all requirements are met, the school district shall honor the request to repeat a grade for the next school year.

_____

Signature of Parent/Guardian Date

To be completed by district:

School of Attendance Name: _____

School of Attendance Code: _____

Student State ID (To be Provided by District): _____

_____

Signature of Superintendent/Designee Date

Districts, please retain a copy of this form, and email nde.form@nebraska.gov for instructions on how to securely submit this form.

Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1) The right to inspect and review the student's education records within 45 days of the day the District receives a request for access.

   Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading at the time the record was created.

   Parents or eligible students may ask the School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests or otherwise allowed by law. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks.

   A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses education records without consent to officials of another School District in which a student seeks or intends to enroll.

4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Office of the Chief Privacy Officer
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Notice Concerning Directory Information

The District may disclose directory information. The primary purpose of directory information is to allow the District to include information from your child's education records in certain school publications. Examples may include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Under FERPA, "directory information" is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. The types of personally identifiable information that the District has designated as directory information are as follows:

1. Student's Name, address, telephone number, and the name, address, telephone number, e-mail address and other contact information of the student's parent/guardian or other adult acting in loco parentis or with authority to act as parent or guardian in educational matters for the student;
2. School and dates of attendance;
3. Student's current grade;
4. Student's enrollment status (e.g. full-time or part-time);
5. Student's extra-curricular participation;
6. Student's achievement awards or honors;
7. Student's weight and height if a member of an athletic team; and
8. Student's photograph.
9.

Notwithstanding the foregoing, the District does not designate as directory information personally identifiable information from students' education records where the District determines that the disclosure to the potential recipient poses a risk to student safety or well-being, including but not

limited to circumstances where the potential recipient is a registered sex offender and the personally identifiable information would permit the potential recipient to communicate with or otherwise contact the student, or would otherwise not be in a student's best interests.

A parent or eligible student has the right to refuse to let the District designate information about the student as directory information. Parents or guardians may refuse to allow their student's information to be designated as "directory information" at any time during the school year, so long as the parent or guardian notifies the Superintendent in writing.

Notice Concerning Designation of Law Enforcement Unit:
The District designates the [Name] Police Department as the District's "law enforcement unit" for purposes of (1) enforcing any and all federal, state or local law, (2) maintaining the physical security and safety of the schools in the District, and (3) maintaining safe and drug free schools.

Students

Association Activities

The Raymond Central Public School District is a member of the Nebraska School Activities Association, which is a voluntary organization of public and private schools of Nebraska organized for the purpose of promoting and regulating the competition between schools in what is generally known as the extracurricular activities.

All students participating in extracurricular activities shall follow the rules provided by the Nebraska School Activities Association and rules of Raymond Central Public Schools. The Superintendent or designee shall, as required by law, designate each school-sponsored interscholastic athletic team or sport as either: (1) boys; (2) girls; or (3) mixed.

Students who represent Raymond Central Public Schools in any of its allied or extracurricular activities shall practice a high level of citizenship both in school and in community living.

Legal Reference: LB 89 (2025)

Date of Adoption: [7/16/2025]

Students

Identification of Learners with High Ability

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

The Superintendent or designee shall develop and implement such criteria to identify high ability learners and shall take steps to offer accelerated or differentiated curriculum programs that will address the educational needs of the identified students at levels appropriate for the abilities of those students. The accelerated or differentiated curriculum programs shall meet the standards of quality established by the Nebraska Department of Education.

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

Date of Adoption: [7/16/2025]

Students

Foster Care Student Transportation

In accordance with federal and state law, the District's written transportation procedures for foster care children are as follows:

Students to be Transported

DHHS will contact the District to inform the District of a foster care student living in the District and/or to be educated by the District. The District will communicate with DHHS on any further matters concerning said foster care student(s).

School of Origin

The District will work to develop a transportation plan for each foster care student needing transportation to the student's school of origin, as defined and required by federal law. Each student's situation will be different, so there is no single transportation plan for every foster care student. Transportation options may include: (1) the foster care family; (2) a bus or school vehicle; (3) transportation to a pickup location; or (4) some other form of transportation in accordance with state and federal law. Foster care students on an IEP may require other considerations and/or different transportation obligations.

When required by law, the District will coordinate the foster care student's transportation to the school of origin while any disputes regarding transportation until the disputes are resolved.

Costs

If the student can be transported by the District without the District incurring any additional costs, then the District will normally transport the student. However, if the District will need to incur additional costs to transport the student, then DHHS will cover any such additional costs associated with the foster care student's transportation. If the District and DHHS are unable to agree on a transportation plan, the District and DHHS will work together to resolve any differences.

Oversight, Implementation, and Administration

The District's Homeless Liaison is responsible for overseeing these procedures, updating them as needed, and otherwise ensuring that the District complies with the transportation requirements for foster care students.

Legal Reference: 20 U.S.C. § 6312.

Date of Adoption: [7/16/2025]

Behavioral Intervention and Classroom Management

1. Purpose

The District is committed to creating a learning environment where every individual is valued, respected, and supported. This Policy emphasizes the shared responsibility of individuals for their actions and their ability to learn, grow, and thrive. This Policy further provides a framework for encouraging positive behavior, addressing challenges in a caring and constructive way, and ensuring safe and supportive school and classroom environments.

2. General Principles

As part of the District's commitment to all students, the Board hereby implements a tiered-system of support to foster a positive school climate and culture, encourage appropriate student behavior, and provide the necessary supports for academic and behavioral success.

This Policy does not replace or alter the Student Discipline Act when behaviors warrant student disciplinary action under that Student Discipline Act.

3. Standards

Tier 1: Universal Supports			
	District Level	**School Level**	**Classroom Level**
Sound Infrastructure & Shared Leadership	Develop and maintain a district-wide behavior framework, ensuring alignment with the district's vision and goals. Establish a leadership team to oversee implementation and sustainability.	Create school-level leadership teams to implement the district behavior framework. Build systems to support staff in consistent implementation of universial behavior strategies.	Teachers set up clear, consistent behavior expectations aligned with school and district policies. Classroom routines and physical environments are structured to promote positive behaviors.
Layered Continuum of Support	Ensure all schools have access to evidence-based universal behavior practices and instructional tools for promoting positive behavior.	Develop a school-wide plan for teaching and reinforcing positive behavior expectations for all students.	Integrate the development of emotional and interpersonal skills into daily instruction and explicitly teach expected behaviors.
Data-Based Decision-Making	Implement a district-wide behavior data system for tracking student behavioral incidents, attendance, and other indicators of behavior. Analyze district trends to guide support for schools.	Use behavioral data to assess school culture, climate and adjust universal supports.	Collect and reflect on classroom behavior data to identify patterns or unanticipated signs of distress and adjust teaching practices as needed.

Communication and Collaboration	Share district-wide behavior policies, expectations, and data with all stakeholders, including families and the community.	Develop intervention teams to identify students in need of Tier 2 support and manage their plans.	Teachers collaborate with intervention teams to integrate targeted strategies into the classroom.
Tier 2: Targeted Supports			
	District Level	**School Level**	**Classroom Level**
Sound Infrastructure & Shared leadership	Provide a menu of evidence-based Tier 2 intervention and training for implementation.	Develop intervention teams to identify students in need of Tier 2 support and manage their plans.	Teachers collaborate with intervention teams to integrate targeted strategies into the classroom that align with school and district policies.
Layered Continuum of Support	Allocate resources to support targeted interventions, such as additional staff or training for small group supports.	Implement interventions such as mentoring programs, social skills groups, or targeted behavior coaching.	Provide additional supports like daily progress monitoring and structured break.
Data-Based Decision-Making	Use district-wide systems to track the effectiveness of Tier 2 interventions and adjust as needed.	Monitor progress using behavior data: point sheets, observations, or student self-assessments and input data in district-wide systems.	Document daily data on student progress to evaluate the impact of interventions.
Communication and Collaboration	Facilitate communication between schools, families, and community partners about available Tier 2 supports.	Engage families in the intervention process by providing regular updates and involving them in problem solving and goal setting.	Maintain open lines of communication with families about their child's progress and strategies to promote support the behavior goals at home.
Tier 3: Intensive, Individualized Supports			
	District Level	**School Level**	**Classroom Level**
Sound Infrastructure & Shared leadership	Ensure access to specialized staff to design and oversee intensive interventions.	Assemble a multidisciplinary team to develop and implement Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs).	Collaborate with specialists to integrate individualized supports into classroom routines that align with school and district policies.

Layered Continuum of Support	Coordinate external services and resources for students requiring wraparound support beyond the school.	Provide interventions or sessions tailored to the student's unique needs and communicate with external services and resources to align supports for students.	Consistently implement accommodations and modifications, such as sensory supports or de-escalation plans, to address individual behaviors.
Data-Based Decision-Making	Regularly review data on Tier 3 interventions and outcomes to ensure its effectiveness.	Use detailed, frequent data collection to refine and adjust BIPs based on student progress.	Implement daily monitoring and adjust individualized strategies as data indicates.
Communication and Collaboration	Partner with community agencies to align supports for students with complex needs.	Conduct regular meetings with families to review and revise plans based on student progress.	Provide ongoing feedback to families and specialists about the student's daily performance, progress, and needs.

4. Addressing Dysregulated Behavioral and Classroom Removal

This Policy outlines a structured approach for managing dysregulated behavior that disrupts the learning environment or poses safety concerns. The aim is to ensure the safety and well-being of all students and staff, while supporting the student in developing self-regulation skills and reintegrating into the classroom.

A. Criteria for Removal
   i. *Safety Concerns*: Immediate removal may occur if a student poses a threat to their own safety, the safety of others, or the environment.
   ii. *Disruption to Learning*: Removal may be necessary if the student's behavior significantly disrupts instruction or the learning environment.
   iii. *Attempted Interventions*: Whenever possible, staff should use de-escalation techniques, behavior redirection, or other Tier 1 or Tier 2 interventions before considering removal. Severe behaviors that endanger safety may bypass prior interventions.

B. Procedure for Removal
   i. *Behavior Documentation*: The teacher or staff member documents the behavior leading to the removal, including antecedents, attempted interventions, and the incident itself. A clear, objective description of the behavior must be included.
   ii. *Safe Transition*: The student is escorted to a designated safe space, such as the office or a designated calming area, by trained personnel. Efforts are made to ensure the student remains calm and safe during the transition.
   iii. *Notification*: Parents or guardians are notified as soon as possible about the removal. A detailed account of the behavior and any interventions attempted are shared.

C. Post-Removal Actions
   i. *Restorative Meeting*: A meeting involving the student, parents or guardians, teacher or other designated staff member, and administrator may be scheduled to review the behavior, its impact, and steps to prevent recurrence. The meeting emphasizes restoring relationships and understanding the root cause of the behavior.
   ii. *Behavior Support Plan (if needed)*: For recurring incidents, a behavior support plan is developed or reviewed, including targeted interventions and supports aligned with the student's

needs. The plan may include strategies such as check-ins, mentoring, or additional behavioral learning supports.

D. Transition Back to the Classroom
   i. *Reintegration Plan*: The student returns to the classroom with appropriate support, which may include a reintegration checklist, a designated buddy, or frequent check-ins with a trusted adult. Expectations and routines are explicitly reviewed with the student.
   ii. *Ongoing Support and Monitoring*: Follow-up meetings with the student, teacher or other designated staff member, and parents/guardians are scheduled to evaluate progress. Data from behavior observations are used to adjust interventions and supports as needed.
   iii. *Focus on Positive Growth*: A strengths-based approach is applied to recognize and reinforce improvements in behavior.

5. Communication and Collaboration

Families are partners in addressing the student's behavior and supporting reintegration. School staff will provide clear and transparent communication about any incident, the student's plan for return, and available resources. Collaboration will also occur between general education, special education, school psychologist, behavior specialists, school counselors, and/or social workers to ensure all supports align with the student's needs and strengths.

6. Required Training

The District will ensure that school employees are trained in behavioral awareness and intervention as required by this Policy and state law. The Superintendent is hereby delegated the authority and responsibility to develop or contract for such training and to ensure that the appropriate staff receive said training as required by state law.

7. Monitoring and Feedback

Parents, guardians, students, advocates and community members are encouraged to provide feedback on this Policy and the District's actions under this Policy. The Superintendent or designee is also directed to provide any feedback to the Board of Education as the Superintendent deems appropriate.

Legal Reference: Neb. Rev. Stat. § 79-262.01

Date of Adoption: [7/16/2025]

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MEMORANDUM

To: Dr. Ted DeTurk, ESU 2 Administrator
From: Justin Knight, Perry Law Firm
Date: June 2, 2025
RE: 2025 School District Annual Policy Service Update

The Legislature has adjourned after their 90-day session. This Memo covers the policy updates as a result of this past session, as well as legislation passed in prior sessions.

A. REQUIRED POLICY UPDATES

1. Policies 1200, 4003, and 5401 (and accompanying forms) – AM 1617 to LB 150 updates Nebraska's Fair Employment Practice Act to add "military or veteran status" as a protected class. As a result, our nondiscrimination policies have been updated to add this new protected class.

In addition, with the changes in federal guidance under the new presidential administration, some of the "hard" deadlines in these policies can be relaxed to give greater flexibility for internal investigations.

2. Policies 3131 ("Procurement Plan") & 3132 ("Internal Controls") – Several bidding references were updated in the federal regulations governing grants and federal audit requirements. These policies have been updated to reflect these changes, as well as adding a new preference for veteran-owned businesses that was added to 2 C.F.R. § 200.321.

3. Policy 3410 ("Safe Driving Record Standard for Drivers" – NDE Rule 91 requires a medical exam for drivers of small vehicles (vans and cars with 10 passengers or less) when driving routes, but not for activities-only drivers. In other words, a small vehicle driver of a regular pick-up/drop-off route must have a medical exam; but a coach that drives a small vehicle only to activities does not. This requirement has created confusion in situations involving unexpected driving situations, part-time or temporary drivers, and the like. Policy 3410 has been updated to clarify Rule 91's requirements.

It is also worth noting that the U.S. Department of Transportation has proposed revised regulations that would change the background and testing requirements, so there may be more policy updates on this topic next year.

4. Policy 4009 ("Drug and Substance Use and Abuse") – Updates in federal driving requirements (relating to alcohol and drug reporting to the federal Clearinghouse) require adding language to this policy for bus drivers.

In addition, in light of these changes, Form A (accompanying Policy 4009) needs to be updated. However, Forms C and D can be rescinded since they are no longer necessary.

5. Policy 5001 ("Admission") – LB 143 tweaked the student admission statutes for military families. Neb. Rev. Stat. § 79-215 now requires a school to provisionally enroll a student if the student's family resides on a federally owned facility within the District. We have updated Policy 5001 to make this clearer.

6. Policy 5101 ("Student Discipline") – There are three main changes to this Policy:

A. New Dress Code: Two years ago, LB 298 imposed a new dress code policy requirement. However, an analysis of the text of this new statutory mandate shows how contradictory and convoluted the statutory directives appear to encompass. For one, Neb. Rev. Stat. 79-2,158 dictates that each school have a policy that "is consistent with" a model policy adopted by the State Board of Education. Yet, the same statutory provision states that a District "may include any other procedures and provisions that the school board deems appropriate," which suggests that the model policy is more of a sample than a prescription. In addition, 79-2,158(2) outlines three specific components of each *school*'s required policy, which further suggests that the State Board's model policy is to be more of an example (otherwise the Legislature would have specified that the model policy itself must include those three items). Still, 79-2,159(4) lists that the State Board's model policy "may" develop a health and safety standard within the model dress code. That same provision requires the State Board to include detailed steps that administrators must take in "health and safety" situations (including obtaining parental consent before requiring a student to change clothes), despite the "health and safety" provision being optional. In fairness to the State Board of Education (who was given this unfunded mandate by the Legislature), it is unsurprising that these inconsistencies within statute have led to significant confusion and anxiety among school administrators across the state.

With all of this confusion in mind, we have updated the "dress code" component of our Student Discipline Act to try and keep the required changes as straightforward as possible, while complying with the law's dictates that a school dress code cannot be used to discriminate against any student.

We have also attached the State Board's model policy in case your district would like to adopt the State Board's model policy.

This new dress code policy must be adopted by July 1, 2025.

B. Cell Phones. LB 140 requires all schools to adopt a "cell phone" policy before the beginning of the 2025-2026 school year. (The new, required policy is listed as Policy 6113.) Policy 5101 has been updated to clearly reference the new cell phone law and student disciplinary consequences.

C. Added Language About "Deep Fakes." Finally, in light of the increase in "deep fakes," this Policy has been updated to add language that students can be disciplined for deep fake images of students or staff. As noted below, LB 383 criminalizes "deep fakes" in certain situations, but having clear language in board policy can help school administrators better address concerns within the school setting.

7. Policy 5004 ("Full-time and Part-time Enrollment") – LB 306 updates the part-time enrollment statutes to provide more options for non-public schools to participate in extracurricular activities. LB 306's language is subject to differing interpretations, especially after the Legislature changed the part-time statutes to address these same concerns two years ago. School administrators will need to familiarize themselves with these new rules before the 2025-2026 school year.

8. Policy 5103 ("Extracurricular Activity Discipline") – For the same reasons listed in the changes to Policy 5101, the reference to dress code violations have been removed.

9. Policy 5201 ("Promotion and Retention") and (New) Policy 5201x ("Request to Repeat Grade Form") – Last year, the Legislature adopted a new law (§ 79-2,161) that allows parents to require their student to repeat a grade if the student qualifies under the statutory criteria. To apply to repeat a grade, a parent must submit a form prescribed by NDE. We have updated the new statutory reference to Policy 5201 and added that form as Policy 5201x.

10. Policy 5202z (Notification of Rights Under FERPA") – Within the past year, the U.S. Department of Education issued a "Model Notice" to update parents' rights under FERPA. To remain consistent with DOE's guidance, we have updated this Policy.

11. Policy 5301 ("Association Activities") – LB 89 requires each school board to adopt a policy designating each school-sponsored interscholastic athletic team or sport as either biologically male, female, or co-ed. The bill does not require each sport or team listed in the Policy. In turn, we added language to Policy 5301 to authorize the Superintendent to make the required designations.

12. Policy 5414 ("Identification of Learners with High Ability") – We realized this Policy may no longer be accurate or current with your district's practices. As a result, we revised the Policy to give school administrators more discretion in developing criteria to identify high-ability learners.

13. (New) Policy 5507 ("Foster Care Student Transportation") – NDE audits have frequently requested information about the District's foster care transportation. The Every Student Succeeds Act only requires a school district to have "procedures" (not requiring board approval). However, given the confusion and ease of having a formal board policy in these audits, we have prepared Policy 5507 to memorialize a school district's foster care transportation requirements.

14. (New) Policy 6113 ("Electronic Communication Devices and Cell Phones") – For the same reasons listed in the changes to Policy 5101, LB 140's cell phone requirements have been added to this new policy.

15. Policy 6400 ("Parental/Community Involvement in Schools") – Last year, the Legislature passed LB 71 to, in part, update Nebraska's parental involvement statutes. Policy 6400 has been updated to reflect these changes. Note that LB 71 requires the updated Parental Involvement to be approved by July 1, 2025, and posted to the school's website by August 1, 2025.

Further, LB 428 (passed this year) requires additional revisions to Policy 6400. LB 428 adds new requirements for school-issued surveys, including the rights of parents to review and/or opt their student out of "sensitive" surveys. Depending on what types of surveys your district administers, this update may need to be carefully examined before the beginning of the 2025-2026 school year.

16. (New) Policy 6931 ("Behavioral Intervention and Classroom Management") – Two years ago, the Legislature passed LB 1329 which, in part, required each school to adopt a policy on "behavioral intervention, behavioral management, classroom management, and removal of a student from a classroom in school." The Legislature directed the State Board of Education to develop a "model policy" reflecting the new policy's requirements. By August 1, 2025, each school must adopt a policy "consistent with or comparable to the model policy." This policy will now be a requirement for accreditation by NDE. To ensure compliance with this new accreditation requirement, our Policy 6931 largely mirrors the State Board's model policy.

B. POLICY RESCISSIONS

1. Policy 5001 Forms ("Summary of the School Immunization Rules and Regulations") – This Form has led to confusion and headaches for schools that have not kept this current. To avoid further confusion and consternation, we recommend rescinding this form in your Policy Manual.

2. Policy 6410 ("Combined District and School Title I Parent and Family Engagement Policy") – The US Department of Education informed NDE that Title I involvement policies need to be more specifically tailored to each school district, instead of incorporated as a general policy. As such, NDE has recommended that schools rescind their Title I Involvement

Policy and, instead, complete the template available on their website: https://www.education.ne.gov/federalprograms/title-i-a-educationally-disadvantaged/#TitleIParentandFamilyengagement

Of note, the Title I engagement "policy" does not need to be Board approved (despite being called a "policy") under the Every Student Succeeds Act.

C. OPTIONAL POLICY AND/OR HANDBOOK UPDATES

1. Policy 3241 ("Emergency Response Mapping") – Last year, schools that adopted an Emergency Response Mapping Policy were eligible to apply for safety and security grant funds. If your district was not approved for grant funds and no longer want an Emergency Response Mapping Policy on file, you could rescind Policy 3241 this summer.

D. OTHER CONSIDERATIONS

1. Title IX Procedures – In light of the constant changes to the Title IX Regulations, we recommended last year to rescind any Board-approved procedures. Instead, we recommended a policy that delegated the Superintendent the authority to develop procedures consistent with Title IX. If you have not done so, we would strongly recommend it. A copy of those procedures is attached. The procedures also need to be posted on the school's website.

2. Veteran's Preference – LB 144 (passed this session without an emergency clause) will update Nebraska's veteran's preference laws. In particular, LB 144 adds the spouse of a veteran who "was killed in the line of duty or died due to his or her military service" as a person who qualifies for a veteran's preference. This update is a good reminder to review your district's application forms to ensure that the school's job applications state that positions are "subject to a veteran's preference," per Neb. Rev. Stat. § 48-227(3).

3. Paid Sick Leave Initiative – Last November, the voters approved Initiative 436, which requires an increase in employer-provided paid sick leave. However, the Initiative exempted political subdivisions from the paid sick leave requirements. Therefore, there are no required changes to any school's paid sick leave benefits.

4. Nebraska's Minimum Wage Increase. Similar to the Paid Sick Leave Initiative, Nebraska's recent Minimum Wage Increase Initiative does not apply to political subdivisions, so school districts are not legally required to follow the increases in the State's minimum wage rates.

5. Medical Marijuana Initiative. Nebraska voters also approved the Medical Marijuana Initiative last November. LB 677 would have added specific statutory requirements for medical marijuana in schools, but LB 677 did not advance. Thus, we will need to work over the summer months to prepare for medical marijuana requests by staff, students, and community members on school grounds and at school activities.

6. New Open Meetings Act Poster. LB 521 "cleaned up" language within the Open Meetings Act. The changes to the Open Meetings Act are largely technical and do not require any policy updates. With that being said, each board is required to have a current copy of the Open Meetings Act posted during all board meetings. The bill has an emergency clause so each board will need to update their Open Meetings Act posters this summer.

7. Forthcoming Update on Bidding Threshold. This year, the State Board of Education will update the bidding threshold for construction, remodeling, or repair projects. This update will result in a future policy update.

8. Changes to NPERS – Two main bills changed different aspects of the Retirement System: LB's 295 and 645. None of these require policy changes but are worth noting.

a. LB 295 largely makes technical changes to the retirement statutes. However, LB 295 makes some substantive changes that your business managers will want to follow any new procedures implemented by NPERS.

b. LB 645 will adjust both the employer, employee, and state retirement contribution percentages on an annual basis, depending on the state retirement plan's funding ratio. When the plan is well-funded, contribution percentages will decrease. But when the plan needs additional funding, contributions will increase. This change will likely have a significant impact on negotiations moving forward, given that teachers' retirement deductions will now fluctuate from year-to-year. We will provide more information on this change in the fall for your negotiations preparations.

9. LB 383 – LB 383 passed this session that adopts two main statutory frameworks: (1) criminalizing "deep fakes" and (2) generally requiring parental consent for a minor to create or maintain a social media account. To date, some County Attorneys have been reluctant to prosecute instances of "deep fakes," so LB 383 establishes clear statutory authority for criminal charges moving forward. In addition, it remains to be seen how social media companies will respond to LB 383 in Nebraska, though your school's technology coordinator will want to keep a close eye on any forthcoming changes.

10. Computer Science and Technology – Years ago, the Legislature adopted computer science and technology curriculum requirements. These requirements will begin to take effect during the 2025-2026 school year. Most (if not all) schools already incorporate technology into the curriculum, so this change may not be significant. However, next year (2027-2028), graduates must have completed a five-credit hour computer science course. These requirements can be found at Neb. Rev. Stat. 79-3304.

11. LB 390 (Library Directory) – LB 390 (passed this year) will require all school districts to adopt a policy requiring a catalog of all books in school libraries and allow parents the option of being notified when their student checks out a book. However, this policy does not need to be adopted until the beginning of the 2026-2027 school year, so we will wait to distribute a library catalog policy until next summer.

12. School Psychologist Interstate Licensure Company – The Legislature adopted the Interstate Compact to allow greater flexibility in licensed school psychologists to work in Nebraska schools. This does not require any policy updates but may be of interest to those schools looking to hire a school psychologist from a different state.

13. New Anaphylaxis Policy Requirement – LB 457 requires DHHS and NDE to the develop a model policy "for the prevention of anaphylaxis and during a medical emergency resulting from anaphylaxis." This policy needs to be adopted by July 1, 2026. Since we do not have the model policy, we will wait until next summer to send the required anaphylaxis policy.

14. Forthcoming NDE Rule 15 Changes – The State Board of Education has not made substantive changes to NDE Rules over the past year, at least changes that require policy updates. The State Board is considering changes to NDE Rule 15 (English Language Learners) that might require policy updates next year, depending on the final version of Rule 15.

15. NSAA Coaching Change. Last year, the NSAA voted to change its bylaws. Previously, coaches were required to meet a certification requirement to coach NSAA activities. Now, NSAA Bylaw 2.12 waives the certification requirement. Moving forward, each school is responsible for vetting their coaches. Some districts have a policy requiring background checks on all hires (including coaches). This may be a discussion within your district on how you plan to handle evaluating coaching hires and positions.

As always, please let us know if you have any questions or concerns.

Grading System

The grading system of Raymond Central Public Schools shall be as follows:

1. Grading periods of approximately nine (9) weeks shall be used four (4) times per year.

2. Achievement marks shall be given on a numerical basis for all grades 4-12, with the marks of 69 or lower considered a failure. A special grading report for the K-3, on a different basis, shall be used.

3. The grading and conversion scale are as follows:

A: 90-100	=	4.00 GPA	I Incomplete
B: 80- 89	=	3.0 - 3.9 GPA	S Satisfactory
C: 70- 79	=	2.0 - 2.9 GPA	U Unsatisfactory
D: 60- 69	=	1.0 - 1.9 GPA	
F: 0 - 59	=	0 GPA	

4. For all other grading reports received on transfer students, the Superintendent and/or principal shall convert these to an approximately equal grade on our system.

5. Staff members have latitude over grading practices but must adhere to prescribed utilization of summative and formative grading prescribed by principal. Grade reports shall be prepared and based on numerical values. Each staff member, however, must be able to defend their grading practices. The following criteria should be used in determining the numerical value of the grade.

   a. Grades reflect attainment of the desired learning standard(s).
   b. Mental ability of student in relation to the total class and required work.
   c. Evidence the student is exceeding the class requirements and delving further.

6. On excused absences of secondary students, they shall be allowed two (2) days for each day missed to complete work assigned. After this period elapses, all work not handed in or completed may have the grade adjusted.

7. All grade reports will contain the numerical grade for each subject, as well as the following: absences, tardiness, comments (if instructor desires).

Date of Adoption: April 20, 2009
Date of Revision: December 13, 202, July 16, 2025

Business Operations

Safe Driving Record Standard for Drivers

Standard for Pupil Transportation Vehicle Drivers: Each person who is required to have a permit to operate a pupil transportation vehicle for this School District shall meet all requirements to hold and continue to hold a pupil transportation operator's permit.

One of the requirements for obtaining such a permit is that the person have a record of satisfactory driving as determined by Board policy. For such persons, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior 5 years; or,
3. Reckless driving or willful reckless, within the immediate prior 5 years; or
4. Accumulation of 5 or more points under the motor vehicle operators' license point system within the immediate prior 4 years. In the event the person has accumulated 3 or 4 points within the immediate prior 4 years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

Standard for Drivers of Small Vehicles for Activity Trips: Each person who drives a small vehicle (car or van) other than a pupil transportation vehicle for school activities and who is not required to have a permit to operate a pupil transportation vehicle shall be precluded from driving in the event it is discovered that the person does not have a record of satisfactory driving. For such persons, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior 5 years; or,
3. Reckless driving or willful reckless, within the immediate prior 5 years; or
4. Accumulation of 5 or more points under the motor vehicle operators' license point system, within the immediate prior 4 years. In the event the person has accumulated 3 or 4 points within the immediate prior 4 years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

Standard for Drivers of Other School Vehicles: Each person who drives a school vehicle other than a pupil transportation vehicle and does not transport students in the vehicle shall be precluded from driving in the event it is discovered that the person does not have a record of satisfactory driving. In the event the person's employment position requires driving vehicles as a function of the person's employment, the employment may be terminated in the absence of a record of

satisfactory driving. For such persons, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior 5 years; or,
3. Reckless driving or willful reckless, within the immediate prior 5 years; or
4. Accumulation of 6 or more points under the motor vehicle operators' license point system within the immediate prior 4 years. In the event the person has accumulated 3, 4 or 5 points within the immediate prior 4 years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

The record of satisfactory driving standards shall apply to all new employees from and after adoption of this policy. Existing employees shall be subject to the same standards, provided that the Superintendent or Superintendent's designee may determine to permit an exception based on the existing employee's record of satisfactory driving while employed with the District and the nature and proximity of prior driving offenses as such offenses relate to safe transportation.

Legal Reference: Neb. Rev. Stat. Sections 79-318, 79-602, 79-607 and 79-608
Neb. Rev. Stat. Sec. 60-4,182 (point system)
Title 92, Nebraska Administrative Code, Chapter 91

Date of Adoption: [7/16/2025]

12.2. Discuss, Consider, and Take Necessary Action to Approve Employee and Student Handbooks for the 2025-26 School Year.

RAYMOND CENTRAL
K-5 SCHOOL
STUDENT/GUARDIAN
HANDBOOK

2025-2026

"The Raymond Central community is committed to providing a positive, challenging learning environment which prepares each individual to be a responsible citizen in an ever-changing society."

ELEMENTARY SCHOOL
STUDENT/GUARDIAN HANDBOOK

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Foreword

Section 1 Intent of the Handbook

This handbook is intended to be used by students, parents, and staff as a guide to the rules, regulations, and general information about Raymond Central Public Schools. Each student is responsible for becoming familiar with the handbook and knowing the information contained in it. Parents are encouraged to use this handbook as a resource and to assist their child in following the rules contained in this handbook.

Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise during any school day, or school year. This handbook does not create a "contract." The administration reserves the right to make decisions and make rule revisions at any time to implement the educational program and to assure the well-being of all students and the educational program. The administration will be responsible for interpreting the rules contained in the handbook. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon all applicable school district policies, and state and federal statutes and regulations.

The Policies of the Board of Education may cover areas not addressed in this Handbook. Every parent or guardian and student should familiarize themselves with Board Policies online at: www.rcentral.org.

Section 2 Members of the Board of Education

Name	Contact Information
Cathy Burklund, President	cburklun@rcentral.org
Larry Heyen, Vice President	larry.heyen@rcentral.org
Bill Lange, Secretary	bill.lange@rcentral.org
Mary Benes, Member	mary.benes@rcentral.org
Derek Matulka, Member	derek.matulka@rcentral.org
_____, Member	

Section 3 Administrative Staff

Name	Position
Bryon Hanson	Superintendent
Steve Rose	Intermediate Principal (Valparaiso)
Deb Kruse	Primary Principal (Ceresco)
Troy Lurz	Secondary Principal
Tony Kobza	Assistant Principal 6-12/Activities Director
Abby Horbach	Assistant Principal 6-12/MTSS Coordinator
Amanda Coufal	Special Education Director

Section 4 TEACHERS/CERTIFIED STAFF

Position	Ceresco
Kindergarten	Courtney Barry Andrea Woita Rhiannon Stoner
Grade 1	Shae Roth Cindy Peterson Makenzie Ronspies
Grade 2	Abby Spangler Taryn Rohde
Special Education	Paige Mestl
Position	**Valparaiso**
Grade 3	Hannah Kring Darrin Pokorny Ashlyn Lukasiewicz
Grade 4	Nikole Farr Erin Gravatt-Brewer
Grade 5	Makenna Jones Kathleen Cooper Kendra Carlson
Special Education	Nicole Kliment

Position	Name	Position	Name
STEM / Technology	Lori Morgan	Vocal / Instrumental Music	Jacee Kesting
Physical Education	Michael Lucas	School Counselor	Kris White
Speech	Clair Turman	School Psychologist	Caitlin Roussan
Title	Shelly Hlavaty	HAL / Interventionist	Kim Hudson
Art	Andrea Rockemann	Media	Janet Dannely

Section 5 SUPPORT STAFF

Position	Ceresco	Valparaiso
Administrative Assistant	Kindra Tvrdy	Melanie Schmalken
Paraprofessionals	Rebecca Jacobs Eleanah Enevoldsen Matt Smith Cherie Swanson Courtney Barry	Yvonne Brenner Brandi Lile Dorie Dickey Kristen Lovell Melani Nelson
Nurse / Health Tech	Amanda Ehlers / Jennifer Crees	Amanda Ehlers / Jennifer Crees
Custodians	Lucy Hanks	Sonya Matulka Pam Hinrichs
Food Service Manager	Patty Hudson	Patty Hudson
Food Service	Sophie Custer Kathy Fredrickson	Lisa Pecka

Section 6 School Calendar

RAYMOND CENTRAL PUBLIC SCHOOLS
2025-2026
SCHOOL CALENDAR
Approved 2/12/2025

School Start and End Times: Elementary: 8:15 AM - 3:15 PM
Junior/Senior High School: 8:10 AM - 3:30 PM Preschool: 8:15 AM - 3:15 PM

- First and Last Day of School
- 1/2 day of school - NOON DISMISSAL
- NO SCHOOL
- End of Quarters
- New Teachers Only
- Parent-Teacher Conferences
- Teacher Professional Development &/or Teacher Workday
- Possible Last Day of School

Article 1 - Mission and Goals

Section 1 MISSION STATEMENT

"The Raymond Central community is committed to providing a positive, challenging learning environment which prepares each individual to be a responsible citizen in an ever-changing society."

Section 2 VALUES

- We will promote a quality education as the cooperative responsibility of students, staff, parents, and community.
- We will provide a safe learning environment where all individuals are treated with dignity and respect.
- We will encourage parents to reinforce skill building at home.
- We will promote life-long learning and responsible citizenship.
- We will empower students to be problem solvers and independent learners.
- We will provide each student with the opportunity to learn and achieve success.
- We will meet the needs of individual students through a variety of approaches to learning.
- We will use available time and resources to stay on top of current educational practices.
- We will continuously evaluate, update, and assess our district's goals.

The central purpose of the Raymond Central Public Schools is to develop students who can demonstrate the knowledge, skills and competencies necessary to become productive and contributing members of our democratic society.

Although all children will not learn all things equally well, we recognize that all children should have an equal opportunity in the pursuit of educational qualifications for the world ahead. Recognizing the uniqueness of each student, the Raymond Central Public Schools will attempt to balance the curriculum to provide for the varied interests and talents of all students. The school accepts the premise that the center of the school curriculum is the child and that the instructional program should be designed to fit each and every child's unique needs.

The education of children is a comprehensive program that must be undertaken in cooperation with other services and institutions within society and the local community. The Raymond Central Public Schools will seek to establish and maintain strong ties with parents, patrons, the business community and other community institutions.

The following opportunity and means shall be provided whereby this philosophy may be realized.

(a) Each student may search for the truth, find the truth, and incorporate this truth into his or her values, ambitions, and aspirations.
(b) Each student may develop an attitude of personal worth and self-esteem and by doing so, may experience degrees of success and achievement within the bounds of his or her individual abilities and limitations.
(c) Each student may learn to identify and cope with current trends in society.
(d) Each student may experience an intellectual, technical and a social environment that enhances the possibilities for group interaction conducive to peaceful coexistence in the school, community, state, nation, and the world.
(e) Each teacher may use his or her individual capabilities in establishing constructive attitudes toward students, administrative heads, and the community.
(f) Each teacher may use the resources necessary for attaining the highest measure of success in his or her particular field.
(g) The administration may promote and preserve the establishment of every possibility for better education.
(h) The administration may serve as a channel of communication between the teachers and the school and the community.
(i) The community may be given an integral part in the implementation and accomplishment of the objectives of the school.

The community may demonstrate this responsibility to the school by expressing to the administration its beliefs and desires concerning the educational programs and practices of the school. It shall be the responsibility of the administrative staff periodically to prepare formal statements defining and implementing the basic purposes of the schools as stated above. These statements shall be the basis for determining the content of the curriculum, the methods of instruction, and the means for evaluating the effectiveness of both.

Section 3 MUTUAL RESPECT

Raymond Central Public Schools expects every staff member and student to be treated with respect and dignity. A show of disrespect toward a staff member or insubordination on the part of the student will not be tolerated.

Section 4 COMPLAINT PROCEDURES

The proper procedures for a parent or student to make complaints or raise concerns about school staff or the school programs or activities are set forth below. Other procedures exist to address discrimination or harassment, the bullying of students, and to challenge disciplinary actions, and such other procedures should be used to address those types of concerns.

1. Complaint procedure:
   Step 1. Have a scheduled conference with the staff person and the **student involved** in the complaint.
   Step 2. Appeal to the Principal if the matter is not resolved at Step 1.
   Step 3. Appeal to the Superintendent if the matter is still unresolved at Step 2.
   Step 4. Appeal to the Board of Education if the matter is still unresolved at Step 3. Written appeal should be made within five (5) days of the Superintendent's decision.

2. Conditions Applicable to All Levels of Complaint Procedure:
   All information to be considered at each appeal step should be placed in writing in order to be most effective. Appeal decisions shall be expedited as quickly as possible. A decision at any level should be rendered within ten (10) calendar days, unless a legal hearing is requested or required.

Article 2 - School Day

Section 1 Daily Schedule

General School Information

School Day:
The Raymond Central Elementary school day runs from 8:15am to 3:15pm. All students should arrive at school no earlier than 8:00 a.m. each day. Supervision will not be provided before that time unless required by the district transportation schedules. Upon arrival children should line-up at designated entrances. Students are not to enter the building before the first morning bell at 8:10 a.m. unless teacher permission is granted, or a student is ill or injured. In the case of inclement weather or severe cold, students do line up inside the building. Teachers will escort students to their classrooms. If students participate in the breakfast program, they will enter at 8:00 a.m. After school, the outside playground is to be vacated after school until 3:45pm. Only the children riding the late bus are to be on the playground under the supervision of the school staff assigned to after school duty.

Lunch Schedules

Kindergarten: 11:10am - 11:40am
1st Grade: 11:40am - 12:10pm
2nd Grade: 12:10am - 12:40am
3rd Grade: 11:10am - 11:40am
4th Grade: 11:40am - 12:10pm
5th Grade: 12:10pm - 12:40pm

Section 2 Severe Weather and School Cancellation

School Closing Information. The Superintendent of schools is authorized by the Board of Education to close public schools in case of severe weather. Representatives of the Superintendent's staff will notify local news media when inclement weather warrants such action. The information is posted to the website and social media accounts and it is generally on the local television stations. Parents will also receive a phone message and text message from our rapid notification system (Raymond Central App) indicating a late start or school closing. It is important that parents/guardians keep their contact information updated with the school so that they get these messages.

Decision to Close Schools. A decision to close school is made when forecasts by the weather service and civil defense officials indicate that it would be unwise for students to go to school. An early decision is not always possible because of uncertain weather conditions. School officials will make periodic assessments of conditions during the night and will decide early in the morning (by 6 a.m. if possible). In any case, **an announcement will be made to the news media and to parents/guardians through the rapid notification system when schools will be closed.** In some instances, schools will be open, but certain services may be canceled (bus transportation, preschool, student activities, etc.).

After School Starts. Every attempt will be made to avoid closing school once classes are in session. In some instances, closing school during the day is inevitable if children are to safely return home before the brunt of a major storm hits. In these cases, as much advance notice as possible will be given to parents. If school is closed during the day, the notice will be broadcast by the media **and to parents/guardians through the rapid notification system** and **parents should have a plan to accommodate these circumstances.**

Parental Decisions. **Parents may decide to keep their children at home in inclement weather because of personal circumstances.** Students absent because of severe weather when school is in session will be marked absent. The absence will be treated like any other absence for legitimate causes provided parents properly notify the school of their decision. Parents may pick up their children in inclement weather at any time during the school day. Students will not normally be dismissed from school during severe weather on the basis of a telephone request.

What Not To Do. Parents should not attempt to come to school during a tornado warning. **School officials are not permitted to release students from the school building during a tornado warning.** Tornado safety procedures are practiced regularly by students and staff members. Also, parents are urged not to call radio and television stations and school buildings during severe weather. Every effort will be made to provide accurate and timely information through the media and the rapid notification response system.

Emergency Conditions. Raymond Central Public Schools has a signal which, when activated, includes the necessity to either evacuate the building or to move to safer areas of the building. All regular drills are held as required by law through the school year. There are plans for an Emergency Exit system, Tornado Warning System, and Critical Incident Response.

Severe Weather. Raymond Central Public Schools follow Standard Response Protocol (SRP). Staff and students are trained and practice these protocols during the school year. Tornado and/or severe weather may necessitate the implementation of shelter protocol.

Section 3 Open - Closed Campus

Closed Campus Policy
Providing a safe and orderly campus environment is important. Therefore, **all students are required to stay on campus upon arrival**. Students must check out through the office if it is necessary to leave campus for doctor or dental appointments or for reasons of illness.

Section 4 School Guidelines

Food and Drink
Drinks and snacks will not be allowed in classrooms, computer labs etc…, with exception to water. Students with medical conditions that require food may be exempt from this rule, however, pre-arrangements must be made with the school prior to having food and drink in the classrooms.

Recess
Children will be expected to go outdoors for recess periods. Parents' cooperation in seeing that children dress according to the weather is requested. In most cases if children are not well enough to play outside, they are not well enough to be in school. During winter months, either temperatures and/or ground conditions will dictate in or out play. Playground supervisors will use their judgment in deciding upon ground cover, wind-chill, and temperature.

Cold Weather
All students will be required to button, zip, or snap coats and tie hoods. Wearing hats and gloves are important when cold temperatures are here. The same rules apply for recesses. For playing outdoors in wet and snowy weather, children need to be equipped with boots and snow pants. Be sure both boots are marked as well as gloves, caps, coats, scarves, etc.

Celebrations and Parties
Celebrations and/or parties may be held during the year. The times and dates will be arranged before each event. Classroom Party Guidelines will be provided to parents. All foods offered during the school day must be "Smart Snack" compliant in accordance with the District Wellness policy (#5417). Please refer to https://www.fns.usda.gov/school-meals/tools-schools-focusing-smart-snacks for more information. In addition, some classrooms may have students with food allergies. Please check with your student's teacher and/or the school office prior to bringing any food for classroom celebrations/parties including birthday treats. Small non-food items such as pencils, erasers, and stickers are encouraged.

Out of School Parties:
Party invitations should not be distributed in the classroom or on school property unless the party includes all children in that room. Gifts should not be sent to school unless the above conditions are met.

School Supplies
It is suggested that each pupil provide supplies recommended by the teachers for each home classroom. A suggested supply list will be communicated with all parents / guardians prior to the start of the school year.

Pets
Children must ask permission from the teacher who must request permission from the building administration prior to bringing animals to school. The teacher and parent can arrange a time for a short (10-15 minute) visitation. The parent or guardian must accompany pets and remain while the pet is on school grounds. All pets must be current on shots and vaccinations.

Section 5 Safety Drills

- **Fire Drills**
  Fire drills will be conducted regularly. An electric horn indicates a fire drill. Upon hearing the fire drill signal, move quietly and quickly out of the building by the fire exit route posted near the door of your room. After the "all clear" is given, students may re-enter the building and proceed directly to their classrooms.

- **Safety Drills**
  The District will follow state guidelines in the execution of annual safety drills. Raymond Central Public Schools has adopted the *'I Love You Guys'* Standard Response Protocols (SRP) to be used in safety situations. These protocols are flexible, action-based, and easy to learn. Additionally, these protocols are generally accepted across the various emergency management entities. The Standard Response Protocol is based not on individual scenarios but on the response to any given scenario. Like the Incident Command System (ICS), SRP demands a specific vocabulary but also allows for great flexibility. The premise is simple: there are five specific actions that can be performed during an incident. When communicating these actions, each is followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders.
  - **Hold** is followed by "In your Room or Area. Clear the Halls" and is the protocol used when the hallways need to be kept clear of people.
  - **Secure** is followed by "Get Inside, Lock Outside Doors" and is the protocol used to safeguard students and staff within the building.
  - **Lockdown** is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place.
  - **Evacuate** may be followed by a location, and is the protocol used to move students and staff from one location to a different location in or out of the building.
  - **Shelter** is always followed by the hazard and a safety strategy and is the protocol for group and self protection.

Section 6 Fundraising

According to Board Policy (5303), solicitation of funds from or by students will be restricted at the Raymond Central Public Schools. **Students should not approach staff members or other students during school regarding the purchase of any items**.

Fundraising is the selling of a product, providing a service or activity, or requesting donations of any kind. School fundraising directly funds school programs and student organizations. Within District policies and regulations, all fundraising activities by school-sponsored groups must have the approval of the building principal. If questions arise about the appropriateness of a given activity, the principal is expected to consult with the Superintendent who, in turn, may seek reactions from the Raymond Central Board of Education. School District employees who supervise official school programs or extracurricular activities are directed to not organize, conduct, or involve students in fundraising activities unless the fundraising activity has been approved by the building principal.

General Guidelines:
- Must have prior building principal approval. Before approval, expenditure purposes must be given to the Principal.
- Fundraising activities are to be considered for approval based on the following criteria:
  1. Students will not be exploited for sectarian, political, or commercial purposes.
  2. The project will accomplish the goals for the fundraiser without undue risk of financial loss.
  3. All students will benefit equally or the organization will benefit as specified in advance from fundraising proceeds.
  4. All sales of food and beverages shall comply with District nutrition and wellness policies and regulations.
  5. Organizations will be allowed one fundraiser involving the selling of a product or a good.
  6. The project meets all legal requirements.
- Donations may be sought as part of fundraising efforts.

Sales and Fundraising in Schools Sales in schools shall be subject to the following guidelines:
- Students may not be required to participate in fundraising or to provide a donation if raising money is part of a class or curricular project.
- Students will not be required to sell a required amount nor will they be penalized for not selling a required amount (Example: lettering, etc.).
- Sales of food or beverages cannot occur during the breakfast and/or lunch period of a regular school day.

- Control of sales before, during and after school is in the hands of school principals or designees who are responsible for maintaining compliance with sales and fundraising policies and regulations.
- All sales of food and beverages shall comply with District nutrition and wellness policies and regulations.

Fundraising by Outside Organizations
Outside organizations are non school-funded groups such as parent/teacher organizations, sports booster groups, and commercial enterprises that provide supplementary services to existing school entities. Outside organizations are separate and apart from the School District. Examples of outside organizations are: PTO, Music Boosters, Athletic Boosters, Post Prom Committee, and Parents for Fine Arts.

Article 3 - Use of Building, Grounds and Equipment

Section 1 Entering and Leaving the Building
Beginning of School: Students should not be on school grounds prior to 8:00 a.m. unless they are in an activity and are sponsored by a staff member.

During the School Day: Students are to remain on campus unless excused in accordance with school policies. Upon return to school during the day students are to sign in at the school office.

End of School: Our regular school day ends at 3:15 p.m. It is important that students who are involved in after school activities or clubs report directly to their designated location and check in with the supervising adult. Parents are expected to make necessary arrangements to ensure students leave the campus by 3:15 p.m. No after school supervision is provided. The school is not responsible for supervision of students once the students are to have left school grounds.

Certain days on the calendar are "shortened days," meaning that the school day starts or ends other than the normal schedule. Parents are strongly encouraged to be aware of those days, so their children are not left in an unsupervised situation or without a means to get home upon dismissal.

Section 2 School Visitors
All visitors upon entering the building will report directly to the respective building office to sign in. We encourage parent visitation of classes and during lunch time but request that all parents that desire to visit classes or participate in lunch to make prior arrangements to ensure that we can facilitate the visit and to promote secure practices. No parent or visitor is to enter a class in session without permission of the Principal's office. Interruption of classroom processes to confer with a teacher or student is not allowed without proper authorization.

Section 3 Smoke-Free Environment
Raymond Central Public Schools declares all of our school's buildings and game facilities to be smoke-free. We would appreciate your help in meeting the goal of a smoke-free, tobacco-free, and vape free environment for our children. When you attend school events, including athletic events, please remember that our facilities are smoke-free, tobacco-free, and vape free and abide by our District's policy.

Section 4 Care of School Property
- Students are responsible for the proper care of all books, equipment, supplies and furniture supplied by the school.
- Students who disfigure property, break windows or do other damage to school property or equipment will be required to pay for the damage done or replace the item.
- School-issued items that are stolen or damaged from unlocked lockers are the responsibility of the student to whom they were issued.

Fines are determined on books according to the following criteria:

Lost/Ruined Book:	Replacement cost
Missing one or both covers:	Same as lost book
Loose Cover:	TBD – based on expense to repair
Missing Page:	50 cents per page (up to replacement cost)
Torn Page:	20 cents per page (up to replacement cost)
Marks that cannot be erased:	20 cents per mark (up to replacement cost)

Section 5 Lockers

Each student will be assigned a locker. Students must use their own lockers and are not to share lockers with other students, except as assigned by school officials. Students are expected to keep all books, etc., in their assigned locker. Students are also responsible for the cleanliness inside their locker and the door of their locker. Students may be assessed a fine for damage to lockers.

Students may not display images, information or messages that may cause a substantial disruption to the operations of the school. If a staff member sees or learns of an image or message that may cause a disruption, the staff member may ask the student to remove the image or message from the locker. If the student refuses, then the administration will meet with the student and parents to discuss the situation. The principal shall have the final say on whether a student needs to remove the image or message from the locker.

Section 6 Searches of Lockers and Other Types of Searches

Student lockers, desks, computer equipment, and other such property are owned by the school. The school exercises exclusive control over school property. Students should not expect privacy regarding usage of or items placed in or on school property, including student vehicles parked on school property, because school property is subject to search at any time by school officials. Periodic, random searches of lockers, desks, computers and other such property may be conducted at the discretion of the administration.

The following rules apply to searches of students and of a student's personal property and to the seizure of items in a student's possession or control:

1. School officials may conduct a search if there is a reasonable basis to believe that the search will uncover evidence of a crime or a school rule violation. The search is to be conducted in a reasonable manner under the circumstances.
2. Random searches of student lockers, desks, and other similar school property provided for use by students may be conducted at the discretion of the administration.
3. Drug or alcohol tests may be conducted on students based on reasonable suspicion.
4. Drug or alcohol tests may be conducted on a random basis for students participating in extracurricular activities.
5. Searches of the District’s computer system may be conducted at the discretion of the administration at any time.

Section 7 Video Surveillance

The Board of Education has authorized the use of video cameras on School District property to ensure the health, welfare and safety of all staff, students and visitors to District property, and to safeguard District facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent.

Notice is hereby given that video surveillance may occur on District property. In the event a video surveillance recording captures a student or other building user violating school policies or rules or local, state or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

Section 8 Recording of Others

To ensure the privacy and confidentiality of student information, no person is authorized to record or transmit any sound or image of any person (including themselves) without the prior consent or authorization of either (1) the person or persons being recorded or whose image or sound is being transmitted or (2) the Superintendent or Superintendent’s designee. This prohibition applies to all persons, including staff, students and community members, regardless of the content or context of the image or sound; however, this provision shall not apply to District-sponsored athletic or activity events where the focus of the recording or transmission is on the student performances or activity. Nothing in this provision shall prohibit the recording of an Individualized Education Program meeting if the recording is necessary to ensure that the parent understands the IEP or the IEP process or to implement other parental rights guaranteed by the Individuals with Disabilities Education Act.

Section 9 Use of Cell Phones

Students may not use cell phones during class time. A student who violates this rule may be required to turn their phone into the office or lose phone privileges for an extended period of time. This is inclusive of smart watches and other communication devices.

Section 10 Behavioral Points of Contact

The District maintains a registry of local mental health and counseling resources, including those resource services that can be accessed by families and individuals outside of school. To gain more information about these resources, parents and/or students should contact their building principal. This information, as well as the District’s behavioral points of contact, are also listed on the District’s website.

Section 11 Student Valuables

Raymond Central Public Schools is **NOT** responsible for the personal property of students. Students are cautioned not to bring large amounts of money or items of value to school. If it is necessary to bring valuable items or more money than is needed to pay for lunch, leave the money or valuables with a staff member in the school office for temporary and safe-keeping. Even then, the school is not in a position to guarantee that the student's property will not be subject to loss, theft, or damage.

Section 12 Lost and Found

Students who find lost articles are asked to take them to the office, where the articles can be claimed by the owner. If articles are lost at school, report that loss to office personnel. Lost and found items will be disposed of periodically if they go unclaimed. It is stressed:

1. That you encourage your child to be responsible for personal property.
2. That all articles are labeled.
3. That valuables and money are left at home.

Section 13 Accidents

Every accident in the school building, on the school grounds, at practice sessions, or at any athletic event sponsored by the school must be reported immediately to administration. The individual staff member involved should complete an accident report immediately.

Section 14 Insurance

Under Nebraska law the District may not use school funds to provide general student accident or athletic insurance. The District requires that all student participants in athletic programs have injury and accident insurance and encourages all students who are in classes with risk of personal injury or accident to have insurance coverage. The district does not make recommendations, nor handle the premiums or claims for any insurance company, agent or carrier. Information about student insurance providers will be available in the school office or on school bulletin boards.

Section 15 Copyright and Fair Use Policy

It is the school's policy to follow the federal copyright law. Students are reminded that, when using school equipment and when completing course work, they also must follow the federal copyright laws. The federal copyright law governs the reproduction of works of authorship. Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice.

The "fair use" doctrine allows limited reproduction of copyrighted works for educational and research purposes. The relevant portion of the copyright statute provides that the "fair use" of a copyrighted work, including reproduction "for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research" is not an infringement of copyright. The law lists the following factors as the ones to be evaluated in determining whether a particular use of a copyrighted work is a permitted "fair use," rather than an infringement of the copyright:

- the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- the nature of the copyrighted work;
- the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and
- the effect of the use upon the potential market for or value of the copyrighted work.

Although all of these factors will be considered, the last factor is the most important in determining whether a particular use is "fair." Students should seek assistance from a faculty member if there are any questions regarding what may be copied.

Section 16 Technology and Computer Usage

School computers are to be used for school purposes only. Any student accessing the network must have the proper paperwork (Acceptable Use Policy) on file with the district. This policy provides more specific details governing acceptable use. The use of the internet and/or email is also reserved for school purposes. Students may not bring any computer applications, including games, to school for any reason. District workstations or assigned individual devices, may not be altered without direct teacher permission. Any vandalism (renaming, trashing, or moving files, illegal copying, etc.), intentional copyright violations or attempted access to unauthorized data will result in disciplinary action, which may include restitution. Students are directed to limit printing to only information that is directly tied to school purposes.

Section 17 Internet Safety Policy

It is the policy of Raymond Central Public Schools to comply with the Children's Internet Protection Act (CIPA) and Children's Online Privacy Protection Act (COPPA). With respect to the District's computer network, the District shall: (a) prevent user access to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct

electronic communications; (b) provide for the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) prevent unauthorized access, including so-called "hacking," and other unlawful activities online; (d) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; (e) obtain verifiable parental consent before allowing third parties to collect personal information online from students; and (f) implement measures designed to restrict minors' access to materials (visual or non-visual) that are harmful to minors.

1. Definitions. Key terms are as defined in CIPA. "Inappropriate material" for purposes of this policy includes material that is obscene, child pornography, or harmful to minors. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that: (1) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (2) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (3) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

2. Access to Inappropriate Material. To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the CIPA, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

3. Inappropriate Network Usage. To the extent practical, steps shall be taken to promote the safety and security of users of the District's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

4. Supervision and Monitoring. It shall be the responsibility of all members of the District staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and CIPA. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Superintendent and the Superintendent's designees.

5. Social Networking. Students shall be educated about appropriate online behavior, including interacting with others on social networking websites and in chat rooms, and cyberbullying awareness and response. The plan shall be for all students to be provided education on these subjects. The Superintendent or the Superintendent's designee shall be responsible for identifying educational materials, lessons, and/or programs suitable for the age and maturity level of the students and for ensuring the delivery of such materials, lessons, and/or programs to students.

6. Parental Consent. The District shall obtain verifiable parental consent prior to students providing or otherwise disclosing personal information online.

7. Adoption. This Internet Safety Policy was adopted by the Board at a public meeting, following normal public notice.

8. The District shall comply with the Nebraska Student Online Personal Protection Act and will endeavor to take all reasonable and necessary steps to protect the online privacy of all students.

Section 18 Computer Acceptable Use Policy

This computer acceptable use policy is supplemental to the District's Internet Safety Policy.

1. Technology Subject to this Policy. This Computer Acceptable Use Policy applies to all technology resources of the District or made available by the District. Technology resources include, without limitation, computers and related technology equipment, all forms of e-mail and electronic communications, and the internet.

2. Access and User Agreements. Use of the District technology resources is a privilege and not a right. The Superintendent or designee shall develop appropriate user agreements and shall require that employees, students (and their parents or guardians), and others sign such user agreements as a condition of access to the technology resources, as the Superintendent determines appropriate. Parents and guardians of students in programs operated by the District shall inform the Superintendent or designee in writing if they do not want their child to have access.

   The Superintendent and designees are authorized and directed to establish and implement such other regulations, forms, procedures, guidelines, and standards to implement this Policy.

   The technology resources are not a public forum. The District reserves the right to restrict any communications and to remove communications that have been posted.

3. Acceptable Uses. The technology resources are to be used for the limited purpose of advancing the District's mission. The technology resources are to be used, in general, for educational purposes, meaning activities that are integral, immediate, and proximate to the education of students as defined in the E-rate program regulations.

4. Unacceptable Uses.

   The following is a non-exhaustive list of unacceptable uses of technology resources:

   a. Personal Gain: Technology resources shall not be used, and no person shall authorize its use, for personal financial gain other than in accordance with prescribed constitutional, statutory, and regulatory procedures, other than compensation provided by law.

   b. Personal Matters: Technology resources shall not be used, and no person shall authorize its use, for personal matters unless the User has entered into a lease agreement or other similar agreement with the School District that makes such use permissible under law.

      Occasional use that the Superintendent or designee determines to ultimately facilitate the mission of the District is not prohibited by this provision. Examples of occasional use that may be determined to ultimately facilitate the mission of the District: sending an email to a minor child or spouse; sending an email related to a community group in which an employee is a member where the membership in the community group facilitates the District's mission.

      This occasional use exception does not permit use by employees contrary to the expectations of their position. For example, employees may not play games or surf the net for purposes not directly related to their job during duty time; nor may students do so during instructional time.

      The occasional use exception also does not permit use of the technology resources for private business, such as searching for or ordering items on the internet for non-school use; or sending an e-mail related to one's own private consulting business.

   c. Campaigning: Technology resources shall not be used, and no person shall authorize its use, for the purpose of campaigning for or against the nomination or election of a candidate or the qualification, passage, or defeat of a ballot question.

   d. Technology-Related Limitations: Technology resources shall not be used in any manner which impairs its effective operations or the rights of other technology users. Without limitation:
      1) Users shall not use another person's name, log-on, password, or files for any reason, or allow another to use their password (except for authorized staff members).
      2) Users shall not erase, remake, or make unusable another person's computer, information, files, programs or disks.
      3) Users shall not access resources not specifically granted to the user or engage in electronic trespassing.
      4) Users shall not engage in "hacking" to gain unauthorized access to the operating system software or unauthorized access to the system of other users.
      5) Users shall not copy, change, or transfer any software without permission from the network administrators.
      6) Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.
      7) Users shall not engage in any form of vandalism of the technology resources.
      8) Users shall follow the generally accepted rules of network etiquette. The Superintendent or designees may further define such rules.

   e. Other Policies and Laws: Technology resources shall not be used for any purpose contrary to any District policy, any school rules to which a student user is subject, or any applicable law. Without limitation, this means that technology resources may not be used:
      1) to access any material contrary to the Internet Safety Policy; or to create or generate any such material.
      2) to engage in unlawful harassment or discrimination, such as sending e-mails that contain sexual jokes or images.
      3) to engage in violations of employee ethical standards and employee standards of performance, such as sending emails that are threatening or offensive or which contain abusive language; use of end messages on e-mails that may imply that the District is supportive of a particular religion or religious belief system, a political candidate or issue, or a controversial issue; or sending e-mails that divulge protected confidential student information to unauthorized persons.
      4) to engage in or promote violations of student conduct rules.
      5) to engage in illegal activity, such as gambling.
      6) in a manner contrary to copyright laws.
      7) in a manner contrary to software licenses.

5. Disclaimer. The technology resources are supplied on an "as is, as available" basis. The District does not imply or expressly warrant that any information accessed will be valuable or fit for a particular purpose or that the system will operate error free. The District is not responsible for the integrity of information accessed, or software downloaded from the Internet.

6. Filter. A technology protection measure is in place that blocks and/or filters access to prevent access to Internet sites that are not in accordance with policies and regulations. In addition to blocks and/or filters, the District may also use other technology protection measures or procedures as deemed appropriate.

   Notwithstanding technology protection measures, some inappropriate material may be accessible by the Internet, including material that is illegal, defamatory, inaccurate, or potentially offensive to some people. Users accept the risk of access to such material and responsibility for promptly exiting any such material.

   The technology protection measure that blocks and/or filters Internet access may be disabled only by an authorized staff member for bona fide research or educational purposes: (a) who has successfully completed District training on proper disabling circumstances and procedures, (b) with permission of the immediate supervisor of the staff member requesting said disabling, or (c) with the permission of the Superintendent. An authorized staff member may override the technology protection measure that blocks and/or filters Internet access for a minor to access a site for bona fide research or other lawful purposes provided the minor is monitored directly by an authorized staff member.

7. Monitoring. Use of the technology resources, including but not limited to internet sites visited and e-mail transmitted or received, is subject to monitoring by the administration and network administrators at any time to maintain the system and insure that users are using the system responsibly, without notice to the users. Users have no privacy rights or expectations of privacy with regard to use of the District's computers or Internet system. All technology equipment shall be used under the supervision of the Superintendent and the Superintendent's designees.

8. Sanctions. Violation of the policies and procedures concerning the use of the District technology resources may result in suspension or cancellation of the privilege to use the technology resources and disciplinary action, up to and including expulsion of students and termination of employees. Use that is unethical may be reported to the Commissioner of Education.

   Use that is unlawful may be reported to the law enforcement authorities. Users shall be responsible for damages caused and injuries sustained by improper or non-permitted use.

Section 19 1 to 1 Chromebook Policies and Procedures

Raymond Central Public Schools is proud to offer our students Chromebook devices for use at school. The 1 to 1 Chromebook program, which provides mobile computing and wireless technology to all grades K-12 students, has been designed to enhance delivery and assist with individualized instruction.

For parents and students, the following information is provided to help everyone understand the expectations and **the responsibility of care and use related to receiving a Chromebook.**

- Students will receive instruction on the proper use and care of a Chromebook.
- Students will be able to access the Chromebook during the school year once the student and parent have signed the Chromebook Loan Agreement Form, The Student Handbook Receipt, and paid the required technology fee.
- Students are expected to treat the Chromebook as a valuable piece of equipment.
- Students must take all precautions to prevent theft; for example, do not leave the Chromebook unattended or in an unsafe place.
- Students must take precautions to prevent damage to the Chromebook; for example, do not leave the Chromebook where there is danger of coming into contact with moisture or excessive heat/cold temperatures.
- Students are to use the Chromebook to access only educationally and socially appropriate materials and websites.
- Students are to use the Chromebook in accordance with all Raymond Central Public Schools technology policies including all stipulations found on the Chromebook Loan Agreement Form.
- Chromebooks are property of Raymond Central Public Schools and must be returned at the end of the school year, upon withdrawal from Raymond Central Public Schools, and/or at the request of the administration. Willful failure to return the Chromebook in accordance with the stated conditions will result in criminal prosecution.
- Since the Chromebooks are property of the school district, officials of the school have the right to review all material stored on or accessed by any Chromebook and/or student. School officials may revoke a student's Chromebook privileges for any misuse or violation of policies.

Receiving Your Chromebook

Chromebooks will be assigned during our "Chromebook Orientation." At least one parent and student must attend an annual session for Chromebook orientation and information. Before being assigned a Chromebook, students and parents must sign and

return the following items:

1. Chromebook Loan Agreement/Acceptable Use Form
2. Signed receipt of the Student/Parent Handbook
3. Pay technology fee

This equipment is, and at all times, remains the property of Raymond Central Public Schools of Raymond, Nebraska, and is here lent to the Student/Borrower for educational purposes only for the academic school year.

Student/Borrower may not deface or destroy this property in any way. Inappropriate use of the Chromebook may result in the Student/Borrower losing his/her right to use this Chromebook. The equipment will be returned to the school when requested by Raymond Central Public Schools, or sooner, if the Student/Borrower withdraws from Raymond Central Public Schools prior to the end of the school year.

Nebraska statutes 79-737 and 79-2,127 allow the District to obtain reimbursement from, or on behalf of, students for any damage to, loss of, or failure to return school property.

Student/Borrower acknowledges and agrees that his/her use of the District Property is a privilege and that by Student/Borrowers agreement to the terms hereof, Student/Borrower acknowledges his/her responsibility to protect and safeguard the District Property and to return the same in good condition and repair upon request by Raymond Central Public Schools. The Chromebook must be returned in good working order with all original parts.

*Any student and parent who may need assistance in paying the Chromebook technology fee should contact your building principal.

Using Your Chromebook At School

Chromebooks are intended for use at school each day. Students are responsible for bringing their Chromebooks to all classes each day, unless specifically told not to do so by a teacher or administrator. Repeat violations will result in disciplinary action.

Chromebooks must be brought to class each day fully charged. Chromebooks have battery life of up to 10 hours, so charging should not be needed throughout the school day. Charge stations will be available in a central location in the mornings and during lunch for those who need to charge. Only charge your Chromebook with the charger you are given at checkout or a school provided charger.

Chromebook Repairs

- Loaner Chromebooks may be issued to students when they leave their Chromebooks for repair with the Technology team, if available.
- Students will be expected to return the loaner Chromebook by the end of the school day until their issued Chromebook returns from repair. The student is financially responsible for all damages and repairs to the Chromebook.

  Lost/Stolen/Destroyed $225
  Screen Repair $250
  AC Adapter $25
  Cosmetic Damage $25
  Upper / Lower Case $40/60
  Keyboard $75

Screensavers and Background

- Only appropriate backgrounds and screensavers may be used on the Chromebook.
- Presence of any weapons-related, pornographic, inappropriate language, alcohol or drug-related, gang-related, or inappropriate pictures or words on the Chromebook or within its files, as determined by the administration, will result in disciplinary action and where appropriate, law enforcement officials.
- The Chromebook is the property of Raymond Central Public Schools. Therefore, staff, teachers, and administration have the right to check any material being used or stored on the Chromebook at any time.
- Violations of this policy can result in disciplinary action.

Sound

Sound should always be muted unless permission is obtained from a teacher or administrator for educational purposes or earbuds are in use.

Managing Your Files and Saving Your Work

Students should save all of their work to their Google Drive. It is the student's responsibility to ensure work is not lost due to technical mistakes and accidental deletions.

Security
Chromebooks will be filtered by software for appropriate use at school and off campus. Parents/guardians are responsible for monitoring appropriate use while off school grounds.

The District is not responsible for any viruses that may be transferred to or from Student/Borrowers other data storage medium and Student/Borrower agrees to use his/her best efforts to assure that the District Property is not damaged or rendered inoperable by any such electronic virus while in Student/Borrowers possession.

Inspection
Students may be selected at random to provide their school-issued Chromebook for inspection without notice by administrators and/or the technology department.

Chromebook Identification and Protection
- Student Chromebooks will be labeled in the manner specified by the school. Under no circumstances are students to modify, remove, or destroy these labels.
- Tampering with the Chromebook security measures is forbidden. Violations of this policy will result in disciplinary action and possible loss of technology use privileges.

Acceptable Use Guidelines
- Students are responsible for their ethical, socially appropriate and educational use of the technology resources of Raymond Central Public Schools.
- Access to Raymond Central Public Schools technology resources is a privilege, not a right. Each employee, student, and/or parent will be required to follow all applicable technology, including stipulations in the Chromebook Loan Agreement and the Student/Parent Handbook.
- Transmission of any materials that is in violation of the law is prohibited and law enforcement will be contacted. This includes but is not limited to the following: confidential information, copyrighted material, threatening or obscene material, and Chromebook viruses.
- Any attempt to alter data, the configuration of the Chromebook, or the files of another user, without the consent of the administration and/or technology department, is against our Acceptable Use policy and will result in disciplinary action, including the loss of privileges to check out Chromebook for home use.
- The Student/Borrower agrees to not use the Chromebook for commercial use or political advocacy.

Integrity and Civility
In addition to any standard or rules established by the schools, the following behaviors are specifically prohibited as they violate the standard of integrity and civility associated with our school district:
- Cheating
- Plagiarizing
- Falsifying information
- Violating copyright laws
- Hacking into others' systems, including the school and/or district
- Gaining unauthorized access to any network or other Chromebook or computer

Email
Student/Borrower are assigned a school email account to use for appropriate academic communication with other students and staff members. Outside email accounts should not be used on this school device at any time.

Technology Left in Unlocked Areas
- Under no circumstances should Chromebooks or other technology equipment be left in unlocked areas. Do not leave unattended in locker areas, PE or athletic locker rooms, classrooms, commons areas, cafeteria, bathrooms, busses, or hallways. Any Chromebook left in these areas is in danger of being stolen.
- Lockers are always to be locked. Do not share your locker combination with anyone, including "best friends."
- Unsupervised Chromebook will be confiscated by staff and taken to the administrative office. Disciplinary action may result from Chromebooks being left without supervision. Each student is responsible for his or her Chromebook once it has been issued to the student.

Chromebooks in the Classroom
All students will have the opportunity to utilize their Chromebook in their daily learning. Students are reminded that the machines are school property and should be treated accordingly. Students using the Chromebook for inappropriate uses at home or school will conference with an administrator to determine an appropriate consequence. Students who violate the educational intent of the Chromebook will be subject to the disciplinary procedures found in the Raymond Central High School Student/Parent Handbook related to the use of school technology, internet or general behavior.

- Teachers will notify students when the Chromebooks are appropriate for use in the classroom.
- Students may not use any gaming or social media applications during a scheduled class time.
- Students must keep volume on mute or will use earbuds.

A signed copy of the Chromebook Parent/Student Agreement must be on file in the School Office to check out and use a school issued Chromebook.

Article 4 – Attendance

Section 1 Attendance

Regular and punctual student attendance is required. The administration is responsible for developing further attendance rules and regulations and staff are responsible for assisting in the enforcement of the rules and regulations. Students and parents are responsible for developing behaviors which will result in regular and punctual student attendance.

Section 2 Attendance and Absences

Excused and Unexcused Absences. An absence from school will be reported as: (a) an excused absence or (b) an unexcused absence.

1) Excused Absences. Absences should be cleared through the Principal's office in advance, whenever possible. An absence or tardy, even with parental approval, may not be considered excused by the school. All absences, except for illness and/or death in the family, require advance approval. An absence for any of the following reasons will be typically excused, provided the required procedures have been followed:
   a) Attendance at a funeral for a member of the immediate family (parents, siblings, and grandparents).
   b) Illness which causes a student to be absent from school.
   c) Doctor or dental appointment which requires a student to be absent from school.
   d) Court appearances that are required by a court order.
   e) School sponsored activities which require students to be absent from school.
   f) Other absences which have received prior approval from the Principal.

   The Principal has the discretion to deny approval for a student's absence, depending on circumstances, such as the student's absence record, the student's academic status, the tests or other projects which may be missed, and other relevant reasons.

2) Unexcused Absences: An absence which is not excused is unexcused. If a student's absence is unexcused the student may receive zeros for any class work missed during the absence and may be required to make up work and the time missed.

Leaving School or Class. Students who leave school for any reason during the school day must check out of the office before leaving. Students leaving school must be cleared in advance by the student's parent or legal guardian. Upon returning to school that same day, students must check in at the office.

Students who leave school without permission and without signing out in the proper manner, or who leave their assigned classroom without teacher permission, may be considered truant.

Section 3 Make-up Work

Written make-up work may be assigned for each day missed regardless of the type of absence. If make-up work is not completed, students will receive no credit for the work required. The time each student is allowed for make-up work will be 2 days for every day of absence up to 10 to complete make-up homework. The student has the responsibility to contact teachers, initially, regarding make-up assignments. If the absence is due to disciplinary action, the makeup time will be determined by the teacher.

To receive credit for work missed due to a parent requested prearranged absence or a planned school activity, the student is responsible for a) requesting assignments for make-up work prior to his/her absence and b) for completing the make-up work on his/her own initiative by the due date assigned by the teacher.

Section 4 Attendance is Required to Participate in Activities

Full-time students must attend school all day on the day of any scheduled school activity in order to participate in the activity. Part-time eligible students must attend their classes on the day of the school activity in order to participate in the activity. A "school activity" includes athletic contests, practices, and dances. Failure to attend may result in a student being withheld from participation in the activity. The Principal retains the right to grant participation should exceptional circumstances prevail.

Section 5 Truancy

A student who engages in unexcused absences may be considered truant under state law. Truancy is a violation of school rules. The consequence of truancies may include disciplinary action up to expulsion and referral to the county attorney for compulsory attendance violations.

Reporting and Responding to Truant Behavior. Any administrator, teacher, or member of the board of education who knows of any failure on the part of any child aged six (6) to eighteen (18) to attend school regularly without lawful reason, shall within three (3) days report such violation to the Superintendent or designee. The Superintendent or designee shall immediately cause an investigation into any such report to be made. The Superintendent or designee shall also investigate any case when, based on the Superintendent's personal knowledge or based on a report or complaint from any resident of the district, the Superintendent or designee believes that any child is unlawfully absent from school. The school shall render all services in its power to compel such child to attend some public, private, denominational, or parochial school, which the person having control of the child shall designate, in an attempt to remediate the child's truant behavior.

Excessive Absenteeism. Students who accumulate five (5) unexcused absences in a quarter shall be deemed to have "excessive absences." Such absences shall be determined on a per day basis for elementary students and on a per class basis for secondary students. When a student has excessive absences, the following procedures shall be implemented:

1. One or more meetings shall be held between a school attendance officer, school social worker, or other person designated by the school administration and the parent/guardian and the student to report and attempt to solvethe truancy problem. If the parent/guardian refuses to participate in such a meeting, the principal shall place in the student's attendance records documentation of such refusal.
2. Educational counseling to determine whether curriculum changes, including but not limited to, enrolling the child in an alternative education program that meets the specific educational and behavioral needs of the child.
3. Educational evaluation, which may include a psychological evaluation, to assist in determining the specific condition, if any, contributing to the truancy problem, supplemented by specific efforts by the school to help remedy any condition diagnosed.
4. Investigation of the truancy problem by the school social worker, or if such school does not have a school social worker, another person designated by the administration to identify conditions which may be contributing to the truancy problem. If services for the child and his or her family are determined to be needed, the person performing the investigation shall meet with the parent/guardian and the child to discuss any referral to appropriate community agencies for economic services, family or individual counseling, or other services required to remedy the conditions that are contributing to the truancy problem.

Reporting Habitual Truancy. Students who accumulate twenty (20) unexcused absences or the hourly equivalent per year shall be deemed to be habitually truant. If the student continues to be or becomes habitually truant, the principal shall serve a written notice to the person violating the Nebraska truancy laws (i.e., the person who has legal or active charge or control of the student) warning him or her to comply with the provisions of that law. If within one (1) week after the time the notice is given such a person is still violating the school attendance laws or policies, the Principal shall file a report with the county attorney of the county in which such person resides.

Section 6 Tardiness

Tardy to School: Students are considered tardy if they arrive after 8:15 a.m.

Article 5 - Scholastic Achievement and Student Recognition

Section 1 Student Academic and Discipline Records

The Raymond Central Public Schools Board of Education authorizes the school staff to collect, maintain, secure and disseminate information of a personal nature on students and former students in compliance with the provisions of the "Family Educational Rights and Privacy Act of 1974" and Nebraska State Statutes.

No staff member, other than the Superintendent or principal, shall release information from a student's personal file and then only when the provisions of state and federal law have been followed. Release of student records to anyone other than professional staff, other schools, parents or guardians shall require a signed release of information.

Section 2 Student Progress / Grading - Academic

The evaluation of student progress within each subject area shall be primarily the responsibility of the classroom teacher. Communicating student progress to parents shall be the responsibility of the building administrator and classroom teacher. Written reports of student progress should be sent to parents at the conclusion of each quarter. Additional reporting of student progress is encouraged whenever progress or lack of progress is of an unusual nature.

Section 3 Academic Integrity

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. Academic integrity offenses are a violation of school rules. Sanctions will be imposed against students who engage in such conduct. Sanctions may include a grade of zero, notification to parents/guardians, disciplinary measures up to and/or including expulsion.

Section 4 Pupil Progress

Parent-Teacher Conferences

Conferences for elementary children will be held a minimum of twice yearly. During these conferences the student's progress will be discussed. We utilize an online system for parents to sign up for conferences. Prior to each conference date, notice will be given to parents to sign up via the system. Parents who do not have online access may request assistance by calling the school office. All parents are encouraged to attend school-initiated conferences. If questions and/or concerns arise during the school year, please contact your child's teacher and request a conference.

Report Cards/Portfolios

The report card is only one means of informing parents about their child's development in school. Grading periods of approximately nine (9) weeks shall be used four (4) times per year. Report cards are distributed at parent-teacher conferences or are sent home with the student. A portfolio is a collection of your child's work. These collections will be shared with both parents and students. Portfolios and other types of authentic assessments will be used to provide more information about your child's academic progress.

Promotion and Retention

Students will be placed at the grade level and in the courses best suited to them academically, socially, and emotionally as determined by the school's professional staff. Students will typically progress annually from grade to grade. A student may be retained at a grade level or be required to repeat a course or program when such is determined in the judgment of the professional staff to be appropriate for the educational interests of the student and the educational program.

Section 5 Nebraska State Assessment Requirements

All students in grades 3-8 will be required to take a Nebraska assessment (NSCAS Growth). Students in Kindergarten through 5th Grade will be assessed through the FastBridge Assessment System in reading, and students performing below grade level in grades K-3 will be recommended for an individualized reading plan.

Article 6 - Support Services

Section 1 Special Education Services

What Does Special Education Mean?

Special education means specially designed instruction and related services adapted as appropriate to the needs of an eligible student with a disability. Special education is provided at no cost to the parent to meet the unique needs of a child with a disability.

Students Who May Benefit

A student verified as having autism, behavior disorders, deaf-blindness, developmental delay, hearing impairments, mental handicaps, multiple disabilities, orthopedic impairments, other health impairments, specific learning disabilities, speech-language impairments, traumatic brain injury or visual impairments, who because of these impairments need special education and related services.

How are Students With Disabilities Identified?

Referrals are made by staff or parents to a Student Assistance Team. If the Student Assistance Team or comparable problem-solving team feels that all viable alternatives have been explored, a referral for multidisciplinary evaluation is completed. An evaluation is conducted to assist in the determination of whether a student has a disability and the nature and extent of the special education and related services the student needs. The evaluation is conducted only with written consent of a parent or guardian. A multidisciplinary evaluation team (MDT) will then meet to determine whether the student is eligible for special education.

Independent Evaluation

If a parent disagrees with an evaluation completed by the school district, the parent has a right to request an independent educational evaluation at public expense. Parents should direct inquiries to school officials to determine if the school district will arrange for further evaluation at the school's expense. If school district officials feel the original evaluation was appropriate and the parents disagree, a due process hearing may be initiated. If it is determined that the original evaluation was appropriate, parents still have the right to an independent educational evaluation at their own expense.

Reevaluation

Students identified for special education will be reevaluated at least every three (3) years by the student's IEP team. The IEP team will review existing evaluation data on the student and will identify what additional data, if any, is needed. The school district will obtain parental consent prior to conducting any reevaluation of a student with a disability.

Individual Education Program (IEP)

Upon a student being verified as having a disability, a conference will be held with parents. At the conference, an Individualized Education Program (IEP) will be developed specifying programs and services which will be provided by the schools. Parent consent will be obtained prior to a student being placed for the first time in a program providing special education and related services or early intervention services to infants and toddlers. Once in place, the IEP is reviewed on an annual basis, or more frequently as needed. Parents will be given a copy of the IEP.

Special Education Placement

The student's placement in a special education program is dependent on the student's educational needs as outlined in the Individual Education Program (IEP). To the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment will occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Determination of a student's educational placement will be made by the IEP team.

Written notice shall be given to parents at a reasonable time before the school district: 1. Proposes to initiate or change the identification, evaluation, verification or educational placement of a child or the provision of a free appropriate public education; or 2. Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child.

More Information

Anyone interested in obtaining a copy of the District's special education policy, the Parental Rights in Special Education brochure, or a copy of the Nebraska Department of Education Rule 51 (special education regulations and complaint procedures) or Rule 55 (special education appeal procedures) may contact the Superintendent. A notice of parental rights, Rules 51 and 55 and more information about special education are also available at the Nebraska Department of Education's website.

Section 2 Students with Disabilities: Section 504

Accommodations and related services are made available to students with disabilities under Section 504 of the Rehabilitation Act of 1973. Under Section 504, parents have the following rights:

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of your child's disability.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation, or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child receive services and be educated in facilities which are comparable to those provided to students without disabilities.
6. Have your child receive an individualized evaluation and receive special education and related services if your child is found eligible under Section 504.
7. Have evaluation, eligibility, educational and placement decisions made based on a variety of information sources and by persons who know your child and who are knowledgeable about the evaluation data and placement options.
8. Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if your child were placed in a program operated by the school district.
9. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the school district.
10. Examine all relevant records relating to decisions regarding your child's identification, evaluation, and placement. Obtain copies of educational records at a reasonable cost on the same terms as records are provided to students without a disability unless the fee would effectively deny you access to the records.

11. Receive a response from the school district to reasonable requests for explanations and interpretations of your child's records.
12. Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the school district refuses this request, it shall notify you within a reasonable time, and advise you of the right to a hearing.
13. File a local grievance in accordance with school policy.
14. Request an impartial hearing related to decisions regarding your child's identification, eligibility, and educational program or placement with opportunity for participation by the person's parents or guardian and representation by counsel, and a review procedure. This is provided in the local grievance procedure.

Section 3 Health Services

Student Illnesses

School health personnel will notify parents when a student needs to be sent home from school due to illness. Conditions requiring a student be sent home include: Temperature greater than 100°F., vomiting, diarrhea, unexplained rashes, live head lice, or on determination by the school nurse that the child's condition prevents meaningful participation in the educational program, presents a health risk to the child or others, or that medical consultation is warranted unless the condition resolves.

Please include emergency daytime phone numbers on your child's enrollment card so that you can be reached if your child becomes ill or injured while at school. Please also inform your school health office staff of health related information you feel is important for your student's success in the classroom and/or safety at school.

Guidelines for Administering Medication

Whenever possible your child should be provided medications by you outside of school hours. In the event it is necessary that the child take or have medication available at school, the parents/guardians must provide a signed written consent for the child to be given medication at school. A consent form is available at the school health office. If a student requests to take Tylenol or Ibuprofen or cough drops or TUMS at school we require permission. There is a consent for over the counter medication in power school. A parent or guardian will be called prior to any over the counter medication being administered. The over the counter medications are school provided. Please do not send medication with your student.

Whenever possible your child should be provided medications by you outside of school hours. In the event it is necessary that the child take or have medication available at school, the parents/guardians must provide a signed written consent for the child to be given medication at school ****** The medication must be provided in the original bottle / box provided from the pharmacy with a current date.

School Health Screening

Children in Preschool and Kindergarten through fourth grade, as well as children in seventh and tenth grade are screened for vision, hearing, dental defects, height and weight. Students entering the Student Assistance Process at any grade level, and those about whom health concerns are identified to the school nurse may also be screened. Parents are notified of any health concerns as they are identified. Parents who do not wish their child to participate in the school screening program must communicate this in writing to the school health office where their child attends at the start of the school year. Because Nebraska statutes require school-age screening, parents who remove their child from the screening program must submit findings from an alternate medical provider to the school by December 1.

Physical and Visual Examination

Evidence of a physical examination and a visual evaluation is required within six (6) months prior to entrance into kindergarten and, in the case of transfer from out of state, to any other grade. A physical examination is also required prior to entrance into the seventh grade. The physical examination is to be completed by a physician, a physician's assistant, or an advanced practice registered nurse; the visual evaluation is to be completed by any of the forgoing or an optometrist. A parent or guardian who objects to the physical examination and/or visual evaluation may submit a written statement of refusal for his or her child. Waiver forms are available in the school health office. Additional physical examination requirements exist for students participating in athletic participation.

Immunizations

Summary of the School Immunization Rules and Regulations For 2025-26 School Year

Student Age Group	Required Vaccines
Ages 2 through 5 years enrolled in a school based program not licensed as a child care provider	4 doses of DTaP, DTP, or DT vaccine 3 doses of Polio vaccine 3 doses of Hib vaccine or 1 dose of Hib given at or after 15 months of age 3 doses of pediatric Hepatitis B vaccine 1 dose of MMR or MMRV given on or after 12 months of age 1 dose of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. 4 doses of pneumococcal or 1 dose of pneumococcal given on or after 15 months of age
Students entering school (Kindergarten or 1st Grade depending on the school district's entering grade)	3 doses of DTaP, DTP, DT, or Td vaccine, one given on or after the 4th birthday 3 doses of Polio vaccine 3 doses of pediatric Hepatitis B vaccine or 2 doses of adolescent vaccine if student is 11-15 years of age 2 doses of MMR or MMRV vaccine, given on or after 12 months of age and separated by at least one month 2 doses of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. If the child has had varicella disease, they do not need any varicella shots.
Students entering 7th grade	Must be current with the above vaccinations AND receive 1 dose of Tdap (contain Pertussis booster)
Students transferring from outside the state at any grade	Must be immunized appropriately according to the grade entered.

Source: Nebraska Immunization Program, Nebraska Department of Health and Human Services. For additional information, call 402-471-6423.

The School Rules & Regulations are available on the internet: http://www.hhs.state.ne.us/reg/t173.htm (Title 173: Control of Communicable Diseases - Chapter 3; revised and implemented 2011)
Updated 1/25/2017

Students must show proof of immunization upon enrollment in Raymond Central Public Schools. Any student who does not comply with the immunization requirements will not be permitted to continue in school. Students with medical conditions or sincerely held religious beliefs which do not allow immunizations may complete a waiver statement which is available in school health offices.

Students with a signed waiver statement may be excluded from school in the event of a disease outbreak.

Birth Certificate Requirements
State law requires that a certified copy of a student's birth certificate be provided within 30 days of enrollment of a student in school for the first time.

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.

Guidelines for Head Lice
The following guidelines are in place to: better control a nuisance condition; reduce absenteeism due to head lice; and involve parents as partners with the school in control efforts:
1. Children will be sent home from school for live head lice. In the event the child has TWO cases of live lice in a semester, he or she will be sent home until free of both live lice and nits (eggs).

2. Health office staff will provide written treatment information and instructions, including how to check and identify head lice*.
3. A child who is sent home from school for head lice should miss no more than two school days. 2. A child who has been sent from school due to head lice must come to the health office for inspection before returning to class.
4. A child who returns to class with nits (eggs) will be checked again in 7-10 days.
5. Families are encouraged to report head lice to the school health office.
6. Individual buildings will perform classroom-wide or school-wide head checks as needed in order to control the condition at school.

*Nit removal will be emphasized for effective management of the condition. For more information, call the nurse.

Physical Restrictions

Any restrictions on a student's participation because of illness or injury in physical education or other classes which requires physical activity should be communicated to the instructor, preferably in writing. If a student is unable to participate in an activity class, he or she will be restricted from active participation in athletic, dance squad or cheerleader practices. Coaches will be informed by the classroom teacher of any temporary restriction on activity.

Section 4 Transportation Services

Transportation to and from school is provided to students in accordance with law and Board policy. Students may also be provided transportation on field trips and when participating in school activities. Students are expected to follow the following rules while riding school buses:

1. Bus Safety

   The transportation of students to school and home each day safely is our paramount concern. A successful school bus operation requires the combined efforts of the administration, bus drivers, students, and parents. We have identified bus conduct expectations, which will help bring about the safe transportation of bus riding students.
   - Be Respectful and courteous
   - Use Quiet Voices
   - Stay seated and facing the front
   - Isle must be kept clear and students should not put arms, hand, etc. outside of the window
   - The driver is authorized to assign seats
   - Eating and drinking is not allowed on the regular route buses unless there are preapproved special situations.
   - Silence when crossing railroad tracks
   - Students are expected to follow directions given to them by the driver or attendant.
   - Since buses are an extension of school, bus expectations are consistent with those expected in school

2. Boarding and Leaving the Bus
   a. Cross the road at least 12 feet in front of the bus, but only after checking to be sure no traffic is approaching and /or receiving a signal from the driver.
   b. Help look after the safety and comfort of small children.
   c. Riders are not permitted to leave the bus at other than regular stops unless proper authorization has been given in advance.
   d. For students who are not regular bus riders, the school must receive a phone call or a written note from the parent before their child will be permitted to ride the bus and approval will be based on whether there is room on the bus.
   e. When possible, the bus will pick up students at regular stops. If, due to weather or road conditions, the bus is unable to reach the stop of a resident, it will stop for, pick up, and deliver at the closest, most convenient, and safest spot as determined by the driver.
   f. While waiting for the bus, students must conduct themselves in an orderly manner, forming a line off the traveled portion of the road.

3. Procedures for Disciplinary Actions
   a. The bus is an extension of the classroom with similar rules of behavior. If students choose not to follow the rules, appropriate discipline will be administered.
   b. It is important to note that the driver's goal is to change the behavior of a student violating bus rules using the least restrictive means possible. However, the District will take aggressive action to eliminate behaviors that are an impediment or distraction to the driver. **The driver may at any time refer a student to the building principal for disciplinary action. Disciplinary action may include suspension or expulsion of a student's riding privilege.** These disciplinary actions are reserved for extreme or repeated infractions. In the case of suspension or exclusion of the student from riding privileges, the parents will be responsible to provide transportation for the term of the disciplinary action.
   c. In all cases, suspension or expulsion will be an administrative decision by the building principal.
   d. If a student violates a rule the bus driver will file a Discipline Report. The first offense will generally be a warning. The second and subsequent offenses will result in bus suspension. The first offense will be a warning. The second

offense will be a 2-day bus suspension. The third offense will be a 5-day bus suspension. The fourth offense will be a 20-day bus suspension. The fifth offense will result in bus suspension for the remainder of the school year. If the offense is of a severe nature, bus privileges may be suspended immediately. If this occurs, parents will be contacted to arrange alternate transportation prior to the initiation of the suspension.

If your child rides the bus, it is important to remember that this is an extension of the classroom and the driver will treat his/her behavior as teachers do. The building principals will be contacted for incidents which require more severe discipline.

Parents of students who are suspended long term (6 or more days) or excluded for the semester may request, in writing to the superintendent, that a hearing be held with the administration.

4. Route Change

Following are procedures that are to be followed in the event a parent requests a change or alteration in an already established bus route.

Short Term Route Changes: Request involved a change or alteration for one day or less

a. Short-term changes will be made only if the new pick-up or drop-off points are already an established stop on the present bus route.
b. Parents wishing to change the pick-up or drop-off point of their children on a "short term" basis must write a note to their respective bus drivers indicating the requested change.
c. Should a bus driver receive a written parent request for a change in a student's pick-up/drop-off point and the requested change is already an established stop on their route, the driver may initiate the change without further approval. Once the driver approves a change, the driver must notify the office and place a written parent request in the gas log folder to be turned in monthly.

Long Term Route Changes: A change in a pick-up or drop-off point for more than one day and not less than six days. Long-term changes will be granted only if the requested change is already an established stop on the present route, or the change does not substantially alter the present route. Parents wishing to change a child's pick-up or drop-off point on a "long term" basis must submit the request in writing to the Superintendent.

5. BUS LOADING ZONES

Ceresco

The bus-loading zone is located along the entire south side of the building. This street is designated as **ONE WAY** going from East to West then continuing South. Parents bringing students to school or picking them up following dismissal should park along the south and east side next to the curb or use the diagonal parking located on the north side. The faculty parking lot should not be used as a loading or unloading zone by private vehicles.

Valparaiso

The bus-loading zone is located in the loop on the southeast side of the school facility. Third street is designated as **ONE WAY** access going west during bus loading times. Parents are asked to drop off or pick up students along the sidewalk located on the east side of the loop or in the diagonal parking located west of the loop; private vehicles are **NOT** to be in the loop during bus loading and unloading times. If parents need to visit with school staff or escort their students, they should park the vehicle in one of the designated areas. For safety, students should exit vehicles on the passenger side of the vehicle. Buses are **NOT** to be passed when dropping off or loading students. This is against the law and charges may be filed.

Section 5 Title I Reading

This program is offered to students in grades 1-3 who have specific needs in the area of reading. The program is designed to help each student gain and retain basic skills in reading. The program targets students in grades 1-3. Both pullout and inclusion practices are used. The program is federally funded and meets all federal guidelines.

Section 6 Parent Powerschool Access

Authorized parent(s) and/or guardian(s) have access to various items of their child's school records via our online student information system named PowerSchool. Parent(s)/Guardian(s) are encouraged to maintain an active account so that they have critical information in a timely manner.

Section 7 School Lunch Program

The Board of Education sets meal prices on an annual basis. Students and families are encouraged to apply for free and reduced lunches as applicable. Information can be found on our website and an application can be made from the website through your online PowerSchool account.

Parents and/or visitors are welcome to join their children for lunch. However, Raymond Central Elementary requests that the school hot lunch be purchased or a sack lunch be brought in. Lunch from fast food restaurants and soda is not permitted. Soda drinks are not allowed in the lunchroom. 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 in compliance with the District Wellness Policy (Policy #5417). **If parents/guardians would like to visit school and have lunch with students, please call the school to order lunch on that day.**

Article 7 - Drugs, Alcohol, and Tobacco

Section 1 Drug-Free Schools

The District is a safe and drug-free schools zone. Any use, possession, distribution, manufacture, sale, consumption, or ingestion of illicit drugs or tobacco products on school grounds, at a school activity, or in a school vehicle is strictly prohibited.

Section 2 Education and Prevention

The District promotes comprehensive, age appropriate, developmentally based drug and alcohol education and prevention programs. The curriculum includes the teaching of both proper and incorrect use of drugs and alcohol for all students in all grades.

Drug and Alcohol Education and Prevention Program of the District Pursuant to the Safe and Drug-Free Schools and Communities Laws and Regulations. All students will be provided with an age appropriate, developmentally based drug and alcohol education and prevention program. The program educates on the adverse effects of the use of illicit drugs and alcohol, with the primary objective being the prevention of illicit drug and alcohol use by students.

Drug and Alcohol Counseling, Rehabilitation and Re-entry Programs. Information concerning available drug and alcohol counseling, rehabilitation, and re-entry programs is available to all of the students upon request of the Counselor.

Safe and Drug-Free Schools—Parental Notice. Pursuant to the provisions of federal law, if, upon receipt of information regarding the content of safe and drug free school programs and activities other than classroom instruction, a parent objects to the participation of their child in such programs and activities, then the parent may notify the District of such objection in writing. Upon receipt of such notice, the student will be withdrawn from the program or activity to which parental objection has been made.

Section 3 Standards of Conduct; Notice to Students and Parents

The District prohibits the possession, use, or distribution of illicit drugs (including electronic nicotine delivery systems) and alcohol on school premises, in school vehicles, or as a part of any of the school's activities on or off school premises. The conduct prohibited includes, but not be limited to, the following:

1. Possession, use, distribution or being under the influence of any controlled substance, including but not limited to marijuana, any narcotic drug, any hallucinogen, any stimulant, or any depressant.
2. Possession of any prescription drug in an unlawful fashion.
3. Possession, use, distribution or being under the influence of alcohol.
4. Possession, use, distribution, or being under the influence of any abusable glue or aerosol paint or any other chemical substance for inhalation, including but not limited to lighter fluid, whiteout, and reproduction fluid, when such activity constitutes a substantial interference with school purposes.
5. Possession, use, or distribution of any look-alike drug or look-alike controlled substance when such activity constitutes a substantial interference with school purposes.
6. Possession, use or distribution of any tobacco product.

<u>Disciplinary Sanctions</u>

Violation of any of the above prohibited conduct will result in student discipline, up to and including expulsion and referral to appropriate authorities for criminal prosecution. In particular, students should be aware that:

1. Violation of these standards may result in suspension or expulsion.
2. Prohibited substances will be confiscated and unlawful substances will be turned over to law enforcement authorities.
3. The student may be referred for counseling or treatment.
4. Parents or legal guardians will be notified.
5. Law enforcement will be notified.
6. If it appears there is imminent danger to the student, other students, school personnel, or students involved, emergency medical services will be contacted.
7. Possession, use, or distribution of alcohol, drugs, look-alike drugs, look-alike alcoholic beverages, behavior-affecting substances, and/or drug paraphernalia will typically result in:
    a. 1st Offense is a minimum 5-10 day out of school suspension and
    b. 2nd offense is a minimum of 10 day out of school suspension.

8. Possession or use of tobacco, tobacco products, electronic smoking devices with nicotine oil, or look-alike tobacco products, in any form (including smokeless tobacco products) by students is will typically result in:
   a. 1st offense is a minimum 3 day out of school suspension and
   b. 2nd and additional offenses is a minimum of 10-day out of school suspension.

Article 8 – Student Conduct Rules

Section 1 Purpose of Student Conduct Rules

These student conduct rules are established to maintain a school atmosphere which is conducive to learning, to aid student development, to further school purposes, and to prevent interference with the educational process. Violations of these student conduct rules will result in disciplinary action.

Section 2 Forms of School Discipline

Students who violate the student conduct rules may be subject to the following forms of discipline:

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 (5) 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, but not more than 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 on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.

   Notwithstanding the foregoing, no pre-kindergarten through second grade student may be short-term 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 these disciplinary procedures.

2. Long-Term Suspension: A long-term suspension means an exclusion from school and any school functions for a period of more than five (5) school days but less than twenty (20) 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. Pursuant to the Nebraska Student Discipline Act, 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 (10) 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 (10) 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. Suspension 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 to complete classwork and homework. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal, or another school representative assigned by the Principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.

e. Suspension of Enforcement of an Expulsion: Enforcement of an expulsion action may be suspended (i.e., "stayed") if the Superintendent approves the suspension of an expulsion. As a condition of such suspended action, the student and parents will be required to sign a discipline agreement.

f. Returning from Expulsion. At the conclusion of an expulsion, the District will reinstate the student and accept non duplicative, grade-appropriate credits earned by the student during the term of expulsion from any Nebraska accredited institution or institution accredited by one (1) of the six (6) regional accrediting bodies in the United States.

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 (5) school days or less, the procedures for a short-term suspension shall be followed. If the Superintendent or designee determines that an emergency exclusion shall extend beyond five days, a hearing may, upon a parent or guardian's request, be held and a final determination made within ten (10) school days after the initial date of exclusion. Such appeal procedures shall substantially comply with the procedures set forth in this Handbook for a long-term suspension or expulsion and be modified by the Board of Education 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.

6. 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.

7. 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 interfere with the educational process otherwise seriously. 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.

a. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
b. 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.
c. 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.
d. 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.
e. 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.
f. 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.
g. 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.
h. Public indecency or sexual conduct.
i. 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.
j. 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.
k. 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 has the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off-school grounds to threaten.
l. A repeated violation of any rules established by the school district or school officials if such violations constitute a substantial interference with school purposes.
m. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
n. 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 (including skin color, hair texture and protective hairstyles), gender, disability, national origin, or religion.

o. 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.
p. Willfully violating behavioral expectations for riding school buses or vehicles.

In addition to the foregoing, 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 known and intentional possession, use, or transmission of a dangerous weapon other than a firearm. 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 to 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.

Further, a student will be expelled for one (1) calendar year if the student knowingly and intentionally possesses, uses, or transmits 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. The term "firearm" means a firearm as defined in 18 U.S.C. 921, as that statute existed on January 1, 1995. The only exception to this rule is if the student obtains prior written permission to bring the firearm on school grounds by the Superintendent for a school-related purpose.

8. Additional Student Conduct Expectations and Grounds for Discipline. The following additional student conduct expectations are established. Failure to comply with such rules may be grounds for disciplinary action, up to and including an expulsion.
   a. 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. The following is a non-exhaustive list of examples of attire that are not appropriate at school:
      i. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.
      ii. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage "horseplay" or that would damage property (e.g. cleats).
      iii. Headwear including hats, caps, and bandannas.
      iv. Clothing or jewelry which exhibits nudity, makes sexual references, or carries lewd, indecent, or vulgar double meaning.
      v. Clothing or jewelry that is gang related.
      vi. Any other clothing that the administration deems inappropriate for the school setting.

      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.

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

   b. Academic Integrity.
      i. 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 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.
      ii. 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 the 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:

(i) 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 standard, the instructor will assign a grade which the instructor determines to be appropriate for the work.

(ii) 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.

(iii) 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.

9. Inappropriate Public Displays of Affection (IPDA): Students are not to engage in inappropriate public displays of affection on school property or at school activities. Such conduct includes kissing, touching, fondling or other displays of affection

that would be reasonably considered to be embarrassing or a distraction to others. Students will face the following consequences for IPDA:

a. 1st Offense: Student will be directed to stop.
b. 2nd Offense: Student will be directed to stop, and parents will be notified.
c. 3rd Offense: Student will be suspended from school for a minimum of one (1) day, and parents and student will need to meet with the administration to address the ongoing conduct.

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

10. Law Violations

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.

11. Anti-Bullying

One of the missions of the District is to provide safe and secure environments for all students and staff. Students who are the victim of bullying or harassment or who observe such occurring are to promptly report the problem to their teacher or to the Principal so the problem can be addressed. Students who make reports of bullying activity will not be retaliated against for making the report. The school's anti-bullying is available for review on the District's website.

12. Network, E-Mail, Internet, and Other Computer Use Rules:

d. General Rules:
   i. The network is provided to staff and students to conduct research and communicate with others. Access to network services is given to staff and students who have agreed to act in a responsible manner. Access for all staff and students is a privilege and not a right.
   ii. Individual users of the district network are responsible for their behavior, actions, problems, and communications involving and over the network. Users will comply with district rules and will honor the agreements they have signed. Beyond clarification of such rules, the district is not responsible for restricting, monitoring, editing, or controlling the information, equipment or communications of individuals utilizing the network or the end product or result of such utilization.
   iii. Network storage areas shall be treated like school lockers for students. Network administrators may review files, information, equipment, messages and communications of staff and students to maintain system integrity and ensure that users are using the network system responsibly. Users should not expect that files or any information stored or otherwise used or retained on the network, district servers, or in computers, will be private. No reasonable expectation of privacy shall exist in relation to network use.
   iv. Users should not expect, and the district does not warrant, any information or products obtained from the network, that files or information stored, obtained, or used on the network will be private, and use of the network waives and relinquishes all such privacy rights, interests or claims to confidentiality the user may have under state or federal law.
   v. The district will not be liable for, and does not warrant in any way, purchases made by any user over the network. Users shall not make purchases of goods and/or services via the district's network.

e. Rules for Acceptable Use of Computers and the Network: The following rules for acceptable use of computers and the network, including Internet, shall apply to all students:
   i. Students shall not erase, remake, or make unusable anyone else's computer, information, files, or programs.
   ii. Students shall not let other people use their name, account, log-on password, or files for any reason (except for authorized staff members).
   iii. Students shall not use or try to discover another user's account or password.
   iv. Students shall not use the computer for unlawful purposes, such as illegal copying or installation of unauthorized software.
   v. Students shall not copy, change, or transfer any software or documentation provided by teachers, or other students without permission from the network administrators.
   vi. Students shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code, software or information designed to self-replicate, damage, or otherwise hinder the performance of the network or any computer's memory, file system, or software.
   vii. Students shall not use the computer to annoy or harass others with language, images, or threats. Users shall not access, accept, create, or send any obscene, vulgar, lewd, tasteless, or objectionable messages, information, language, or images.
   viii. Students shall not damage the network or equipment, damage information belonging to others, misuse network resources, or allow others to misuse network resources.

Article 9 – Student Fees Policy

Section 1 - Student Fees Policy

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

Under the Public Elementary and Secondary Student Fee Authorization Act, the District has set forth in policy its guidelines or policies for specific categories of student fees. This policy is subject to further interpretation or guidance by administrative or Board regulations which may be adopted from time to time. The policy includes specifics of student fees and materials required of students for the current school year. Parents, guardians, and students are encouraged to contact their building administration or their teachers or activity coaches and sponsors for further specifics. The District's entire Student Fees Policy is available on the District's website.

Elementary Program	**General Description of Fee or Material**	$ Amount of Fee (Anticipated or Maximum) or Specific Material Required
K-5 Technology Fee	For utilization of technology devices	$20.00
Physical Education classes	Appropriate clothing (non- specialized attire)	Tennis shoes and white socks, running shorts, T-shirt
Art classes and special projects or events	Appropriate clothing (non- specialized attire)	Old shirt for painting; other clothing which may get paint on it or otherwise be damaged.
Music-Optional band Courses	Musical instruments	Musical instruments and accessories (reeds, valve oil, drum sticks, lyres, flip folders, slide grease, reed guards, cleaning swabs, mouthpiece brushes, pad savers, ligatures, and a "gig bag", etc.) Limited instruments available for use by any student.
Music Honor Choir	Coordinating group attire	TBD
Classroom supplies	General supplies, such as writing instruments (pens, pencils, crayons, markers), notebooks, etc.	None--necessary classroom supplies will be made available by the school. Students will be responsible for the replacement cost of damaged or lost supplies. Students are encouraged but not required to bring items from class supply lists.
Field Trips	Transportation and admission costs of field trips	None-costs of school sponsored, class-related field trips will be paid for by the school. Parents may be encouraged but not required to pay for field trip costs of up to $5.00 per student for each field trip to defray costs. (With administrative approval, the requested donation may be up to $100.00 for special field trips.) Meals on field trips will be at the expense of the student. School lunches will be provided as needed for free-reduced lunch eligible students.
Copies	Use of school copiers (except for one copy of the student file, which will be provided without charge).	Ten cents ($0.10) per page when charges apply.

Article 10 – State and Federal Programs

Section 1 Notice of Nondiscrimination

The School District does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in the admission, access to its facilities or programs or activities, treatment, or employment.

Section 2 Designation of Coordinators

Any person having concerns or needing information about the District's compliance with anti-discrimination laws or policies should contact the District's designated Coordinator for the applicable anti-discrimination law.

Law, Policy, or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment based on race (including skin color, hair texture and protective hairstyles), color, or national origin; harassment	Secondary Assistant Principal
Title IX	Discrimination or harassment based on sex; gender equity	Secondary Assistant Principal
Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA)	Discrimination, harassment, or reasonable accommodations of persons with disabilities	Secondary Assistant Principal
Homeless student laws	Children who are homeless	Superintendent
Safe and Drug Free Schools and Communities	Safe and drug free schools	Superintendent

The Coordinator may be contacted at: 1800 W. Agnew Road, Raymond, NE 68428 telephone number (402) 785-2615.

Section 3 Multicultural

The philosophy of the District's multicultural education program is that students will have improved ability to function as productive members of society when provided with: (a) an understanding of diverse cultures and races, the manner in which the existence of diverse cultures and races have affected the history of our Nation and the world, and of the contributions made by diverse cultures and races (including but not be limited to African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans) and (b) with the ability and skills to be sensitive toward and to study, work and live successively with persons of diverse cultures and races. The mission shall also include preparing students to eliminate stereotypes and discrimination, or harassment of others based on ethnicity, religion, gender, socioeconomic status, age, or disability.

Section 4 Notice to Parents of Rights Afforded by Section 504 of the Rehabilitation Act of 1973

The following is a description of the rights granted to qualifying students with disabilities under Section 504 of the Rehabilitation Act. The intent of the law is to keep you fully informed concerning the decisions about your child and to inform you of your rights if you disagree with any of these decisions. You have the right to:

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of his/her disability.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation, or placement of your child.
4. Have your child receive a free appropriate public education.
5. Have your child receive services and be educated in facilities which are comparable to those provided to every student.
6. Have evaluation, educational and placement decisions made based on a variety of information sources and by persons who know the student and who are knowledgeable about the evaluation data and placement options.
7. Have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the district) at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
8. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.
9. Examine all relevant records relating to decisions regarding your child's identification, evaluation, and placement.
10. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program, or placement. (You and your child may take part in the hearing. Hearing requests are to be made to the Superintendent.)
11. File a local grievance.

Section 5 Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the District receives a request for access.

   Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.

   Parents or eligible students may ask the School District to amend a record that they believe is inaccurate or misleading. They should write to the school principal, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks.

   A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

   Upon request, the District discloses education records without consent to officials of another School District in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202-4605

Notice Concerning Directory Information

The District may disclose directory information. The types of personally identifiable information that the District has designated as directory information are as follows:

1. Student's Name, address, telephone listing, and the name, address, telephone listings (if not unlisted), e-mail address and work or other contact information of the student's parent/guardian or other adult acting in loco parentis or with authority to act as parent or guardian in educational matters for the student;
2. School and dates of attendance;
3. Student's current grade;
4. Student's enrollment status (e.g. full-time or part-time);
5. Student's date of birth and place of birth;
6. Student's extra-curricular participation;
7. Student's achievement awards or honors;
8. Student's weight and height if a member of an athletic team;
9. Student's photograph; and
10. School or school district the student attended before he or she enrolled in Raymond Central Public Schools.

Notwithstanding the foregoing, the District does not designate as directory information personally identifiable information from students' education records where the District determines that the disclosure to the potential recipient poses a risk to student safety or well-being, including but not limited to circumstances where the potential recipient is a registered sex offender and the personally identifiable information would permit the potential recipient to communicate with or otherwise contact the student.

A parent or eligible student has the right to refuse to let the District designate information about the student as directory information. The period of time within which a parent or eligible student has to notify the District in writing that he or she does not want information about the student designated as directory information is as follows: two (2) weeks from the time this information is first received. Please contact the Superintendent's office to indicate your refusal to have your child's information designated as directory information.

The District may disclose information about former students without meeting the conditions in this section.

The District's policy is for education records to be kept confidential except as permitted by the FERPA law, and the District does not approve any practice which involves an unauthorized disclosure of education records. In some courses student work may be displayed or made available to others. Also, some teachers may have persons other than the teacher or school staff, such as volunteers or fellow students, assist with the task of grading student work and returning graded work to students. The District does not either approve or disapprove such teaching practices and designates such student work as directory information and/or as non-education records. Each parent and eligible student shall be presumed to have accepted this designation in the absence of the parent or eligible student giving notification to the District in writing in the manner set forth above pertaining to the designation of directory information. Consent will be presumed to have been given in the absence of such a notification from the parent or eligible student.

Section 6 Military Recruiters

The District will provide military recruiters with access to routine directory information of each high school student unless the student's parent or guardian requests in writing that their student's information not be shared with a military recruiter. Parents and guardians who do not want their student's information to be shared with a military recruiter must notify the high school principal in writing. If a parent or guardian does not notify the high school principal in writing, the District will provide a military recruiter with the student's routine directory information.

Section 7 Combined District and School Title I Parent and Family Involvement

The written District parent and family engagement policy has been developed jointly with, updated periodically, and distributed to parents and family members of participating children and the local community in an understandable and uniform format. This policy agreed on by such parents is available for review on the District's website.

Section 8 Student Privacy Protection Policy

Right of Parents to Inspect Surveys Funded or Administered by the United States Department of Education or Third Parties: Parents shall have the right to inspect, upon the parent's request, a survey created by and administered by either the United States Department of Education or a third party (a group or person other than the District) before the survey is administered or distributed by the school to the parent's child.

Protection of Student Privacy in Regard to Surveys of Matters Deemed to be Sensitive: The District will require, for any survey of students which contain one or more matters deemed to be sensitive (see section headed "Definition of Surveys of Matters Deemed to be Sensitive"), that suitable arrangements be made to protect student privacy (that is, the name or other identifying information about a particular student). For such surveys, the District will also follow the procedures set forth in the section entitled: "Notification of and Right to Opt-Out of Specific Events."

Right of Parents to Inspect Instructional Materials: Parents have the right to inspect, upon reasonable request, any instructional material used as part of the educational curriculum for their child. Reasonable requests for inspection of instructional materials shall be granted within a reasonable period of time after the request is received. Parents shall not have the right to access academic tests or academic assessments, as such are not within the meaning of the term "instructional materials" for purposes of this policy. The procedures for making and granting a request to inspect instructional materials are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal. The building principal, within five (5) school days, shall consult with the teacher or other educator responsible for the curriculum materials. In the event the request can be accommodated, the building principal shall make the materials available for inspection or review by the parent, at such reasonable time and place as will not interfere with the educator's intended use of the materials. In the event there is a question as to the nature of the curriculum materials requested or as to whether the materials are required to be provided, the building principal shall notify the parent of such concern and assist the parent with forming a request which can reasonably be accommodated. If the parent does not formulate such a request, and continues to desire certain curriculum materials, the parent shall be asked to make their request to the Superintendent.

Rights of Parents to be Notified of and to Opt-Out of Certain Physical Examinations or Screenings. The general policy and practice of the District is to not administer physical examinations or screenings of students which require advance notice or parental opt-out rights under the applicable federal laws, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law; and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act. For physical examinations or screenings which do

not fit into the applicable exceptions, the District will follow the procedures set forth in the section entitled: "Notification of and Right to Opt-Out of Specific Events."

Protection of Student Privacy in Regard to Personal Information Collected from Students: The general policy and practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. The District will make reasonable arrangements to protect student privacy to the extent possible in the event of any such collection, disclosure, or use of personal information. "Personal information" for purposes of this policy means individually identifiable information about a student including: a student or parent's first and last name, home address, telephone number, and social security number. The term "personal information," for purposes of this policy, does not include information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions. This exception includes the following examples: (i) college or postsecondary education recruitment, or military recruitment; (ii) book clubs, magazines, and programs providing access to low-cost literary products; (iii) curriculum and instructional materials used by elementary schools and secondary schools; (iv) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about student, or to generate other statistically useful data for the purpose of securing such tests and assessments, and the subsequent analysis and public release of the aggregate date from such tests and assessments; (v) the sale by student of products or services to raise funds for school-related or education-related activities; (vi) student recognition programs.

Parental Access to Instruments used in the Collection of Personal Information: While the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, parents shall have the right to inspect, upon reasonable request, any instrument which may be administered or distributed to a student for such purposes. Reasonable requests for inspection shall be granted within a reasonable period of time after the request is received. The procedures for making and granting such a request are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal and shall identify the specific act and the school staff member or program responsible for the collection, disclosure, or use of personal information from students for the purpose of marketing that information. The building principal, within five (5) school days, shall consult with the school staff member or person responsible for the program which has been reported by the parent to be responsible for the collection, disclosure, or use of personal information from students. In the event such collection, disclosure, or use of personal information is occurring or there is a plan for such to occur, the building principal shall consult with the Superintendent for determination of whether the action shall be allowed to continue. If not, the instrument for the collection of personal information shall not be given to any students. If it is to be allowed, such instrument shall be provided to the requesting parent as soon as such instrument can be reasonably obtained.

Notification to Parents of Dates of and Right to Opt-Out of Specific Events: The District will directly notify the parents of the affected children, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when any of the following activities are scheduled, or are expected to be scheduled:

The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. (Note: the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information).
Surveys of students involving one or more matters deemed to be sensitive in accordance with the law and this policy; and,
Any non-emergency, invasive physical examination or screening that is required as a condition of attendance; administered by the school and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student or of other students. (Note: the general practice of the District is to not engage in physical examinations or screenings which require advance notice, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions to the advance notice requirement and parental opt-out right: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law, and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act).

Parents shall be offered an opportunity in advance to opt their child out of participation in any of the above-listed activities.

In the case of a student of an appropriate age (that is, a student who has reached the age of 18, or a legally emancipated student), the notice and opt-out right shall belong to the student.

Definition of Surveys of Matters Deemed to be Sensitive: Any survey containing one or more of the following matters shall be deemed to be "sensitive" for purposes of this policy:

1. Political affiliations or beliefs of the student or the student's parent;
2. Mental or psychological problems of the student or the student's parent;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;

5. Critical appraisals of other individuals with whom the student has close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the students or the student's parent;
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Section 9 Homeless Students

The District shall ensure that homeless children and youths shall have equal access to the same free, appropriate public education, including public preschool education, as provided to other children and youths. Any person with knowledge of a homeless student in the District should contact the District's Homeless Coordinator. A copy of the District's Homeless Policy is available on the District's website.

Dear Parent/Guardian:

This handbook is designed to inform you about the academic and activities programs and the student services available at this school. In addition, it outlines the student conduct rules and procedures that are important in maintaining a positive learning climate.

RECOGNITION OF POTENTIAL AMENDMENTS OR SUPPLEMENTS

In light of the ongoing changes in legal requirements and regulatory procedures, the rules and information provided in this handbook may be supplemented or amended by the School District's administration at any time, consistent with applicable law and board policy. All parents shall be provided notice of any such changes by the district's regular means of contact and should note that the updated copy of handbooks will be housed online at the District Website. By signing above, you agree that you will read any such information and communications, discuss them with your child, and recognize that you must comply with all rules, procedures, and requirements as they apply at that time.

Activity / Field Trip Release Form - By signing below, I hereby release my son/daughter to attend and to be transported to any school sponsored activity and/or event for which they are participating. Examples include field trips, performances, etc. It is understood that the student will be allowed to go and miss regularly scheduled classes as long as they are upholding their obligations.

NETWORK USAGE - By signing below, I acknowledge I have read the Student Electronic Network and Acceptable Use Policy for Network Access at Raymond Central Public Schools and agree to use the school network and Internet in an appropriate manner. I realize inappropriate use or destruction of the network will result in financial obligation for technician time to repair the network, legal prosecution for violation of any state or national laws, and or loss of suspension privileges.

WEB PAGE PERMISSION - Students at Raymond Central may be videotaped or photographed throughout the year. Your child's image and name may be used in a school publication or on the school website (www.rcentral.org). By Signing the handbook, your permission is assumed unless you contact the office to revoke permission for your child's image or work to be placed on the website or in a school publication.

HANDBOOK RELEASE FORM

In accordance with Nebraska State Law, Section 79-4, 176 par. (3) which states in part: "Rules and standards which form the basis for discipline shall be distributed to students and parents at the beginning of each school year or at the time of enrollment..."

I have read a copy of the Raymond Central High School Student/Guardian Handbook as provided in this handout or via the school website.

_____	_____
Parent/Guardian Signature	Date
_____	_____
Student Signature Grade	Student Signature Grade
_____	_____
Student Signature Grade	Student Signature Grade

*****

RECOGNITION OF POTENTIAL AMENDMENTS OR SUPPLEMENTS

In light of the ongoing changes in legal requirements and regulatory procedures, the rules and information provided in this handbook may be supplemented or amended by the School District's administration at any time, consistent with applicable law and board policy. All parents shall be provided notice of any such changes by the district's regular means of contact and should note that the updated copy of handbooks will be housed online at the District Website. By signing above, you agree that you will read any such information and communications, discuss them with your child, and recognize that you must comply with all rules, procedures, and requirements as they apply at that time.

ACTIVITY RELEASE FORM

I hereby release my son/daughter to attend and to be transported to any school sponsored activity and/or event for which they are participating. Examples include field trips, performances, etc. It is understood that the student will be allowed to go and miss regularly scheduled classes as long as they are upholding their obligations.

_____	_____
Parent/Guardian Signature Date	Student being released Grade
_____	_____
Parent/Guardian Signature Date	Student being released Grade

RAYMOND CENTRAL PUBLIC SCHOOLS
NETWORK USAGE, WEB PAGE PERMISSION STUDENT PARENT HANDBOOK ACKNOWLEDGMENT

Student Name_____ Current Grade_____
(Please Print)

In accordance with the Nebraska State Law, Section 79-4, 176 par (3) which states in part: "Rules for standards which form the basis for discipline shall be distributed to each student and their parent or guardian at the beginning of each school year or at the time of enrollment…"

Parent/Guardian: I am aware the handbook is posted on the school website and have knowledge of the regulations in the Raymond Central Jr-Sr High School Student and Parent Handbook.

Student: I have read and understand the Raymond Central Jr-Sr High School Student and Parent Handbook. I agree that I will abide by the rules while in school or when involved in school related activities. I further understand that should there ever be a time whereby I am not in accordance with these guidelines, I may request a conference within three calendar days of such time with school personnel to discuss the matter further.

NETWORK USAGE - I have read the Student Electronic Network and Acceptable Use Policy for Network Access at Raymond Central Public Schools and agree to use the school network and Internet in an appropriate manner. I realize inappropriate use or destruction of the network will result in financial obligation for technician time to repair the network, legal prosecution for violation of any state or national laws, and or loss of suspension privileges.

Parent/Guardian - Please check one: _____I give _____I do not give

the school permission to issue a network and Internet account to my child. I realize inappropriate use will result in financial obligation for technician time to repair the network, legal prosecution of my child for violation of any state or national laws or loss of privileges, and/or suspension of privileges.

If you do not fully understand any part of this policy, please contact Jim Marsh, Technology Director AT 785-2685

WEB PAGE PERMISSION - Students at Raymond Central may be videotaped or photographed throughout the year. Your child's image and name may be used in a school publication or on the school website (www.rcentral.org). Your permission is needed if your child's image or work is to be placed on the website or in a school publication.

_____Yes, you may use my child's picture or work on the school website or school publication.

_____No, you may not use my child's picture or work on the school website or school publication.

The signatures below indicate the student/parent/guardian have received and have knowledge of the regulations in the Raymond Central Jr-Sr High School Student/Parent Handbook, understand the Network Policy, and Web Page Policy.

Student Signature_____

Parent Signature_____

RAYMOND CENTRAL
MIDDLE SCHOOL
HIGH SCHOOL
STUDENT/GUARDIAN
HANDBOOK

2025-2026

"The Raymond Central community is committed to providing a positive, challenging learning environment which prepares each individual to be a responsible citizen in an ever-changing society."

MIDDLE SCHOOL-HIGH SCHOOL
STUDENT/GUARDIAN HANDBOOK

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Section 1 INTENT OF HANDBOOK

This handbook is intended to be used by students, parents, and staff as a guide to the rules, regulations, and general information about Raymond Central Public Schools. Each student is responsible for becoming familiar with the handbook and knowing the information contained in it. Parents are encouraged to use this handbook as a resource and to assist their child in following the rules contained in this handbook.

Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise during any school day, or school year. This handbook does not create a "contract." The administration reserves the right to make decisions and make rule revisions at any time to implement the educational program and to assure the well-being of all students and the educational program. The administration will be responsible for interpreting the rules contained in the handbook. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon all applicable school district policies, and state and federal statutes and regulations.

The Policies of the Board of Education may cover areas not addressed in this Handbook. Every parent or guardian and student should familiarize themselves with Board Policies online at: www.rcentral.org.

Section 2 MEMBERS OF THE BOARD OF EDUCATION

Name	Contact Information
Cathy Burklund , President	cburklun@rcentral.org
Larry Heyen , Vice President	larry.heyen@rcentral.org
Bill Lange, Treasurer	bill.lange@rcentral.org
Mary Benes , Secretary	mary.benes@rcentral.org
Derek Matulka, Member	derek.matulka@rcentral.org
_____, Member	

Section 3 ADMINISTRATIVE STAFF

Name	Position
Bryon Hanson	Superintendent
Troy Lurz	Secondary Principal
Tony Kobza	Assistant 6-12 Principal/Activities Director
Abby Horbach	Assistant 6-12 Principal/MTSS Coordinator
Amanda Coufal	Special Education Director
Steve Rose	Elementary Principal
Deborah Kruse	Elementary Principal

Section 4 TEACHERS, COUNSELORS, AND STAFF

Preschool - 3 yr olds	Megan Kemnitz
Preschool - 4 yr olds	Ariel Broekemeier
6-8 ELA/Social Studies	Traci Hummel
6-8 ELA/STEM	Shelby Dowding
6-8 English	Jill Huck
6-8 Math	Adison Kenning
6-8 Math/PE	Megan Hansen
6-8 Science	Garrik Judkins
6-8 Social Studies	Michael Henderson
English	Alisha Starner
English	Jenna Winfrey
Math - .5 FTE	Celia Newman
Math	Cayton Butcher
Math	Greg Wilmes
Science	Megan Aylward
Science	Jacob Staroscik
Social Studies - .25 FTE	Andrew Placke
Social Studies	Jackson Hilyard
Social Studies	Courtney Polak
Business	Keely Schaffer
Business	Ben Svehla
Family & Consumer Science	Rebecca Parks

Library/Media	Janet Dannelly
Speech	Carolyn Enevoldsen
Spanish	Josh Karel
Technology - .75 FTE	Andrew Placke
Art	Taylor Craig
Band	Melissa Nierman
Music	Melissa Nierman
Physical Education - .5 FTE	Mark King
Physical Education	Trace Baasch
Physical Education	Taylor Vasa
Ag Teacher	Katie Donahue
Industrial Tech	Taryn Oldemeyer
Resource	Johanna Jackson
Resource	Kate Jones
Resource	John Kliment
Resource	Shawn Semler
Resource/Life Skills	Stacey Doan
Counselor - .5 FTE	Celia Newman
Counselor	Tasha Osten
Speech Pathologist	Amanda Smith
School Psychologist	Caitlin Roussan

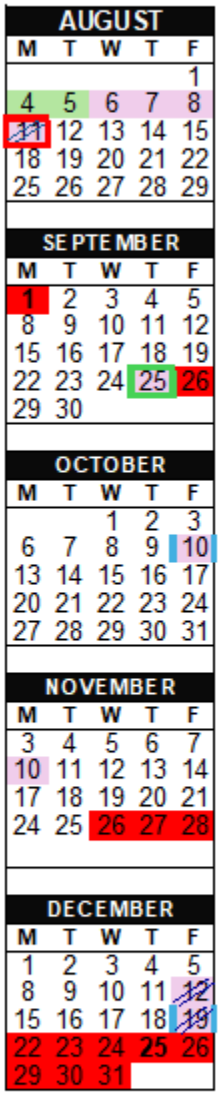
Section 5 SUPPORT STAFF

Administrative Assistant	Markie Bryce
Administrative Assistant	Laura Tvrdy
Business Manager	Peggy Breitkreutz
Supt Administrative Asst	Cheryl Rieck
Nurse	Amanda Ehlers
Health Tech	Jennifer Crees
Food Coordinator	Patricia Hudson
Cook	Jennifer Hoffschneider
Cook	Melanie Jordan
Operations Manager	Jared Shanahan
Custodian	Jeff Elstun
Custodian	Bryon Miller
Custodian	Christine Miller
Custodian	Ron States

Paraeducator	Jody Albrecht
Paraeducator	Jessica Knopp
Paraeducator	Ashley Matulka
Paraeducator	Kara Nelson
Paraeducator	Teresa Pester
Paraeducator	Heather Potter
Paraeducator	Maggie Suchy
Paraeducator	Jil-Beth Svoboda
Paraeducator	Leann Wiese
Paraeducator - PK	
Paraeducator - PK	Cindra Jensen
Paraeducator - PK	Robin Wright
Paraeducator - PK	Kristy Sears

RAYMOND CENTRAL PUBLIC SCHOOLS
2025-2026
SCHOOL CALENDAR
Approved 2/12/2025

School Start and End Times: Elementary: 8:15 AM - 3:15 PM
Junior/Senior High School: 8:10 AM - 3:30 PM Preschool: 8:15 AM - 3:15 PM



AUGUST 2025
- 4-5 Monday & Tuesday - New Teacher Workdays
- 6-7 Wednesday & Thursday - Teacher Professional Development
- 8 Friday - Teacher Workday
- 11 Monday - FIRST DAY OF SCHOOL - NOON DISMISSAL - 1/2 day Teacher Workday

SEPTEMBER 2025
- 1 Monday - Labor Day
- 25 Thursday - NO SCHOOL - 1/2 Teacher Workday
- 25 Thursday - NO SCHOOL - 12:30-7:30 Parent Teacher Conferences
- 26 Friday - NO SCHOOL

OCTOBER 2025
- 10 Friday - End of 1st Qtr - NO SCHOOL - 1/2 Day Teacher PD - 1/2 Teacher Workday

NOVEMBER 2025
- 10 Monday - NO SCHOOL - Teacher Professional Development
- 26-28 Wednesday, Thursday & Friday - NO SCHOOL - Thanksgiving Break

DECEMBER 2025
- 12 Friday - NOON DISMISSAL - 1/2 Teacher Workday
- 19 Friday - End of 2nd Qtr - NOON DISMISSAL - 1/2 Teacher Workday
- 22-31 NO SCHOOL - Winter Break
- 24-28 NSAA Moratorium - Gyms closed

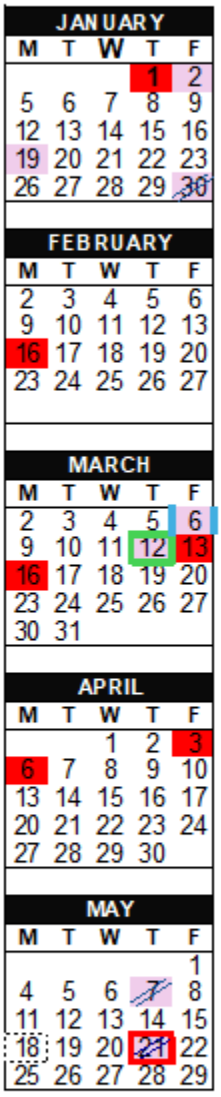
JANUARY 2026
- 1 NO SCHOOL - Winter Break
- 2 Friday - NO SCHOOL - 1/2 Day Teacher PD - 1/2 Teacher Workday
- 19 Monday - NO SCHOOL - Teacher Professional Development
- 30 Friday - NOON DISMISSAL - 1/2 Teacher Workday

FEBRUARY 2026
- 16 Monday - NO SCHOOL

MARCH 2026
- 6 Friday - End of 3rd Qtr - NO SCHOOL - 1/2 Day Teacher PD - 1/2 Teacher Workday
- 12 Thursday - NO SCHOOL - 1/2 Teacher Workday
- 12 Thursday - NO SCHOOL - 12:30-7:30 Parent Teacher Conferences
- 13 & 16 Friday & Monday - NO SCHOOL

APRIL 2026
- 3 & 6 Friday & Monday - NO SCHOOL - Easter Break

MAY 2026
- 7 Thursday - NOON DISMISSAL - 1/2 Teacher Workday
- 9 Saturday - Graduation Ceremony at 2:00
- 21 Thursday - LAST DAY OF SCHOOL - NOON DISMISSAL - 1/2 Teacher Workday



-- First and Last Day of School
-- 1/2 day of school - NOON DISMISSAL
-- NO SCHOOL
-- End of Quarters
-- New Teachers Only
-- Parent-Teacher Conferences
-- Teacher Professional Development &/or Teacher Workday
-- Possible Last Day of School

Article 1 – Philosophy, Goals, Objectives

Section 1 MISSION STATEMENT

"The Raymond Central community is committed to providing a positive, challenging learning environment which prepares each individual to be a responsible citizen in an ever-changing society."

Section 2 VALUES

- We will promote a quality education as the cooperative responsibility of students, staff, parents, and community.
- We will provide a safe learning environment where all individuals are treated with dignity and respect.
- We will encourage parents to reinforce skill building at home.
- We will promote life-long learning and responsible citizenship.
- We will empower students to be problem solvers and independent learners.
- We will provide each student with the opportunity to learn and achieve success.
- We will meet the needs of individual students through a variety of approaches to learning.
- We will use available time and resources to stay on top of current educational practices.
- We will continuously evaluate, update, and assess our district's goals.

The central purpose of the Raymond Central Public Schools is to develop students who can demonstrate the knowledge, skills and competencies necessary to become productive and contributing members of our democratic society.

Although all children will not learn all things equally well, we recognize that all children should have an equal opportunity in the pursuit of educational qualifications for the world ahead. Recognizing the uniqueness of each student, the Raymond Central Public Schools will attempt to balance the curriculum to provide for the varied interests and talents of all students. The school accepts the premise that the center of the school curriculum is the child and that the instructional program should be designed to fit each and every child's unique needs.

The education of children is a comprehensive program that must be undertaken in cooperation with other services and institutions within society and the local community. The Raymond Central Public Schools will seek to establish and maintain strong ties with parents, patrons, the business community and other community institutions.

The following opportunity and means shall be provided whereby this philosophy may be realized.

(a) Each student may search for the truth, find the truth, and incorporate this truth into his or her values, ambitions, and aspirations.
(b) Each student may develop an attitude of personal worth and self-esteem and by doing so, may experience degrees of success and achievement within the bounds of his or her individual abilities and limitations.
(c) Each student may learn to identify and cope with current trends in society.
(d) Each student may experience an intellectual, technical and a social environment that enhances the possibilities for group interaction conducive to peaceful coexistence in the school, community, state, nation, and the world.
(e) Each teacher may use his or her individual capabilities in establishing constructive attitudes toward students, administrative heads, and the community.
(f) Each teacher may use the resources necessary for attaining the highest measure of success in his or her particular field.
(g) The administration may promote and preserve the establishment of every possibility for better education.
(h) The administration may serve as a channel of communication between the teachers and the school and the community.
(i) The community may be given an integral part in the implementation and accomplishment of the objectives of the school.

The community may demonstrate this responsibility to the school by expressing to the administration its beliefs and desires concerning the educational programs and practices of the school. It shall be the responsibility of the administrative staff periodically to prepare formal statements defining and implementing the basic purposes of the schools as stated above. These statements shall be the basis for determining the content of the curriculum, the methods of instruction, and the means for evaluating the effectiveness of both.

Section 3 MUTUAL RESPECT

Raymond Central Public Schools expects every staff member and student to be treated with respect and dignity. A show of disrespect toward a staff member or insubordination on the part of the student will not be tolerated.

Section 4 MULTICULTURAL EDUCATION

Raymond Central Public Schools incorporates multicultural education in all curriculum areas at all grades. Multicultural education includes, but is not limited to, studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans with special emphasis on human relations and sensitivity toward all races.

Section 5 COMPLAINT PROCEDURES

The proper procedure for a parent or student to make complaints or raise concerns is to begin with the school employee who is most immediately or directly involved in the matter, as illustrated in the complaint procedure set forth below. There are other procedures identified in the Handbook to address specific complaints or concerns, such as discrimination or harassment, bullying, disciplinary actions. Those procedures should be used where applicable.

1. Complaint procedure
   Step 1. Schedule a conference with the staff person most immediately or directly involved in the matter.
   Step 2. Address the concern with the Principal if the matter is not resolved at Step 1.
   Step 3. Address the concern with the Superintendent if the matter is not resolved at Step 2.
   Step 4. Address the concern to the Board of Education if the matter is not resolved at Step 3.

2. Conditions Applicable to All Levels of Complaint Procedure
   All information to be considered at each step should be placed in writing in order to be most effective. Action or decisions will be expedited as quickly as possible, typically within ten (10) calendar days, depending on the nature of the complaint and the need for prompt resolution.

Article 2 – School Day

Section 1 DAILY SCHEDULE

GENERAL SCHOOL INFORMATION

SCHOOL DAY

Students are not to be in the building before 7:30 a.m. unless they have a before school class or activity. Prior arrangement should be made if there is a need to be in the building before this time. Students are to leave the building at the close of the school day unless they are under direct supervision of staff. Those students involved in extracurricular activities are to report directly to the sponsor of the activity at the close of the school day. The tardy bell for first period will ring at 8:10 a.m. It is important to remember that student attendance is very important and Raymond Central takes on-time arrival to school seriously. Late arrival to school may impact a student's ability to participate in activities that day.

Raymond Central 6-12

2025-2026 Bell Schedule

M/TH/F Schedule

Pd	1.	8:10-8:55
Pd	2.	8:58-9:44
Advisory		**9:47-10:15**
Pd	3.	10:18-11:03
Pd	4.	11:03-11:48
Pd	5A.	HS Lunch 11:48-12:18
		Class 12:18-1:03
		Class 11:51-12:36
		JH Lunch 12:36-1:06
Pd	6.	1:06-1:52
Pd	7.	1:55-2:41
Pd	8.	2:44-3:30

45/46 Minute Classes
28 Minute Adv/Study/Interv

T/W Odd/Even Schedule

Bl	1/2.	8:10-9:40
Bl	3/4.	9:43-11:13
Bl	5/6.	11:16-1:16

HS Lunch 11:16-11:43
HS Class 11:46-1:16
JH Class 11:19-12:04/12:34-1:16
JH Lunch 12:04-12:31

Advisory		**1:19-1:57**
Bl	7/8.	2:00-3:30

90 Minute Classes
41 Minute Adv/Study/Interv

Section 2 SEVERE WEATHER AND SCHOOL CANCELLATIONS

School Closing Information. The Superintendent of schools is authorized by the Board of Education to close public schools in case of severe weather. Representatives of the Superintendent's staff will notify local news media when inclement weather warrants such action. The information is posted to the website and social media accounts and it is generally on the local television stations. Parents will also receive a phone message and text message from our rapid notification system indicating a late start or school closing. It is important that parents/guardians keep their contact information updated with the school so that they get these messages.

Decision to Close Schools. A decision to close school is made when forecasts by the weather service and civil defense officials indicate that it would be unwise for students to go to school. An early decision is not always possible because of uncertain weather conditions. School officials will make periodic assessments of conditions during the night and will decide early in the

morning (by 6 a.m. if possible). In any case, **an announcement will be made to the news media and to parents/guardians through the rapid notification system when schools will be closed.** In some instances, schools will be open, but certain services may be canceled (bus transportation, preschool, student activities, etc.).

After School Starts. Every attempt will be made to avoid closing school once classes are in session. In some instances, closing school during the day is inevitable if children are to safely return home before the brunt of a major storm hits. In these cases, as much advance notice as possible will be given to parents. If school is closed during the day, the notice will be broadcast by the media **and to parents/guardians through the rapid notification system** and **parents should have a plan to accommodate these circumstances.**

Parental Decisions. **Parents may decide to keep their children at home in inclement weather because of personal circumstances.** Students absent because of severe weather when school is in session will be marked absent. The absence will be treated like any other absence for legitimate causes provided parents properly notify the school of their decision. Parents may pick up their children in inclement weather at any time during the school day. Students will not normally be dismissed from school during severe weather on the basis of a telephone request.

What Not To Do. Parents should not attempt to come to school during a tornado warning. **School officials are not permitted to release students from the school building during a tornado warning.** Tornado safety procedures are practiced regularly by students and staff members. Also, parents are urged not to call radio and television stations and school buildings during severe weather. Every effort will be made to provide accurate and timely information through the media and the rapid notification response system.

Emergency Conditions. Raymond Central Public Schools has a signal which, when activated, includes the necessity to either evacuate the building or to move to safer areas of the building. All regular drills are held as required by law through the school year. There are plans for an Emergency Exit system, Tornado Warning System, and Critical Incident Response.

Severe Weather. Raymond Central Public Schools follow Standard Response Protocol (SRP). Staff and students are trained and practice these protocols during the school year. Tornado and/or severe weather may necessitate the implementation of shelter protocol.

Section 3 OPEN-CLOSED CAMPUS

Providing a safe and orderly campus environment is important. Therefore, **all students are required to stay on campus upon arrival**. Students must check out through the office if it is necessary to leave campus for doctor or dental appointments or for reasons of illness (See Article 4 Attendance) In some cases, seniors may qualify for open campus. The principal will provide additional charges to those students. See

Section 4 SCHOOL GUIDELINES

STUDENT VEHICLES AND PARKING LOT

All vehicles driven to school should be parked in designated student areas. Student parking is designated as the lot south and west of the Jr-Sr building. Cars which are inappropriately parked are subject to warnings, fines, and loss of privileges. All state and local traffic regulations should be observed on school property. Careless or reckless driving will be reported to the County Sheriff and can result in fines and/or court action as well as suspension from school. Parking guidelines apply to all school events including: after school practices, meetings, contests, etc.

Students should not loiter in the parking lot. The school parking lots and grounds are to be used only when school and/or school activities/events are taking place. Students should exit their vehicles and enter the building in a timely manner. Students are to observe all posted signs and should understand that failure to observe these signs could result in tickets and/or fines.

FOOD AND DRINK

Drinks and snacks will not be allowed in classrooms, computer labs, etc. with exception to water. Students with medical conditions that require food may be exempt from this rule, however, prearrangements must be made with the school prior to having food and drink in the classrooms. Food is to be consumed in the cafeteria before entering the hallways. Vending machines are set to be shut off during the school day.

SAFETY DRILLS

Raymond Central Public Schools follows state guidelines in regards to safety drills. We utilize the Standard Response Protocols (SRP) developed by the *I Love You Guys Association.* The drills that we practice and discuss include the following: HOLD, SECURE, LOCKDOWN, EVACUATE, SHELTER.

FIELD TRIPS

Field trip activities must be tied to the curriculum. As such, they are considered an extension of the school day and all school rules and regulations apply. Parents/guardians are providing permission to attend these school sponsored trips when signing the handbook signature form. The school retains the right to deny a student the privilege of field trip participation. The teacher, coach, and/or adult sponsor are charged with the management and handling of students when on school transportation vehicles.

SCHOOL SUPPLIES

Each pupil is expected to provide supplies required in specific classes. This will greatly facilitate the operation of all classes and ensure the pupil greater success in schoolwork.

Section 5 FUNDRAISING

All fundraising needs to be approved by the assistant principal/activities director. Funds will be secured in the office and deposited in appropriate activity accounts. All fundraising activities must be approved by the Principal a month in advance. The District has a policy that governs the types and frequency of fundraising activities. See Board Policy 5303 for more information.

Section 6 STUDENT COUNCIL/CLASS OFFICERS/CLASS GOVERNMENTS

The general purpose of the Student Council is to represent the student body, keep the lines of communication open between the students and the administration, and to plan and organize activities that promote school climate. The Student Council will be composed of three elected representatives from each class (Freshman, Sophomore, Junior and Senior), the class president of each class, and a student body president. Election of members: The three representatives and the class officers from each class will be elected in May for the upcoming year.

Article 3 - Use of Building, Grounds and Equipment

Section 1 ENTERING AND LEAVING THE BUILDING

Beginning of School: Students should not be on school grounds prior to 7:30 a.m. unless they are in an activity and are sponsored by a staff member. Students are to stay in the hall and are not to go to any other part of the building without permission.

During the School Day: Students are to remain on campus unless excused in accordance with school policies. Upon return to school during the day students are to sign in at the high school office.

End of School: Our regular school day ends at 3:30 p.m. Make-up work, special help, assignment after school, club meetings, and other school activities begin at 3:35 p.m. It is important that students who are involved in any of these activities report to the designated area on time. All other students must clear the building as soon as possible. The school is not responsible for supervision of students once the students are to have left school grounds.

Certain days on the calendar are "shortened days," meaning that the school day starts or ends other than the normal schedule. Parents are strongly encouraged to be aware of those days, so their children are not left in an unsupervised situation or without a means to get home upon dismissal.

Section 2 SCHOOL VISITORS

All visitors to Raymond Central Public Schools are required to be buzzed into the building. Upon entering the building all visitors should report directly to the respective building office to sign in. Visitors to our school will be issued a visitor badge to wear to help identify them and their intent. We encourage parent visitation of classes and during lunch time but request that all parents that desire to visit classes or participate in lunch to make prior arrangements to ensure that we can facilitate the visit and to promote secure practices. No parent or visitors are to enter a class in session without permission of the Principal's office. Interruption of classroom processes to confer with a teacher or student is not allowed without proper authorization. Visitors by teenagers are generally discouraged and require preapproval by the Principal's office.

Section 3 BUS LOADING AND UNLOADING

Each campus has specific bus loading times and zones. The bus loading zones are located on the drive through that is just northwest of the front entrance. This bus loading zone is closed to through traffic. Students and parents/guardians should pick up non bus riders on the west side of the south gymnasium.

Section 4 SMOKE-FREE ENVIRONMENT

Raymond Central Public Schools declares all of our school's buildings and game facilities to be smoke-free. We would appreciate your help in meeting the goal of a smoke-free, tobacco-free, and vape free environment for our children. When you attend school events, including athletic events, please remember that our facilities are smoke-free, tobacco-free, and vape free and abide by our District's policy.

Section 5 CARE OF SCHOOL PROPERTY

1. Students are responsible for the proper care of all books, equipment, supplies and furniture supplied by the school.
2. Students who disfigure property, break windows or do other damage to school property or equipment will be required to pay for the damage done or replace the item.

School-issued items that are stolen or damaged from unlocked lockers are the responsibility of the student to whom they were issued.

Section 6 LOCKERS

Each student will be assigned a locker. Students must use their own lockers and are not to share lockers with other students, except as assigned by school officials. Students are expected to keep all books, etc., in their assigned locker. Students are also responsible for the cleanliness inside their locker and the door of their locker. Students may be assessed a fine for damage to lockers.

Students may not display images, information or messages that may cause a substantial disruption to the operations of the school. If a staff member sees or learns of an image or message that may cause a disruption, the staff member may ask the student to remove the image or message from the locker. If the student refuses, then the administration will meet with the student and parents to discuss the situation. The principal shall have the final say on whether a student needs to remove the

image or message from the locker.

Section 7 SEARCHES OF LOCKERS AND OTHER TYPES OF SEARCHES

Student lockers, desks, computer equipment, and other such property are owned by the school. The school exercises exclusive control over school property. Students should not expect privacy regarding usage of or items placed in or on school property, including student vehicles parked on school property, because school property is subject to search at any time by school officials. Periodic, random searches of lockers, desks, computers and other such property may be conducted at the discretion of the administration.

The following rules apply to searches of students and of a student's personal property and to the seizure of items in a student's possession or control:

1. School officials may conduct a search if there is a reasonable basis to believe that the search will uncover evidence of a crime or a school rule violation. The search is to be conducted in a reasonable manner under the circumstances.
2. Random searches of student lockers, desks, and other similar school property provided for use by students may be conducted at the discretion of the administration.
3. Drug or alcohol tests may be conducted on students based on reasonable suspicion.
4. Drug or alcohol tests may be conducted on a random basis for students participating in extracurricular activities.
5. Searches of the District's computer system may be conducted at the discretion of the administration at any time.

Section 8 VIDEO SURVEILLANCE

The Board of Education has authorized the use of video cameras on School District property to ensure the health, welfare and safety of all staff, students and visitors to District property, and to safeguard District facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent.

Notice is hereby given that video surveillance may occur on District property. In the event a video surveillance recording captures a student or other building user violating school policies or rules or local, state or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

Section 9 RECORDING OF OTHERS

To ensure the privacy and confidentiality of student information, no person is authorized to record or transmit any sound or image of any person (including themselves) without the prior consent or authorization of either (1) the person or persons being recorded or whose image or sound is being transmitted or (2) the Superintendent or Superintendent's designee. This prohibition applies to all persons, including staff, students and community members, regardless of the content or context of the image or sound; however, this provision shall not apply to District-sponsored athletic or activity events where the focus of the recording or transmission is on the student performances or activity. Other provisions here include the videotaping of students by school personnel in the action of representing Raymond Central at a school function. Due to the nature and intent of the video recording being for school use, it is permissible. Nothing in this provision shall prohibit the recording of an Individualized Education Program meeting if the recording is necessary to ensure that the parent understands the IEP or the IEP process or to implement other parental rights guaranteed by the Individuals with Disabilities Education Act.

Section 10 USE OF CELL PHONES AND COMMUNICATION DEVICES

Students shall not use cell phones/devices during class time. Students will be required to place cell phones/devices in a designated device holding area in each classroom. Exceptions for student use as per class requirements and for academic reasons must be approved in advance by school administration. Students may use electronic devices during class time when authorized pursuant to an Individualized Education Plan (IEP) , a Section 504 Accommodation Plan, or a Health Care Plan, or a plan developed with administration and the student's parent when there is a compelling need to to have the device. Students will be permitted to use phones before and after school, during passing periods, and lunch. Consequences for repeated offenses will be addressed in the discipline matrix.

Section 11 BEHAVIORAL POINTS OF CONTACT

The District maintains a registry of local mental health and counseling resources, including those resource services that can be accessed by families and individuals outside of school. To gain more information about these resources, parents and/or students should contact their building principal. This information, as well as the District's behavioral points of contact, are also listed on the District's website.

Section 12 STUDENT VALUABLES

Raymond Central Public Schools is **NOT** responsible for the personal property of students. Students are cautioned not to bring large amounts of money or items of value to school. If it is necessary to bring valuable items or more money than is needed to pay for lunch, leave the money or valuables with a staff member in the school office for temporary and safe-keeping. Even then, the school is not in a position to guarantee that the student's property will not be subject to loss, theft, or damage.

Section 13 LOST AND FOUND

Students who find lost articles are asked to take them to the office, where the articles can be claimed by the owner. If articles are lost at school, report that loss to office personnel. Lost and found items will be disposed of periodically if they go unclaimed. It is stressed:

1. That you encourage your child to be responsible for personal property.
2. That all articles are labeled.
3. That valuables and money are left at home.

Section 14 ACCIDENTS

Every accident in the school building, on the school grounds, at practice sessions, or at any athletic event sponsored by the school must be reported immediately to administration. The individual staff member involved should complete an accident report immediately.

Section 15 LABORATORY SAFETY GLASSES

As required by law, approved safety glasses will be required of every student and teacher while participating in or observing vocational, technical, industrial technology, science, and art classes. All visitors to these areas must check out a pair of safety glasses when entering any of these areas.

Section 16 INSURANCE

Under Nebraska law the District may not use school funds to provide general student accident or athletic insurance. The District requires that all student participants in athletic programs have injury and accident insurance and encourages all students who are in classes with risk of personal injury or accident to have insurance coverage. The district does not make recommendations, nor handle the premiums or claims for any insurance company, agent or carrier. Information about student insurance providers will be available in the school office or on school bulletin boards.

Section 17 BULLETINS AND ANNOUNCEMENTS

Posters to be used in the halls or materials for distribution will need to be approved by the Principal's office. Posters are not to be attached to any painted wall surfaces without approval from the administration. Place posters on marble, glass, metal, brick and wood. **The person or organization responsible for distributing the posters is responsible to see that all posters are removed within 48 hours after the event**.

Daily Announcements will be available each morning.

Section 18 MEDIA CENTER

The High School Media Center is open from 7:50 A.M. to 3:50 P.M. on student days and by arrangement. The Media Center is a place for quiet study, reading, and research. Students must have passes to enter or leave the media center.

Section 19 COPYRIGHT AND FAIR USE POLICY

It is the school's policy to follow the federal copyright law. Students are reminded that, when using school equipment and when completing course work, they also must follow the federal copyright laws. The federal copyright law governs the reproduction of works of authorship. Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice.

The "fair use" doctrine allows limited reproduction of copyrighted works for educational and research purposes. The relevant portion of the copyright statute provides that the "fair use" of a copyrighted work, including reproduction "for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research" is not an infringement of copyright. The law lists the following factors as the ones to be evaluated in determining whether a particular use of a copyrighted work is a permitted "fair use," rather than an infringement of the copyright:

- the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- the nature of the copyrighted work;
- the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and
- the effect of the use upon the potential market for or value of the copyrighted work.

Although all of these factors will be considered, the last factor is the most important in determining whether a particular use is "fair." Students should seek assistance from a faculty member if there are any questions regarding what may be copied.

Section 20 TECHNOLOGY/COMPUTER USAGE

School computers are to be used for school purposes only. Any student accessing the network must have the proper paperwork (Acceptable Use Policy) on file with the district. This policy provides more specific details governing acceptable use. The use of the internet and/or email is also reserved for school purposes. Students may not bring any computer applications, including games, to school for any reason. District workstations or assigned individual devices, may not be altered without direct teacher permission. Any vandalism (renaming, trashing, or moving files, illegal copying, etc.), intentional copyright violations or attempted access to unauthorized data will result in disciplinary action, which may include restitution. Students are directed to limit printing to only information that is directly tied to school purposes.

Section 21 INTERNET SAFETY POLICY

It is the policy of Raymond Central Public Schools to comply with the Children's Internet Protection Act (CIPA) and Children's Online Privacy Protection Act (COPPA). With respect to the District's computer network, the District shall: (a) prevent user access to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) provide for the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) prevent unauthorized access, including so-called "hacking," and other unlawful activities online; (d) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; (e) obtain verifiable parental consent before allowing third parties to collect personal information online from students; and (f) implement measures designed to restrict minors' access to materials (visual or non-visual) that are harmful to minors.

1. Definitions. Key terms are as defined in CIPA. "Inappropriate material" for purposes of this policy includes material that is obscene, child pornography, or harmful to minors. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that: (1) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (2) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (3) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

2. Access to Inappropriate Material. To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the CIPA, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

3. Inappropriate Network Usage. To the extent practical, steps shall be taken to promote the safety and security of users of the District's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

4. Supervision and Monitoring. It shall be the responsibility of all members of the District staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and CIPA. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Superintendent and the Superintendent's designees.

5. Social Networking. Students shall be educated about appropriate online behavior, including interacting with others on social networking websites and in chat rooms, and cyberbullying awareness and response. The plan shall be for all students to be provided education on these subjects. The Superintendent or the Superintendent's designee shall be responsible for

identifying educational materials, lessons, and/or programs suitable for the age and maturity level of the students and for ensuring the delivery of such materials, lessons, and/or programs to students.

6. Parental Consent. The District shall obtain verifiable parental consent prior to students providing or otherwise disclosing personal information online.

7. Adoption. This Internet Safety Policy was adopted by the Board at a public meeting, following normal public notice.

8. The District shall comply with the Nebraska Student Online Personal Protection Act and will endeavor to take all reasonable and necessary steps to protect the online privacy of all students.

Section 22 COMPUTER ACCEPTABLE USE POLICY

This computer acceptable use policy is supplemental to the District's Internet Safety Policy.

1. Technology Subject to this Policy. This Computer Acceptable Use Policy applies to all technology resources of the District or made available by the District. Technology resources include, without limitation, computers and related technology equipment, all forms of e-mail and electronic communications, and the internet.

2. Access and User Agreements. Use of the District technology resources is a privilege and not a right. The Superintendent or designee shall develop appropriate user agreements and shall require that employees, students (and their parents or guardians), and others sign such user agreements as a condition of access to the technology resources, as the Superintendent determines appropriate. Parents and guardians of students in programs operated by the District shall inform the Superintendent or designee in writing if they do not want their child to have access.

   The Superintendent and designees are authorized and directed to establish and implement such other regulations, forms, procedures, guidelines, and standards to implement this Policy.

   The technology resources are not a public forum. The District reserves the right to restrict any communications and to remove communications that have been posted.

3. Acceptable Uses. The technology resources are to be used for the limited purpose of advancing the District's mission. The technology resources are to be used, in general, for educational purposes, meaning activities that are integral, immediate, and proximate to the education of students as defined in the E-rate program regulations.

4. Unacceptable Uses.

   The following is a non-exhaustive list of unacceptable uses of technology resources:

   a. Personal Gain: Technology resources shall not be used, and no person shall authorize its use, for personal financial gain other than in accordance with prescribed constitutional, statutory, and regulatory procedures, other than compensation provided by law.

   b. Personal Matters: Technology resources shall not be used, and no person shall authorize its use, for personal matters unless the User has entered into a lease agreement or other similar agreement with the School District that makes such use permissible under law.

      Occasional use that the Superintendent or designee determines to ultimately facilitate the mission of the District is not prohibited by this provision. Examples of occasional use that may be determined to ultimately facilitate the mission of the District: sending an e-mail to a minor child or spouse; sending an e-mail related to a community group in which an employee is a member where the membership in the community group facilitates the District's mission.

      This occasional use exception does not permit use by employees contrary to the expectations of their position. For example, employees may not play games or surf the net for purposes not directly related to their job during duty time; nor may students do so during instructional time.

      The occasional use exception also does not permit use of the technology resources for private business, such as searching for or ordering items on the internet for non-school use; or sending an e-mail related to one's own private consulting business.

   c. Campaigning: Technology resources shall not be used, and no person shall authorize its use, for the purpose of campaigning for or against the nomination or election of a candidate or the qualification, passage, or defeat of a ballot question.

d. Technology-Related Limitations: Technology resources shall not be used in any manner which impairs its effective operations or the rights of other technology users. Without limitation:
   1) Users shall not use another person's name, log-on, password, or files for any reason, or allow another to use their password (except for authorized staff members).
   2) Users shall not erase, remake, or make unusable another person's computer, information, files, programs or disks.
   3) Users shall not access resources not specifically granted to the user or engage in electronic trespassing.
   4) Users shall not engage in "hacking" to gain unauthorized access to the operating system software or unauthorized access to the system of other users.
   5) Users shall not copy, change, or transfer any software without permission from the network administrators.
   6) Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.
   7) Users shall not engage in any form of vandalism of the technology resources.
   8) Users shall follow the generally accepted rules of network etiquette. The Superintendent or designees may further define such rules.

e. Other Policies and Laws: Technology resources shall not be used for any purpose contrary to any District policy, any school rules to which a student user is subject, or any applicable law. Without limitation, this means that technology resources may not be used:

   1) to access any material contrary to the Internet Safety Policy; or to create or generate any such material.
   2) to engage in unlawful harassment or discrimination, such as sending e-mails that contain sexual jokes or images.
   3) to engage in violations of employee ethical standards and employee standards of performance, such as sending e-mails that are threatening or offensive or which contain abusive language; use of end messages on e-mails that may imply that the District is supportive of a particular religion or religious belief system, a political candidate or issue, or a controversial issue; or sending e-mails that divulge protected confidential student information to unauthorized persons.
   4) to engage in or promote violations of student conduct rules.
   5) to engage in illegal activity, such as gambling.
   6) in a manner contrary to copyright laws.
   7) in a manner contrary to software licenses.

5. Disclaimer. The technology resources are supplied on an "as is, as available" basis. The District does not imply or expressly warrant that any information accessed will be valuable or fit for a particular purpose or that the system will operate error free. The District is not responsible for the integrity of information accessed, or software downloaded from the Internet.

6. Filter. A technology protection measure is in place that blocks and/or filters access to prevent access to Internet sites that are not in accordance with policies and regulations. In addition to blocks and/or filters, the District may also use other technology protection measures or procedures as deemed appropriate.

   Notwithstanding technology protection measures, some inappropriate material may be accessible by the Internet, including material that is illegal, defamatory, inaccurate, or potentially offensive to some people. Users accept the risk of access to such material and responsibility for promptly exiting any such material.

   The technology protection measure that blocks and/or filters Internet access may be disabled only by an authorized staff member for bona fide research or educational purposes: (a) who has successfully completed District training on proper disabling circumstances and procedures, (b) with permission of the immediate supervisor of the staff member requesting said disabling, or (c) with the permission of the Superintendent. An authorized staff member may override the technology protection measure that blocks and/or filters Internet access for a minor to access a site for bona fide research or other lawful purposes provided the minor is monitored directly by an authorized staff member.

7. Monitoring. Use of the technology resources, including but not limited to internet sites visited and e-mail transmitted or received, is subject to monitoring by the administration and network administrators at any time to maintain the system and ensure that users are using the system responsibly, without notice to the users. Users have no privacy rights or expectations of privacy with regard to use of the District's computers or Internet system. All technology equipment shall be used under the supervision of the Superintendent and the Superintendent's designees.

8. Sanctions. Violation of the policies and procedures concerning the use of the District technology resources may result in suspension or cancellation of the privilege to use the technology resources and disciplinary action, up to and including expulsion of students and termination of employees. Use that is unethical may be reported to the Commissioner of Education. Use that is unlawful may be reported to the law enforcement authorities. Users shall be responsible for damage caused and injuries sustained by improper or non-permitted use.

Section 23 1 to 1 CHROMEBOOK INITIATIVE POLICIES AND PROCEDURES

Raymond Central Public Schools is proud to offer our students Chromebook devices for use at school. The 1 to 1 Chromebook program, which provides mobile computing and wireless technology to all grades 3-12 students, has been designed to enhance delivery and assist with individualized instruction.

For parents and students, the following information is provided to help everyone understand the expectations and **the responsibility of care and use related to receiving a Chromebook.**

- Students will receive instruction on the proper use and care of a Chromebook.
- Students will be able to access the Chromebook during the school year once the student and parent have signed the Chromebook Loan Agreement Form, The Student Handbook Receipt, and paid the required technology fee.
- Students are expected to treat the Chromebook as a valuable piece of equipment.
- Students must take all precautions to prevent theft; for example, do not leave the Chromebook unattended or in an unsafe place.
- Students must take precautions to prevent damage to the Chromebook; for example, do not leave the Chromebook where there is danger of encountering moisture or excessive heat/cold temperatures.
- Students are to use the Chromebook to access only educationally and socially appropriate materials and websites.
- Students are to use the Chromebook in accordance with all Raymond Central Public Schools technology policies including all stipulations found on the Chromebook Loan Agreement Form.
- Chromebooks are property of Raymond Central Public Schools and must be returned at the end of the school year, upon withdrawal from Raymond Central Public Schools, and/or at the request of the administration. Willful failure to return the Chromebook in accordance with the stated conditions will result in criminal prosecution.
- Since the Chromebooks are property of the school district, officials of the school have the right to review all material stored on or accessed by any Chromebook and/or student. School officials may revoke a student's Chromebook privileges for any misuse or violation of policies.

Receiving Your Chromebook
Chromebooks will be assigned during our "Chromebook Orientation." At least one parent and student must attend an annual session for Chromebook orientation and information. Before being assigned a Chromebook, students and parents must sign and return the following items:

1. Chromebook Loan Agreement/Acceptable Use Form
2. Signed receipt of the Student/Parent Handbook
3. Pay technology fee

This equipment is, and always, remains the property of Raymond Central Public Schools of Raymond, Nebraska, and is here with lent to the Student/Borrower for educational purposes only for the academic school year.

Student/Borrower may not deface or destroy this property in any way. Inappropriate use of the Chromebook may result in the Student/Borrower losing his/her right to use this Chromebook. The equipment will be returned to the school when requested by Raymond Central Public Schools, or sooner, if the Student/Borrower withdraws from Raymond Central Public Schools prior to the end of the school year.

Nebraska statutes 79-737 and 79-2,127 allow the District to obtain reimbursement from, or on behalf of, students for any damage to, loss of, or failure to return school property.

Student/Borrower acknowledges and agrees that his/her use of the District Property is a privilege and that by Student/Borrowers agreement to the terms hereof, Student/Borrower acknowledges his/her responsibility to protect and safeguard the District Property and to return the same in good condition and repair upon request by Raymond Central Public Schools. The Chromebook must be returned in good working order with all original parts.

*Any student and parent who may need assistance in paying the Chromebook technology fee should contact your building principal.

Using Your Chromebook At School
Chromebooks are intended for use at school each day. Students are responsible for bringing their Chromebooks to all classes each day, unless specifically told not to do so by a teacher or administrator. Repeat violations will result in disciplinary action.

Chromebooks must be brought to class each day fully charged. Chromebooks have battery life of up to 10 hours, so charging should not be needed throughout the school day. Only charge your Chromebook with the charger you are given at checkout, or a school provided charger.

Chromebook Repairs
- Loaner Chromebooks may be issued to students when they leave their Chromebooks for repair with the Technology team, if available.
- Students will be expected to return the loaner Chromebook by the end of the school day until their issued Chromebook returns from repair. The student is financially responsible for all damages and repairs to the Chromebook.

Lost/Stolen/Destroyed	$350
Screen Repair	$100
AC Adapter	$30
Cosmetic Damage	$25
Upper / Lower Case	$40/60
Keyboard	$75

Screensavers and Background
- Only appropriate backgrounds and screensavers may be used on the Chromebook.
- Presence of any weapons-related, pornographic, inappropriate language, alcohol or drug-related, gang-related, or inappropriate pictures or words on the Chromebook or within its files, as determined by the administration, will result in disciplinary action and where appropriate, law enforcement officials.
- The Chromebook is the property of Raymond Central Public Schools. Therefore, staff, teachers, and administration have the right to check any material being used or stored on the Chromebook at any time.
- Violations of this policy can result in disciplinary action.

Sound
Sound should always be muted unless permission is obtained from a teacher or administrator for educational purposes or earbuds are in use.

Managing Your Files and Saving Your Work
Students should save all their work to their Google Drive. It is the student's responsibility to ensure work is not lost due to technical mistakes and accidental deletions.

Security
Chromebooks will be filtered by software for appropriate use at school and off campus. Parents/guardians are responsible for monitoring appropriate use while off school grounds.
The District is not responsible for any viruses that may be transferred to or from Student/Borrowers other data storage medium and Student/Borrower agrees to use his/her best efforts to assure that the District Property is not damaged or rendered inoperable by any such electronic virus while in Student/Borrowers possession.

Inspection
Students may be selected at random to provide their school-issued Chromebook for inspection without notice by administrators and/or the technology department.

Chromebook Identification and Protection
- Student Chromebooks will be labeled in the manner specified by the school. Under no circumstances are students to modify, remove, or destroy these labels.
- Tampering with Chromebook security measures is forbidden. Violations of this policy will result in disciplinary action and possible loss of technology use privileges.

Acceptable Use Guidelines
- Students are responsible for their ethical, socially appropriate and educational use of the technology resources of Raymond Central Public Schools.
- Access to Raymond Central Public Schools technology resources is a privilege, not a right. Each employee, student, and/or parent will be required to follow all applicable technology, including stipulations in the Chromebook Loan Agreement and the Student/Parent Handbook.
- Transmission of any materials that is in violation of the law is prohibited and law enforcement will be contacted. This includes but is not limited to the following: confidential information, copyrighted material, threatening or obscene material, and Chromebook viruses.

- Any attempt to alter data, the configuration of the Chromebook, or the files of another user, without the consent of the administration and/or technology department, is against our Acceptable Use policy and will result in disciplinary action, including the loss of privileges to check out Chromebook for home use.
- The Student/Borrower agrees to not use the Chromebook for commercial use or political advocacy.

Integrity and Civility
In addition to any standard or rules established by the schools, the following behaviors are specifically prohibited as they violate the standard of integrity and civility associated with our school district:

- Cheating
- Plagiarizing
- Falsifying information
- Violating copyright laws
- Hacking into others' systems, including the school and/or district
- Gaining unauthorized access to any network or other Chromebook or computer

Email
Student/Borrower are assigned a school email account to use for appropriate academic communication with other students and staff members. Outside email accounts should not be used on this school device at any time.

Technology Left in Unlocked Areas

- Under no circumstances should Chromebooks or other technology equipment be left in unlocked areas. Do not leave unattended in locker areas, PE or athletic locker rooms, classrooms, commons areas, cafeteria, bathrooms, busses, or hallways. Any Chromebook left in these areas is in danger of being stolen.
- Lockers are always to be locked. Do not share your locker combination with anyone, including "best friends."
- Unsupervised Chromebook will be confiscated by staff and taken to the administrative office. Disciplinary action may result from Chromebooks being left without supervision. Each student is responsible for his or her Chromebook once it has been issued to the student.

Chromebooks in the Classroom
All students will have the opportunity to utilize their Chromebook in their daily learning. Students are reminded that the machines are school property and should be treated accordingly. Students using the Chromebook for inappropriate uses at home or school will conference with an administrator to determine an appropriate consequence. Students who violate the educational intent of the Chromebook will be subject to the disciplinary procedures found in the Raymond Central High School Student/Parent Handbook related to the use of school technology, internet or general behavior.

- Teachers will notify students when the Chromebooks are appropriate for use in the classroom.
- Students may not use any gaming or social media applications during a scheduled class time.
- Students must keep volume on mute or will use earbuds.

A signed copy of the Chromebook Parent/Student Agreement must be on file in the School Office to check out and use a school issued Chromebook.

Article 4 – Attendance

Section 1 ATTENDANCE

Regular and punctual student attendance is required. The administration is responsible for developing further attendance rules and regulations and staff are responsible for assisting in the enforcement of the rules and regulations. Students and parents are responsible for developing behaviors which will result in regular and punctual student attendance.

Section 2 ATTENDANCE AND ABSENCES

Excused and Unexcused Absences. An absence from school will be reported as: (a) an excused absence or (b) an unexcused absence.

1. Excused Absences. Absences should be cleared through the Principal's office in advance, whenever possible. An absence or tardy, even with parental approval, may not be considered excused by the school. All absences, except for illness and/or death in the family, require advance approval. An absence for any of the following reasons will be typically excused, provided the required procedures have been followed:

   a. Attendance at a funeral for a member of the immediate family (parents, siblings, and grandparents).
   b. Illness which causes a student to be absent from school.
   c. Doctor or dental appointment which requires student to be absent from school.
   d. Court appearances that are required by a court order.
   e. School sponsored activities which require students to be absent from school.
   f. Other absences which have received prior approval from the Principal.

The Principal has the discretion to deny approval for a student's absence, depending on circumstances, such as the student's absence record, the student's academic status, the tests or other projects which may be missed, and other relevant reasons.

2. Unexcused Absences: An absence which is not excused is unexcused. If a student's absence is unexcused the student may receive zeros for any formative class work missed during the absence and may be required to make up work and the time missed. Absences for illegitimate reasons will not be excused. Examples include but are not limited to; leaving campus for food or drink, staying home to rest or sleeping in (non-medical), hair appointments, getting fitted for tuxedos or dresses, to get uniforms/PE equipment, or other absences not founded in a medical need or backed with an actual appointment by medical personnel. Students will be excused for two college visitations provided they demonstrate evidence of the college visit. Other visits beyond two visits to college/universities require administrative permission.

All Students should be punctual in arriving at school and to classes. A student who is tardy to school should be accompanied by a written excuse or phone call. Any student tardy to school must report to the office. If a student is MORE THAN FIFTEEN minutes late, he/she shall be judged absent for that class period. Students will be considered tardy to class if they are not in their assigned classroom when the tardy bell rings. unless they have a pass from a staff member. Students will be allowed 5 tardies either arriving at school or in between classes per quarter. Tardies may impact a student's ability to participate in activities on the day of the absence. This includes practices, contests, performances, or games. Consequences will be assigned as follows for tardies exceeding 5 and are expected to be served the day of occurrence:

6-7 Tardies: 15 Minute Detention
8-9 Tardies: 30 Minute Detention
10+Tardies: 1 Hour Detention

Note: Tardies reset at the quarter

Students who leave school for any reason during the school day must check out of the office before leaving. Students leaving school must be cleared in advance by the student's parent or legal guardian. Excused reasons for leaving school include:

a. Attendance at a funeral for a member of the immediate family (parents, siblings, and grandparents)
b. Illness which causes a student to be absent from school
c. Doctor or dental appointment which requires a student to be absent from school
d. Court appearances that are required by a court order
e. School sponsored activities which require students to be absent from school
f. Other absences which have received prior approval from the principal

Upon returning to school the same day, students must check in at the office. Students at an appointment must provide documentation of the appointment with a BEGINNING and END time. Students who leave school and return without documentation or permission from an administrator will be unexcused. Unexcused absences will impact a student's ability to participate in activities on the day of the absence. Students who leave school without permission and without signing out in the proper manner, or who leave their assigned classroom without teacher permission, may be considered truant.

Section 3 MAKE-UP WORK

Written make-up work may be assigned for each day missed regardless of the type of absence. If make-up work is not completed, students will receive no credit for the work required. The time each student is allowed for make-up work will be 2 days for every day of absence up to 10 to complete make-up homework. The student has the responsibility to contact teachers, initially, regarding make-up assignments. If the absence is due to disciplinary action, the makeup time will be determined by the teacher.

To receive credit for work missed due to a parent requested prearranged absence or a planned school activity, the student is responsible for a) requesting assignments for make-up work prior to his/her absence and b) for completing the make-up work on his/her own initiative by the due date assigned by the teacher.

Section 4 ATTENDANCE IS REQUIRED TO PARTICIPATE IN ACTIVITIES

Full-time students must attend school all day on the day of any scheduled school activity in order to participate in the activity. Part-time eligible students must attend their classes on the day of the school activity in order to participate in the activity. A "school activity" includes athletic contests, practices, and dances. Failure to attend may result in a student being withheld from participation in the activity. The Principal retains the right to grant participation should exceptional circumstances prevail.

Section 5 TRUANCY

A student who engages in unexcused absences may be considered truant under state law. Truancy is a violation of school rules. The consequence of truancies may include disciplinary action up to expulsion and referral to the county attorney for compulsory attendance violations.

Reporting and Responding to Truant Behavior. Any administrator, teacher, or member of the board of education who knows of any failure on the part of any child aged six (6) to eighteen (18) to attend school regularly without lawful reason, shall within three (3) days report such violation to the Superintendent or designee. The Superintendent or designee shall immediately cause an investigation into any such report to be made. The Superintendent or designee shall also investigate any case when, based on the Superintendent's personal knowledge or based on a report or complaint from any resident of the district, the Superintendent or designee believes that any child is unlawfully absent from school. The school shall render all services in its power to compel such child to attend some public, private, denominational, or parochial school, which the person having control of the child shall designate, in an attempt to remediate the child's truant behavior.

Excessive Absenteeism. Students who accumulate five (5) unexcused absences in a quarter shall be deemed to have "excessive absences." Such absences shall be determined on a per day basis for elementary students and on a per class basis for secondary students. When a student has excessive absences, the following procedures shall be implemented:

1. One or more meetings shall be held between a school attendance officer, school social worker, or other person designated by the school administration and the parent/guardian and the student to report and attempt to solve the truancy problem. If the parent/guardian refuses to participate in such meeting, the principal shall place in the student's attendance records documentation of such refusal.
2. Educational counseling to determine whether curriculum changes, including but not limited to, enrolling the child in an alternative education program that meets the specific educational and behavioral needs of the child.
3. Educational evaluation, which may include a psychological evaluation, to assist in determining the specific condition, if any, contributing to the truancy problem, supplemented by specific efforts by the school to help remedy any condition diagnosed.

4. Investigation of the truancy problem by the school social worker, or if such school does not have a school social worker, another person designated by the administration to identify conditions which may be contributing to the truancy problem. If services for the child and his or her family are determined to be needed, the person performing the investigation shall meet with the parent/guardian and the child to discuss any referral to appropriate community agencies for economic services, family or individual counseling, or other services required to remedy the conditions that are contributing to the truancy problem.

Reporting Habitual Truancy. Students who accumulate twenty (20) unexcused absences or the hourly equivalent per year shall be deemed to be habitually truant. If the student continues to be or becomes habitually truant, the principal shall serve a written notice to the person violating the Nebraska truancy laws (i.e., the person who has legal or active charge or control of the student) warning him or her to comply with the provisions of that law. If within one (1) week after the time the notice is given such person is still violating the school attendance laws or policies, the Principal shall file a report with the county attorney of the county in which such person resides.

Article 5 - Scholastic Achievement and Student Recognition

Section 1 GRADING SYSTEM

Students will receive letter grades on report cards and transcripts. Each teacher will define the grading procedures to be used in their classes. Unless notified otherwise, semester courses are calculated on a running grade basis not the average of two quarters.

Class rank and honor roll are determined by the cumulative grade point average. The class rank at the end of Q3 will be used to make the determination for Valedictorian and Salutatorian.

Seniors with a GPA of 3.5 or higher and an ACT score of 25 or higher will be named to Academic All-Conference and will receive a medal.

The following scale will be used to assign letter grades and a grade point average from a percent:

A: 90-100 = 4.00 GPA
B: 80- 89 = 3.0 - 3.9 GPA
C: 70- 79 = 2.0 - 2.9 GPA
D: 60- 69 = 1.0 - 1.9 GPA
F: 0 - 59 = 0 GPA

Section 2 HIGH SCHOOL YEARLY COURSE REQUIREMENTS

High school students in all grade levels are required to register in the following courses:

Raymond Central Graduation Requirements Standard Diploma

230 Credits required for Graduation for Class of 2022 and older
240 Credits required for Graduation for Class of 2023 and younger

Program	Course	Credits
Language Arts Exceptions: Life Skills Communications per IEP	English 9	10
	English 10	10
	English 11	10
	English 12	10
	+Optional to replace English 12 with SCC Comp and SCC Lit taught by our instructor	
	Personal Communications	5
	+Optional to replace Personal Communications with Competitive Speech per IEP	
		Total Credits 45
Social Studies	Geography	10
	World History	10
	American History	10
	American Government	10
	Economics	5
		Total Credits 45
Math Students will continue on their Math track 30 credits of 3 separate math courses are required Algebra 1 is to be taken prior to General Math. Note: University of Nebraska System (UNL) requires 4 years of Math to be accepted. And must be Algebra 1, Geometry, Adv. Algebra and a year that builds on Adv. Alg.	Pre Algebra	10
	Algebra 1	10
	Geometry	10
	Advanced Algebra	10
	PreCalculus	10
	Calculus	10
	General Math	10
		Total Credits 30

Science Students will complete 30 credits of 3 separate science courses. *Physical Science and Biology will be two of them. Students have a choice for the last 10 credits.	*Physical Science	10
	Life Science	10
	*Biology	10
	Earth and Space	10
	Chemistry	10
	Physics	10
	Advanced Biology	10
	Physiology	10
		Total Credits 30
Physical Education/Health	Health	5
	Physical Education and Fitness	5
	Strength and Conditioning	5
		Total Credits 10

Section 3 GRADUATION REQUIREMENT

To participate in commencement exercises or receive a Raymond Central 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.

To be eligible for graduation from Raymond Central High School, a student must have earned a minimum of 240 semester hours credit in grades 9 through 12 inclusive. Credit hours will be computed in accordance with the Nebraska Department of Education. The courses necessary for graduation requirement are captured in the chart in the section above.

Section 4 SPECIAL EDUCATION GRADUATION OPTIONS

Students who have an IEP (Individualized Education Plan) according to Public Law (PL) 94-142 and Nebraska Department of Education (NDE) Rule 51 may receive Special Education services. Following are the graduation options that are offered to Special Education students. The program is arranged so that the qualified student receives individual instruction based upon his/her needs. Each student is mainstreamed as much as possible. The student is provided assistance with regular education classes and receives remedial instruction for material in a specific area.

#1 - Standard Diploma 240 hours - student completed the required credits.

- It is recommended that the IEP team review and document that all requirements for receipt of a signed, regular high school diploma have been met.

#2 - Certificate of Attendance - student completed or progressed toward IEP/transition goals, but not the standard course of study.

- It is recommended that graduation be addressed in all transition plans. Plans for graduation should be considered in the development of the course of study and reviewed annually.
- A student on a Certificate of Attendance path shall receive a pass/fail grade for any courses where the curriculum is modified.
- The receipt of a signed, regular diploma terminates the service eligibility of students with special education needs.
- It is recommended that all diplomas awarded by a school district be identical in appearance, content and effect, except that symbols or notations may be added to individual student's diplomas to reflect official school honors or awards earned by students.
- A student who receives a document such as a certificate of attendance, unsigned diploma, or blank folder is eligible to continue receiving special education services until receipt of a signed, regular diploma or until the end of the school year in which the student turns 21.

Section 5 CUMULATIVE GPA

The cumulative grade point average is used in determining class rank and honor roll and is extremely important to students when they become seniors and begin making applications for jobs and higher education. The method for determining this is as follows.

The total number of credits attempted divided by the total number of mark points gives their grade point average. As they proceed through their career this accumulates at the end of each semester. Only semester grades are recorded in the students' records and only semester grades count toward his/her graduation and cumulative grade point average.

Academic All-Conference: Seniors with a GPA of 3.5 or higher and an ACT score of 25 or higher will be named to Academic All-Conference and will receive a medal.

A: 90-100 = 4.0 GPA
B: 80- 89 = 3.0 - 3.9 GPA
C: 70- 79 = 2.0 - 2.9 GPA
D: 60- 69 = 1.0 - 1.9 GPA
F: 0 - 59 = 0 GPA

The preceding grade scales are expected to be used according to the following guidelines:

1. No other grade scales are to be used on official records or reports.
2. "Failing," "unsatisfactory" or equivalent terms indicate that student performance does not meet the minimum requirements established for the course. A final mark of "failing" or "unsatisfactory" in a credit-bearing course means that credit hours will not be granted.
3. The mark given at the end of each reporting period is considered an evaluation of the pupil's status at the time (for example, the final mark in a semester course is an evaluation of the pupil's status as of the close of the semester; not an average of two nine-week marks).
4. Teachers may exercise professional judgment in distributing marks. Marks are not expected to be distributed on a normal curve.
5. A class that meets 5 days per week for one semester earns 5 hours of credit, and one class cannot satisfy two or more requirements.
6. Register requirements for each grade level are:
   a. Freshman must register for: Math, English, Social Studies, Health, and Science.
   b. Sophomore must register for: Math, English, Social Studies and Science.
   c. Juniors must register for: English, Science, Math and American History
   d. Seniors must register for: Economics/American Government, and English.

Section 6 DUAL CREDIT GUIDELINES

Dual/Online Credit Opportunity Types:

1. **Students can take courses with our Raymond Central faculty who are approved to teach college equivalent courses.**
   a. Students must meet the requirements set by the college and the high school to take these courses.
   b. These classes will be scheduled into a student schedule.
   c. Students will be granted high school credit for a passing grade in the course.
   d. Students must follow the college requirements to earn college credit.
2. **Students can take online college credit courses via an online format through colleges.**
   a. Students must meet the requirements set by the college and the high school to take these courses.
   b. Students must be on track to graduate to take online college credit courses.
   c. Students can receive an online college period in their schedule to work on this course during the school day.
   d. Students must follow the college requirements to earn college credit.

Dual/Online College Credit fees

1. Dual/College Credit tuition fees will be paid by the student.
   a. Students who qualify for free or reduced lunch can see the school counselor for scholarship opportunities.
1. Classes that are taught by Raymond Central Faculty will have books and supplies provided by the college.
2. Classes that are not taught by Raymond Central Faculty, students will be responsible for purchasing all books and supplies.

Attendance/Homework/ Deadlines for Dual/Online College Credit Classes

1. Students will follow all attendance policies provided by the college to earn college credit. College schedules may not align with the Raymond Central District calendar. It is the responsibility of the student to know their own college schedule.
   It is the student's responsibility to make up any late assignments as soon as possible. When absent, THE STUDENT must see THE INSTRUCTOR about what was covered in class. Obviously, unusual circumstances, extended illnesses, and/or prearranged absences will be handled individually. COLLEGE INSTRUCTORS are not obligated to give you any information that was covered during your absence. Any assignment that the student missed because of an absence is under faculty discretion as to whether the student can make it up. THE STUDENT needs to personally reach out to the teacher to inform them of an absence in order for any make up work to be approved.

Drop Policy for Dual Credit and Online College Credit Courses

1. Due to the impact of the college classes on the student's high school schedule, students who register are expected to commit to a full semester of the course.

2. Colleges offer withdrawal dates, however, the high school date for withdrawal from classes and a change of schedule is 1 week (7 days) after the start of the college credit course. (This means that if you, as a student, decide to withdraw from the college class, you must do so WITHIN the time requirements for RC.)
3. Any extenuating circumstances will need to be discussed with the school counselor and the principal.

Section 7 ACADEMIC ELIGIBILITY

Academic eligibility for co-curricular activity participants will be maintained on a weekly basis. All students involved in activities will be held to a high standard academically in order to be able to participate in competitions/performances. In addition to the NSAA guidelines applied to all eligible NSAA activities, Raymond Central Public Schools has additional participation guidelines. Student grades will be obtained every Monday at noon. Students with failing grades as described below will not be allowed to participate in performance/competitions but are required to continue to attend practices. These academic guidelines will apply to internal activities as well such as school dances.

a) Any student with a failing grade in more than one class will be placed on academic probation. That probation will last for one full week. During that time, the student has the opportunity to improve their grades for one week. If the student still has failing grades in more than one class on the following Monday's grade report, that student is ineligible for the entire week, regardless of if grades are increased during the ineligible week.
b) However, if a student is failing any single class for three consecutive grade reports, they will become ineligible.
c) Students will be removed from the ineligible list once they have one F or fewer (as long as they haven't been failing for three consecutive weeks) on the Monday grade report.
d) Resource students or Sec. 504 students who are not receiving a passing mark should only be placed on the ineligible list after consultation with the resource teacher and/or case manager. Referral must be made to the resource teacher.

Section 8 PROGRESS REPORTS

Report cards are issued every nine weeks. These always reflect the students' cumulative grade at that time. Progress reports are made available for each student at approximately the first quarter and third quarter through each year. Parents can always check grades through Powerschool throughout the semester. Teachers will update grades every two weeks.

Section 9 GRADING POLICY

Definition of Summative and Formative Assessments

- Summative assessment includes graded activities that evaluate student learning (tests, quizzes, reports).
- Formative assessment monitors their learning through non-graded activities like class discussions, peer learning and feedback, worksheets, based on which teachers adjust their teaching methodologies.

Summative and Formative Weight (Must be reflected in PowerSchool Gradebook)

70% - Summative
30% - Formative

Summative Expectations

- Minimum of one Summative Assessment per Unit with a minimum of 3 Summative Assessment per quarter. No late reduction of points for completed Summative Assessments
- Summatives should be directly connected to Content Standards and reflect Content Knowledge for the student
- Student missing a Summative Assessment MUST be allowed to make up the missing assessment without reduction of grade
- Summative retakes and grade deductions are the teacher's discretion.

Formative Expectations

- Minimum of two Formative Assessments per week OR 15 per Quarter
- All Formative Assessments are due at the End of the Current Unit
    - No Formative Assessments will be accepted after a Unit is complete
- Late Assignment reduction is Teacher Autonomy with a maximum reduction of 50%
- Students have two class periods to turn in work before assignment is listed in gradebook as a zero
    - A grade of Zero can be changed if assignment is turned in before the end of the current unit

Final Summative Assessment

- A Summative Assessment MUST be given during the scheduled Finals Time at the end of the Semester

Gradebook Updates

- Teachers should update their gradebooks at a MINIMUM of once every two weeks

Section 10 PROMOTION, RETENTION

Students will be placed at the grade level and in the courses best suited to them academically, socially, and emotionally as determined by the school's professional staff. Students will typically progress annually from grade to grade. A student may be retained at a grade level or be required to repeat a course or program when such is determined in the judgment of the professional staff to be appropriate for the educational interests of the student and the educational program.

Section 11 SCHEDULE CHANGES

Students needing schedule changes should notify the counselor. Schedule changes must be initiated by the teachers involved, the principal or guidance counselor, and students' parents. Final approval of all schedule changes will be made by the counselor only.

Section 12 INTERIM REPORTS

Various supplemental reports may be made available to parents throughout the school year concerning student's performance. These reports may describe student work of an exceptional nature or work which needs improving. These reports will be sent as the teacher determines appropriate.

Section 13 REPORT CARDS

Report cards are issued at the end of each quarter, or nine-week sessions. Letter grades are used to designate a student's progress. Incomplete grades shall be designated by an "INC". Students have two weeks after the end of the quarter to make up incomplete work. Failure to do so will cause the grade to change to a "NC" (No Credit). No incomplete grades will be given at the end of the fourth quarter, as all course work must be completed by the end of the fourth quarter. All grades are subject to adjustment by the Principal for academic reasons.

Section 14 PARENT-TEACHER CONFERENCES

Parent-teacher conferences will be held during each semester. Refer to the school calendar for the schedule. Conferences with teachers, at any other time, are possible by calling the school office and making arrangements with one or more teachers as needed.

Section 15 STUDENT RECOGNITION

Part 1
Honor Roll:
At the end of each semester, honor roll lists will be published. These lists will recognize students' academic successes. They are as follows:

Special Commendation……Grades are all A's
Honor Roll…….……...Two A's and no grade below an 86% (B)
Honorable Mention……..No more than one (1) C and it must be no lower than 80%

Part 2
Academic Recognition:
Valedictorian/Salutatorian - It is the policy of Raymond Central Public Schools that the Valedictorian and Salutatorian will be determined by overall GPA only, figured through the end of the 7th semester. The person with the highest overall GPA will be named Valedictorian, and the person with the second highest overall GPA will be named Salutatorian. In case of a tie, there; will be more than one named for the level where there is a tie (i.e. if the top two people in the class had the exact same GPA, they would both be named Valedictorian). If the tie is for Valedictorian, no Salutatorian will be named. Students must have attended Raymond Central for a minimum of 4 full semesters in order to be named Salutatorian or Valedictorian. Students who have a record of academic dishonesty will forfeit consideration for Valedictorian or Salutatorian. Administration will notify student and family when the forfeit is in effect. A copy of that official letter will remain in the student file.

High Distinction/Distinction: Students with a GPA of 97-100 will graduate with High Distinction and receive a medal. Students with a GPA of 94-96.99 will graduate with Distinction and receive a medal. This is calculated at the culmination of the 8th semester.

Academic All-Conference: Seniors with a GPA of 3.5 or higher and an ACT score of 25 or higher will be named to Academic All-Conference and will receive a medal. This is calculated at the culmination of the 8th semester.

Section 16 NATIONAL HONOR SOCIETY

The National Honor Society chapter of Raymond Central Public Schools is a duly chartered and affiliated chapter of this prestigious national organization.

Admission to the National Honor Society
Membership is open to those students who meet the required standards in four (4) areas of evaluation: scholarship, leadership, service, and character. Standards for selection are established by the national office of NHS and have been revised to meet our local chapter needs. Students are selected to be members by a five (5) member Faculty Council, appointed by the principal, which bestows this honor upon qualified students on behalf of the faculty of our school each semester.

Students in the 10th, 11th, or 12th grades are eligible for membership. For the scholarship criterion, a student must have a cumulative grade point average of 90 or better on a 100 point scale. Those students who meet this criterion are invited to complete an application that provides the Faculty Council with information regarding the candidate's leadership, service and an essay. A history of leadership experience and participation in school or community service is required.

To evaluate a candidate's character, the faculty council uses two (2) forms of input: first, school disciplinary records are reviewed; second, members of the faculty are solicited for input regarding their professional reflections on a candidate's service activities, character, and leadership. These forms and the applications are carefully reviewed by the Faculty Council to determine membership. A rubric point system is used to determine acceptance into the National Honor Society.

Following notification, a formal induction ceremony is held at the school to recognize all the newly selected members. Once inducted, new members are required to maintain the same level of performance in all four (4) criteria (or better) that led to their selection. This obligation includes regular attendance at chapter meetings when and as scheduled and participation in the chapter service projects(s).

Removal from National Honor Society
A student may be removed from the NHS by action of the Principal, Faculty Council, and Sponsor upon a determination by the Principal that the student:

1. Prior Conduct. Engaged in conduct prior to induction which was not known at the time of induction and which, if known, would have caused denial of induction;

2. Post-Induction Conduct. Engaged in conduct after induction which is grounds for a student to be long-term suspended or expelled from school under the student code of conduct; which is grounds for suspension or removal from any extracurricular activity of the school, or which would cause denial of induction if such conduct had taken place prior to the time of induction.

   The student may appeal the Principal's decision to the Superintendent by giving written notice of appeal to the Superintendent within ten (10) calendar days of receipt of the Principal's removal decision. The appeal procedures shall be established at the discretion of the Superintendent to allow a fair opportunity for the student's views and information to be considered. The decision of the Superintendent on the appeal shall be final.

Section 17 NEBRASKA STATE ASSESSMENT REQUIREMENTS

All students' grades 3-10 will be required to take the Nebraska State Assessment tests, NSCAS and 11 graders will be required to take the NSCAS ACT. Required tests currently include math, English/language arts, writing, and science.

Incoming ninth grade students who fail to meet the required state proficiency levels on any Nebraska state assessment may be remediated in the individual courses they are not proficient in. Remediation may include remedial courses inhe regular semester. Middle school students may be remediated during their scheduled learning lab. Please note; the additional course could possibly cause conflict in scheduling electives or study halls.

All juniors will be required to take the ACT test. The ACT test will be administered in the second semester and students will take all of the state required portions of the test. Currently, the required sections include English, Reading, Math, Science, and Writing.

Article 6 - Support Services

Section 1 SPECIAL EDUCATION SERVICES

What Does Special Education Mean?
Special education means specially designed instruction and related services adapted as appropriate to the needs of an eligible student with a disability. Special education is provided at no cost to the parent to meet the unique needs of a child with a disability.

Students Who May Benefit
A student verified as having autism, behavior disorders, deaf-blindness, developmental delay, hearing impairments, mental handicaps, multiple disabilities, orthopedic impairments, other health impairments, specific learning disabilities, speech-language impairments, traumatic brain injury or visual impairments, who because of these impairments need special education and related services.

How are Students With Disabilities Identified?
Referrals are made by staff or parents to a Student Assistance Team. If the Student Assistance Team or comparable problem-solving team feels that all viable alternatives have been explored, a referral for multidisciplinary evaluation is completed. An evaluation is conducted to assist in the determination of whether a student has a disability and the nature and extent of the special education and related services the student needs. The evaluation is conducted only with written consent of a parent or guardian. A multidisciplinary evaluation team (MDT) will then meet to determine whether the student is eligible for special education.

Independent Evaluation
If a parent disagrees with an evaluation completed by the school district, the parent has a right to request an independent educational evaluation at public expense. Parents should direct inquiries to school officials to determine if the school district will arrange for further evaluation at the school's expense. If school district officials feel the original evaluation was appropriate and the parents disagree, a due process hearing may be initiated. If it is determined that the original evaluation was appropriate, parents still have the right to an independent educational evaluation at their own expense.

Reevaluation
Students identified for special education will be reevaluated at least every three (3) years by the student's IEP team. The IEP team will review existing evaluation data on the student and will identify what additional data, if any, is needed. The school district will obtain parental consent prior to conducting any reevaluation of a student with a disability.

Individual Education Program (IEP)
Upon a student being verified as having a disability, a conference will be held with parents. At the conference, an Individualized Education Program (IEP) will be developed specifying programs and services which will be provided by the schools. Parent consent will be obtained prior to a student being placed for the first time in a program providing special education and related services or early intervention services to infants and toddlers. Once in place, the IEP is reviewed on an annual basis, or more frequently as needed. Parents will be given a copy of the IEP.

Special Education Placement
The student's placement in a special education program is dependent on the student's educational needs as outlined in the Individual Education Program (IEP). To the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment will occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Determination of a student's educational placement will be made by the IEP team.

Written notice shall be given to parents at a reasonable time before the school district: 1. Proposes to initiate or change the identification, evaluation, verification or educational placement of a child or the provision of a free appropriate public education; or 2. Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child.

More Information
Anyone interested in obtaining a copy of the District's special education policy, the Parental Rights in Special Education brochure, or a copy of the Nebraska Department of Education Rule 51 (special education regulations and complaint procedures) or Rule 55 (special education appeal procedures) may contact the Superintendent. A notice of parental rights, Rules 51 and 55 and more information about special education are also available at the Nebraska Department of Education's website.

Section 2 STUDENTS WITH DISABILITIES: SECTION 504

Accommodations and related services are made available to students with disabilities under Section 504 of the Rehabilitation Act of 1973. Under Section 504, parents have the following rights:

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of your child's disability.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation, or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child receive services and be educated in facilities which are comparable to those provided to students without disabilities.
6. Have your child receive an individualized evaluation and receive special education and related services if your child is found eligible under Section 504.
7. Have evaluation, eligibility, educational and placement decisions made based on a variety of information sources and by persons who know your child and who are knowledgeable about the evaluation data and placement options.
8. Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if your child were placed in a program operated by the school district.
9. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the school district.
10. Examine all relevant records relating to decisions regarding your child's identification, evaluation, and placement. Obtain copies of educational records at a reasonable cost on the same terms as records are provided to students without a disability unless the fee would effectively deny you access to the records.
11. Receive a response from the school district to reasonable requests for explanations and interpretations of your child's records.
12. Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the school district refuses this request, it shall notify you within a reasonable time, and advise you of the right to a hearing.
13. File a local grievance in accordance with school policy.
14. Request an impartial hearing related to decisions regarding your child's identification, eligibility, and educational program or placement with opportunity for participation by the person's parents or guardian and representation by counsel, and a review procedure. This is provided in the local grievance procedure.

Section 3 HEALTH SERVICES

Student Illnesses

School health personnel will notify parents when a student needs to be sent home from school due to illness. Conditions requiring a student be sent home include: Temperature greater than 100°F., vomiting, diarrhea, unexplained rashes, live head lice, or on determination by the school nurse that the child's condition prevents meaningful participation in the educational program, presents a health risk to the child or others, or that medical consultation is warranted unless the condition resolves. Please include emergency daytime phone numbers on your child's health form so that you can be reached if your child becomes ill or injured while at school. Please also inform your school health office staff of health related information you feel is important for your student's success in the classroom and/or safety at school.

Guidelines for Administering Medication

Whenever possible your child should be provided medications by you outside of school hours. In the event it is necessary that the child take or have medication available at school, the parents/guardians must provide a signed written consent for the child to be given medication at school. A consent form is available at the school health office. If a student requests to take "over-the-counter" medication, a permission form must be signed by the parents and must be returned to the office before the medication can be administered. If a form has not been completed, the office must obtain verbal consent via phone from the parent/guardian. **The school does not supply any medication.**

Although the school discourages students from bringing any over-the-counter medications, if they are brought, they must be provided to the school by the parent/guardian in the pharmacy-labeled or manufacturer-labeled bottle. Repackaged medications will not be accepted. All medications also require a physician's authorization to be given at school. The school nurse may limit medications to those set forth in the Physician's Desk Reference (PDR). Please limit the amount of medication provided to the school to a two-week supply.

School Health Screening

Children in Preschool and Kindergarten through fourth grade, as well as children in seventh and tenth grade are screened for vision, hearing, dental defects, height and weight. Students entering the Student Assistance Process at any grade level, and those about whom health concerns are identified to the school nurse may also be screened. Parents are notified of any health

concerns as they are identified. Parents who do not wish their child to participate in the school screening program must communicate this in writing to the school health office where their child attends at the start of the school year. Because Nebraska statutes require school-age screening, parents who remove their child from the screening program must submit findings from an alternate medical provider to the school by December 1.

Physical and Visual Examination

Evidence of a physical examination and a visual evaluation is required within six (6) months prior to entrance into kindergarten and, in the case of transfer from out of state, to any other grade. A physical examination is also required prior to entrance into the seventh grade. The physical examination is to be completed by a physician, a physician's assistant, or an advanced practice registered nurse; the visual evaluation is to be completed by any of the forgoing or an optometrist. A parent or guardian who objects to the physical examination and/or visual evaluation may submit a written statement of refusal for his or her child. Waiver forms are available in the school health office. Additional physical examination requirements exist for students participating in athletic participation.

Immunizations

Summary of the School Immunization Rules and Regulations
For 2025-2026 School Year

Student Age Group	**Required Vaccines**
Ages 2 through 5 years enrolled in a school-based program not licensed as a child care provider	4 doses of DTaP, DTP, or DT vaccine 3 doses of Polio vaccine 3 doses of Hib vaccine or 1 dose of Hib given at or after 15 months of age 3 doses of pediatric Hepatitis B vaccine 1 dose of MMR or MMRV given on or after 12 months of age 1 dose of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. 4 doses of pneumococcal or 1 dose of pneumococcal given on or after 15 months of age
Students entering school (Kindergarten or 1st Grade depending on the school district's entering grade)	3 doses of DTaP, DTP, DT, or Td vaccine, one given on or after the 4th birthday 3 doses of Polio vaccine 3 doses of pediatric Hepatitis B vaccine or 2 doses of adolescent vaccine if student is 11-15 years of age 2 doses of MMR or MMRV vaccine, given on or after 12 months of age and separated by at least one month 2 doses of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. If the child has had varicella disease, they do not need any varicella shots.
Students entering 7th grade	Must be current with the above vaccinations AND receive 1 dose of Tdap (contain Pertussis booster)
Students transferring from outside the state at any grade	Must be immunized appropriately according to the grade entered.

Source: Nebraska Immunization Program, Nebraska Department of Health and Human Services. For additional information, call 402-471-6423.

The School Rules & Regulations are available on the internet: http://www.hhs.state.ne.us/reg/t173.htm (Title 173: Control of Communicable Diseases - Chapter 3; revised and implemented 2011)
Updated 1/25/2017

Students must show proof of immunization upon enrollment in Raymond Central Public Schools. Any student who does not comply with the immunization requirements will not be permitted to continue in school. Students with medical conditions or sincerely held religious beliefs which do not allow immunizations may complete a waiver statement which is available in school health offices.
Students with a signed waiver statement may be excluded from school in the event of a disease outbreak.

Birth Certificate Requirements

State law requires that a certified copy of a student's birth certificate be provided within 30 days of enrollment of a student in school for the first time.

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.

Guidelines for Head Lice

The following guidelines are in place to: better control a nuisance condition; reduce absenteeism due to head lice; and involve parents as partners with the school in control efforts:

1. Children will be sent home from school for live head lice. In the event the child has TWO cases of live lice in a semester, he or she will be sent home until free of both live lice and nits (eggs).
2. Health office staff will provide written treatment information and instructions, including how to check and identify head lice*.
3. A child who is sent home from school for head lice should miss no more than two school days.
2. A child who has been sent from school due to head lice must come to the health office for inspection before returning to class.
3. A child who returns to class with nits (eggs) will be checked again in 7-10 days.
4. Families are encouraged to report head lice to the school health office.
5. Individual buildings will perform classroom-wide or school-wide head checks as needed in order to control the condition at school.

*Nit removal will be emphasized for effective management of the condition. For more information, call the nurse.

Physical Restrictions

Any restrictions on a student's participation because of illness or injury in physical education or other classes which require physical activity should be communicated to the instructor, preferably in writing. If a student is unable to participate in an activity class, he or she will be restricted from active participation in athletics, dance squad or cheerleader practices. Coaches will be informed by the classroom teacher of any temporary restriction on activity.

Section 4 TRANSPORTATION SERVICES

Transportation to and from school is provided to students in accordance with law and Board policy. Students may also be provided transportation on field trips and when participating in school activities. Students are expected to follow the rules while riding school buses:

Behavior on School Buses

1. General Conduct Rules Apply: While riding a school bus, a student must follow the same student conduct rules which apply when the student is on school property or attending school activities, functions, or events. There are also special conduct rules for riding school buses. These rules also apply to riding other school vehicles.
2. Special Conduct Rules for Riding School Buses.
    a. Rules for Getting On and Off the Bus
        i. Be on time to be picked up. As a general rule, get to your bus stop five (5) minutes before your scheduled pick-up time. If you miss the bus, immediately return to your home, and tell your parents so they can take you to school.
        ii. While waiting for the bus, stay at least five (5) feet away from the street, road, or highway. Wait until the bus comes to a complete stop before approaching the bus.
        iii. You may exit the bus only at your approved destination (your school or your approved bus stop). Exit the bus as directed by the driver. Do not run.
        iv. If you must cross the street after exiting the bus, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
    b. Rules on the Bus
        i. Be respectful of the bus driver. Immediately follow all directions of the driver and any paraeducator or adult on the bus.
        ii. Sit in your seat facing forward. Use seat belts in vehicles in which they are available.
        iii. Talk quietly and use appropriate language. Actions towards others should always be respectful.
        iv. Keep all parts of your body inside the bus.
        v. Keep your arms, legs, and belongings to yourself.
        vi. No fighting, harassment, bullying, intimidation, or horseplay.
        vii. Do not throw objects.
        viii. No eating, drinking, use of tobacco, alcohol, drugs, or flammables.
        ix. Do not bring any weapon (real or imitation) or dangerous objects on the school bus.
        x. Do not damage the school bus.
        xi. Keep silent when crossing railroad tracks.
        xii. Keep aisles clear.
3. Getting the Driver's Assistance: If you need assistance from the driver, wait until the bus is at a full stop. If you are close enough, tell the driver what you need. If you are too far away for the driver to hear you, ask a student in front of you to get the driver's attention. If necessary, walk up to the driver, while the bus is at a full stop. If you need immediate assistance in an emergency, take all action needed to safely get the help of the driver.

4. Consequences for Rule Violations: Consequences for school bus misconduct may include restriction or suspension of bus privileges and other disciplinary measures, up to and including expulsion from school. The driver may impose seating regulations and other measures to maintain behaviors and the driver can, at any time, refer a student to the principal for further disciplinary action.

Section 5 ADVISORY PERIOD

Students in grades 6-12 will participate in an advisory period. Each student will be assigned to a faculty member to be part of a group made up of 6-8 graders or 9-12 graders. The activities of the advisory group may include but not be limited to the following:

1. Orientation to the school and its procedures and organization of academic materials, class preparation and time.
2. Advocacy for the student with other staff members and students.
3. A means of representation on student council and internal communication system.
4. Delivery of designated curriculum.
5. Implementation of the student academic monitoring program.
6. Homework help/make-up work with teachers.
7. Club and activity meetings.

Section 6 PARENT POWERSCHOOL ACCESS

Authorized parent(s) and/or guardian(s) have access to various items of their child's school records via our online student information system named PowerSchool. This includes attendance, behavior, class schedule, student progress, report cards, transcripts, school lunch balance, etc). Parent(s)/Guardian(s) are encouraged to maintain an active account so that they have critical information in a timely manner.

Section 7 SCHOOL LUNCH PROGRAM

The Board of Education sets meal prices on an annual basis. Students and families are encouraged to apply for free and reduced lunches as applicable. Information can be found on our website and application can be made from the website through your online PowerSchool account.

Section 8 2025-2026 STUDENT FEES POLICY RAYMOND CENTRAL PUBLIC SCHOOLS #161

Attention: K-12 Parents - If your child is on Free or Reduced Lunch status, he/she may qualify for a "waiver" for the student dues and fees listed below (no payment required). Please return the Student Fees Waiver Request Form with your Free or Reduced Price Lunch Application to your child's respective school.

6-12 Program	General Description of Fee or Material	$ Amount of Fee (Anticipated or Maximum) or Specific Material Required
6-12 Technology Fee	For utilization of technology devices	$20.00
Physical Education Classes	Appropriate clothing (non-specialized attire)	Tennis shoes and white socks, running shorts, T-shirt
Art Classes, Science Classes, and FCS Classes	Appropriate clothing (non-specialized attire). Goggles-1 pair provided per year. If lost or damaged, students are required to purchase a new pair.	Old shirt for painting; other clothing which may get paint on it or otherwise be damaged; protective clothing for shop classes; approved protective goggles for science classes.
Art Class Beginning	Art Supplies	$10.00/Semester
Art Class Advanced	Art Supplies	$15.00/Semester
Art Independent Study	Art Supplies	$15.00/Semester
Ceramics	Materials for projects	$25.00/Semester
Digital Photography	Materials for projects	$20.00/Semester
Foods I/Textiles/Culinary I&II	Materials for projects	$25.00/Semester
Drama Class		$10.00
Competitive Speech Class		$25.00/Semester

Agriculture and Industrial Technology Classes		
Ag Ed Labs	Supplies	$20.00/Semester
Crop & Food Science	Supplies and materials	$15.00/Semester
Horticulture/Plant Science	Seed and materials	$15.00/Semester
Metal Fabrication	Metal and materials	$25.00/Semester
Welding	Metal and materials	$30.00/Semester
Industrial Tech Labs	Wood and other materials	$30.00/Semester
Introduction to Construction	OSHA Fee and materials	$45.00/Semester
Construction Projects	Wood and materials	$30.00/Semester but may vary based on individual projects up to $120.00
Classroom supplies	General supplies, such as writing instruments (pens, pencils, crayons, markers), notebooks, etc.	Basic supplies are provided by the student's family
Advanced Math or Science Classes	Specialized calculators	Some calculators will be available at school. If lost or damaged, a replacement fee will be assessed at a rate paid by the school. Students are encouraged but not required to purchase such equipment for their personal use.
College Now	Tuition and fees for college courses taken for credit	Any postsecondary education costs are to be paid directly by students to the college.
Dual Credit-Secondary Education Classes taught by Raymond Central Staff	No fee when class is taught by our instructor	Payments will be made prior to the start of the course to the COLLEGE/UNIVERSITY
End of year lost or damaged books	Damage fee or replacement cost	Lost books or ruined books are charged replacement cost.
Yearbooks - Optional	School Book	Yearbooks are published and made available for purchase every year. Cost is generally $60.00.
College entrance tests and preparation	Prep programs & tests ACT is FREE for Juniors	Costs of college entrance tests or prep courses, PSAT test, and other scholastic tests, are optional and are to be paid directly to the private companies involved.
Summer school courses	Credit Recovery	No Charge for summer school classes deemed as credit recovery
Locker usage	Use of school locker	Students will be responsible for replacement or repair cost to damaged locker
Extracurricular & Athletic Programs	**General Description of Fee or Material**	**Dollar Amount of Fee (Anticipated or Maximum) or Specific Material Required**
Activity Fee for participants grades 7-12	Participation fee will also cover admission to events	$40.00/annually for anyone participating in the following activities: Baseball, Softball, JH&SH Basketball, JH&SH Cross Country, JH&SH Football, JH&SH Track, JH&SH Volleyball, JH&SH Wrestling, Soccer, Cheerleading, Dance Team, JH&SH Speech & Debate, Competitive Drama (One Act)
Athletic Physicals	NSAA required athletic physicals	Cost varies; payable directly to the student's physician or clinic.

Equipment and attire	Students are responsible for required equipment and attire appropriate to the sport or activity which are not provided by the school, and are responsible for any optional clothing, equipment, or other items associated with the sport or activity. Uniform items are checked out to students. If lost or damaged, students will be assessed fees in the amount of replacement cost. Basketball Football Speech Golf Track Volleyball Wrestling Baseball Cheer/Dance	Required items include athletic undergarments, practice attire, including shorts, shirts, socks and shoes suitable for the activity, and dress attire suitable for team travel. Optional items for which students are responsible include: personal athletic bags, hair ties, sweat bands, non- required gloves, towels, forearm pads and personal medical devices (braces, orthopedic inserts, etc.). Additional required items for particular sports or activities include: No additional No Additional Dress attire; copies of research Golf bag & clubs No additional Kneepads Headgear Hat & glove Shoes, approved uniforms (top & skirt; jacket), poms and other accessories up to $1200.00
Camps and clinics Travel meals Locker use Travel meals Locker use	Registration and other costs of camps/clinics. Equipment and attire. Meals Padlock for locker	Students are responsible for the cost of all clinics, camps and conditioning programs. Any personal items purchased at camps or clinics, such as t-shirts, shall be at the student's expense.
Marching Band and Musical Groups (optional)	Band Repair/Rental	$50.00 Students will be responsible for supplying their own musical instruments and accessories and for their own uniforms. Uniforms for the marching band will be supplied by the school.
Choir Class	Choir Robes Provided by School	$12.00
Clubs/Organizations All organizations FFA FBLA Spanish Club SkillsUSA	State & National dues, meals and activities. Clothing/camps	Annual dues not to exceed $50.00 per club. $25.00 $25.00 $15.00 $25.00
Dance Squad	Admission to events	We do not charge the dance line to get into activities
Social & Recognition Activities	Admission to prom, homecoming, etc.	Cost to be determined
Class dues		The senior class has dues not to exceed $50. All others have the authority to assess dues should they choose to do so.
Picture packets	Optional - Pictures are still taken for use in school yearbook.	Students purchase packets as desired and pay directly to photo company.
* Cooperative Programs		Fees are established by the host school and paid to the host school.

Article 7 – Drugs, Alcohol, and Tobacco

Section 1 DRUG-FREE SCHOOLS

The District is a safe and drug-free school zone. Any use, possession, distribution, manufacture, sale, consumption, or ingestion of illicit drugs or tobacco products on school grounds, at a school activity, or in a school vehicle is strictly prohibited.

Section 2 EDUCATION AND PREVENTION

The District promotes comprehensive, age appropriate, developmentally based drug and alcohol education and prevention programs. The curriculum includes the teaching of both proper and incorrect use of drugs and alcohol for all students in all grades.

Drug and Alcohol Education and Prevention Program of the District Pursuant to the Safe and Drug-Free Schools and Communities Laws and Regulations. All students will be provided with an age appropriate, developmentally based drug and alcohol education and prevention program. The program educates on the adverse effects of the use of illicit drugs and alcohol, with the primary objective being the prevention of illicit drug and alcohol use by students.

Drug and Alcohol Counseling, Rehabilitation and Re-entry Programs. Information concerning available drug and alcohol counseling, rehabilitation, and re-entry programs is available to all of the students upon request of the Counselor.

Safe and Drug-Free Schools—Parental Notice. Pursuant to the provisions of federal law, if, upon receipt of information regarding the content of safe and drug free school programs and activities other than classroom instruction, a parent objects to the participation of their child in such programs and activities, then the parent may notify the District of such objection in writing. Upon receipt of such notice, the student will be withdrawn from the program or activity to which parental objection has been made.

Section 3 STANDARDS OF STUDENT CONDUCT PERTAINING TO DRUGS, ALCOHOL AND TOBACCO

The District prohibits the possession, use, or distribution of illicit drugs (including electronic nicotine delivery systems) and alcohol on school premises, in school vehicles, or as a part of any of the school's activities on or off school premises. The conduct prohibited includes, but not be limited to, the following:

1. Possession, use, distribution or being under the influence of any controlled substance, including but not limited to marijuana, any narcotic drug, any hallucinogen, any stimulant, or any depressant.
2. Possession of any prescription drug in an unlawful fashion.
3. Possession, use, distribution or being under the influence of alcohol.
4. Possession, use, distribution, or being under the influence of any abusable glue or aerosol paint or any other chemical substance for inhalation, including but not limited to lighter fluid, whiteout, and reproduction fluid, when such activity constitutes a substantial interference with school purposes.
5. Possession, use, or distribution of any look-alike drug or look-alike controlled substance when such activity constitutes a substantial interference with school purposes.
6. Possession, use or distribution of any tobacco product.

Disciplinary Sanctions

Violation of any of the above prohibited conduct will result in student discipline, up to and including expulsion and referral to appropriate authorities for criminal prosecution. In particular, students should be aware that:

1. Violation of these standards may result in suspension or expulsion.
2. Prohibited substances will be confiscated and unlawful substances will be turned over to law enforcement authorities.
3. The student may be referred for counseling or treatment.
4. Parents or legal guardians will be notified.
5. Law enforcement will be notified.
6. If it appears there is imminent danger to the student, other students, school personnel, or students involved, emergency medical services will be contacted.
7. Possession, use, or distribution of alcohol, drugs, look-alike drugs, look-alike alcoholic beverages, behavior-affecting substances, and/or drug paraphernalia will typically result in:
    - 1st Offense is a minimum 5-10 day out of school suspension and 2nd offense is a minimum of 10 day out of school suspension.
8. Possession or use of tobacco, tobacco products, electronic smoking devices with nicotine oil, or look-alike tobacco products, in any form (including smokeless tobacco products) by students is will typically result in:
    - 1st offense is a minimum 3 day out of school suspension and 2nd and additional offenses is a minimum of 10 day out of school suspension.

Article 8 - Student Rights, Conduct, Rules and Regulations

Section 1 PURPOSE OF STUDENT CONDUCT RULES

These student conduct rules are established to maintain a school atmosphere which is conducive to learning, to aid student development, to further school purposes, and to prevent interference with the educational process. Violations of these student conduct rules will result in disciplinary action.

Section 2 FORMS OF SCHOOL DISCIPLINE

Students who violate the student conduct rules may be subject to the following forms of discipline:

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 (5) 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.

2. Long-Term Suspension: A long-term suspension means an exclusion from school and any school functions for a period of more than five (5) school days but less than twenty (20) 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. Pursuant to the Nebraska Student Discipline Act, 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 (10) 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 (10) 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. Suspension 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 to complete classwork and homework. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal, or another school representative assigned by the Principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.
   e. Suspension of Enforcement of an Expulsion: Enforcement of an expulsion action may be suspended (i.e., "stayed") if the Superintendent approves the suspension of an expulsion. As a condition of such suspended action, the student and parents will be required to sign a discipline agreement.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 (1) of the six (6) regional accrediting bodies in the United States.

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.

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.

6. 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. If the behavior causes property loss and damage, is a health and safety issue, has no legitimate educational purpose, or is a disruption to the educational process, it is typically not allowed.

7. 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 interfere with the educational process otherwise seriously. 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.
    a. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
    b. 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.
    c. 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.
    d. 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.
    e. 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.
    f. 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.
    g. 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.
    h. Public indecency or sexual conduct.

i. 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.
j. 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.
k. 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.
l. A repeated violation of any rules established by the school district or school officials if such violations constitute a substantial interference with school purposes.
m. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
n. 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 (including skin color, hair texture and protective hairstyles), gender, disability, national origin, or religion.
o. 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.
p. Willfully violating behavioral expectations for riding school buses or vehicles.

In addition to the foregoing, 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 known and intentional possession, use, or transmission of a dangerous weapon other than a firearm. 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 to 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.

Further, a student will be expelled for one (1) calendar year if the student knowingly and intentionally possesses, uses, or transmits 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. The term "firearm" means a firearm as defined in 18 U.S.C. 921, as that statute existed on January 1, 1995. The only exception to this rule is if the student obtains prior written permission to bring the firearm on school grounds by the Superintendent for a school-related purpose.

8. Additional Student Conduct Expectations and Grounds for Discipline: The following additional student conduct expectations are established. Failure to comply with such rules may be grounds for disciplinary action, up to and including an expulsion.
   a. 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. The following is a non-exhaustive list of examples of attire that are not appropriate at school:
      i. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.
      ii. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage "horseplay" or that would damage property (e.g. cleats).
      iii. Inappropriate headwear including hats, caps, and bandannas which exhibit nudity, make sexual references, or carry lewd, indecent, or vulgar double meanings or those in violation of RED/GREEN zone protocol

iv. Clothing or jewelry which exhibits nudity, makes sexual references, or carries lewd, indecent, or vulgar double meaning.

v. Clothing or jewelry that is gang related.

vi. Any other clothing that the administration deems inappropriate for the school setting.

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.

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

b. Academic Integrity:

i. 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 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.

ii. 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.

vi. 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 the 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.
4. "Artificial Intelligence Misuse" means utilizing sources other than reasonable investigative academic searches to enhance or complete academic work in lieu of demonstrating their own learning, understanding, effort, or proficiency. The result is plagiarized or fabricated work that does not demonstrate individual student content mastery or understanding of the intended content outcomes.
   a. Academic Integrity: Students may use AI to complete academic tasks dishonestly
   b. Misinformation or False Information: AI models can create false or incomplete information leading to limited understanding of intended outcomes
   c. Over Reliance: Students can become overly reliant on AI leading to lowered academic standards

c. Sanctions:
   i. 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 standard, the instructor will assign a grade which the instructor determines to be appropriate for the work.
   ii. 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.
   iii. 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.

9. Inappropriate Public Displays of Affection (IPDA): Students are not to engage in inappropriate public displays of affection on school property or at school activities. Such conduct includes kissing, touching, fondling or other displays of affection that would be reasonably considered to be embarrassing or a distraction to others. Students will face the following consequences for IPDA:
   a. 1st Offense: Student will be directed to stop.
   b. 2nd Offense: Student will be directed to stop, and parents will be notified.
   c. 3rd Offense: Student will be suspended from school for a minimum of one (1) day, and parents and student will need to meet with the administration to address the ongoing conduct.

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

10. Law Violations: 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.

11. Anti-Bullying: One of the missions of the District is to provide safe and secure environments for all students and staff. Students who are the victim of bullying or harassment or who observe such occurring are to promptly report the problem to their teacher or to the Principal so the problem can be addressed. Students who make reports of bullying activity will not be retaliated against for making the report. The school's anti-bullying is available for review on the District's website.

12. Network, E-Mail, Internet, and Other Computer Use Rules:
    a. General Rules:
        i. The network is provided to staff and students to conduct research and communicate with others. Access to network services is given to staff and students who have agreed to act in a responsible manner. Access for all staff and students is a privilege and not a right.
        ii. Individual users of the district network are responsible for their behavior, actions, problems, and communications involving and over the network. Users will comply with district rules and will honor the agreements they have signed. Beyond clarification of such rules, the district is not responsible for restricting, monitoring, editing, or controlling the information, equipment or communications of individuals utilizing the network or the end product or result of such utilization.
        iii. Network storage areas shall be treated like school lockers for students. Network administrators may review files, information, equipment, messages and communications of staff and students to maintain system integrity and ensure that users are using the network system responsibly. Users should not expect that files or any information stored or otherwise used or retained on the network, district servers, or in computers, will be private. No reasonable expectation of privacy shall exist in relation to network use.
        iv. Users should not expect, and the district does not warrant, any information or products obtained from the network, that files or information stored, obtained, or used on the network will be private, and use of the network waives and relinquishes all such privacy rights, interests or claims to confidentiality the user may have under state or federal law.
        v. The district will not be liable for, and does not warrant in any way, purchases made by any user over the network. Users shall not make purchases of goods and/or services via the district's networkRules for Acceptable Use of Computers and the Network: The following rules for acceptable use of computers and the network, including Internet, shall apply to all students:
        vi. Students shall not erase, remake, or make unusable anyone else's computer, information, files, or programs.
        vii. Students shall not let other people use their name, account, log-on password, or files for any reason (except for authorized staff members).
        viii. Students shall not use or try to discover another user's account or password.
        ix. Students shall not use the computer for unlawful purposes, such as illegal copying or installation of unauthorized software.
        x. Students shall not copy, change, or transfer any software or documentation provided by teachers, or other students without permission from the network administrators.
        xi. Students shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code, software or information designed to self-replicate, damage, or otherwise hinder the performance of the network or any computer's memory, file system, or software.
        xii. Students shall not use the computer to annoy or harass others with language, images, or threats. Users shall not access, accept, create, or send any obscene, vulgar, lewd, tasteless, or objectionable messages, information, language, or images.
        xiii. Students shall not damage the network or equipment, damage information belonging to others, misuse network resources, or allow others to misuse network resources.

Student Conduct Rules - Behavior and Discipline Grid

Behavior	Definition
Abusive Language/ Gross Disrespect	Language that is violent or grossly disrespectful in nature that is directed at another student or adult (i.e. derogatory name directed at another person, cussing at a teacher in a hurtful or violent way)
Alcohol - Possession or Use	Student is in possession of or under the influence on school grounds or at school events.
Assigned Place	Student is not where he/she is supposed to be as documented by a pass from the teacher.
Bomb Threat	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosions.
Bullying Behaviors	Student delivers disrespectful messages (verbal or gestural) to another person that includes taunting, teasing, Intimidation, or written notes, Disrespectful messages include negative comments based on race, religion, gender, age and/or national origin. (i.e. hurting or intimidating verbally, taunting, flipping the bird, threatening to beat up).
Cell Phone / Electronic Device Violation	In possession of or use of a cell phone or unauthorized electronic device during class.
Defiance / Insubordination	Repeated refusal to cooperate or exhibit behaviors that contradict teacher's request. Examples: excessive arguing, ignoring adult, refusal to follow directions, rude interactions, talking back.
Disability Harassment	The targeting of an individual because of their disability through verbal language, written language, or actions.
Disrespect	Behavior exhibited toward students or staff that are rude and excessive in nature.
Disruption	Behavior causing an Interruption in a class or activity, (i.e. sustained loud talk, yelling, screaming, horseplay or roughhousing, and/or sustained out-of-seat behavior)
Dress Code	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.
Drugs (Possession or Under The Influence)	Be under the influence, possess, transport illegal drugs, over the counter drugs, prescription drugs, controlled substances, drug paraphernalia, chemicals, precursor chemicals, cereal malt beverages, and alcohol at school, on or in, or while utilizing school property, or at school sponsored activities, programs, or events
Drugs (Intent to Distribute or Manufacture)	Possession or manufacturing of drugs on school property, or at school sponsored activities, programs, or events, with the intent to distribute.
Explosive Device/ Combustible	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (i.e. matches, lighters, firecrackers, gasoline, lighter fluid).
False Fire Alarm / 911 Call	A call to the fire department or police station that was a prank.
Fighting	A fight is any exchange of physical aggression such as hitting, kicking, biting, by two or more students. All students involved in a fight will receive consequences or suspension depending on the severity.
Horseplay / Inappropriate Physical Conflict	Student delivers inappropriate physical contact toward another student without the intent to harm, horseplay.
Inappropriate Use of Technology	Student misuses school computers or other forms of technology. (i.e. unapproved Internet sites, use of another student's password/files, emailing, retrieving other's Information, downloading materials, chatting, instant messaging)

Instigating a Fight	Behavior that starts situations with other students (i.e. behavior the provokes students into fighting).
Physical Aggression	Behavior causing or threatening physical harm towards others.
Plagiarism / Academic Dishonesty	Cheating defined as copying another's work and claiming it as your own and plagiarism defined as the use of another's original ideas or writing without giving credit to the author. Materials taken from electronic sources as well as unapproved AI works are covered as well. Providing work for another student to copy or claim as his/her own. Sending or receiving another student's work via social media, email, text message or any other electronic means shall also be considered academic dishonesty.
Possession of Lewd or Inappropriate Material	Student is in possession of or has passed on materials that are lewd or inappropriate in nature or can be reasonably predicted to cause a disruption in the school environment. (i.e. inappropriate pictures on phone)
Profanity	Any language that is abusive in nature (i.e. cuss words) that are not directed at a particular individual
Public Displays of Affection	The school is not the place for students to openly display their affection for each other. Inappropriate physical contact is not allowed.
Racial Harassment	The targeting of an individual because of their race or ethnicity through verbal language, written language, or actions.
Sexual Harassment (Physical, Printed, Or Verbal)	Student inappropriately touches another person with intent to sexually harass. (i.e. pelvic thrust, touching or grabbing under the clothes, sexual or any unwanted or inappropriate touching). Student delivers disrespectful sexual messages (verbal, written or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes,
Sexually Inappropriate Behavior	Sexually suggestive actions, behavior that offends
Singular Assault	A single assault is when a student carries out physical/verbal aggression, but the other child does not reciprocate. The aggressive student will receive consequences or suspension depending on the severity.
Skipping Class / Leaving Without Permission	Student leaves class/school without permission or stays out of class/school without permission. Student is not in his/her assigned area.
Theft	The action or crime of stealing
Threat	Any verbal warning or challenge given to another person.
Tobacco (Possession or Use) To include: Vaping, Cigarettes, and Chewing Tobacco	Student is in possession of or using tobacco or a tobacco delivery device.
Unexcused Absence	School has not been notified regarding the reason for absence. Absence doesn't fall under approved rationale.
Vandalism	Student deliberately impairs the usefulness of property. Students participate in an activity that results in substantial destruction or disfigurement of property. Students deface school property leaving a permanent marking (i.e. band instruments, art supplies, athletic equipment, computers, writing on property that is not theirs
Weapons	Students are in possession of knives or guns (real or look-alike) or other objects readily capable of causing bodily harm.

Consequence Matrix

Behavior	1st Offense	2nd Offense	3rd Offense	4th Offense	5th Offense
Abusive Language/ Gross Disrespect	Step 4-5	Step 4-5	Step 5	Step 5	Step 6
Alcohol (Possession or Use)	Step 4-5	Step 5	Step 5-6	Step 6	Step 6
Assigned Place	Step 1-2	Step 2-3	Step 3-4	Step 4	Step 4-5
Violent Threat Against the School (i.e. Bomb Threats, Shooting, Destruction Threats)	Step 5-7	Step 6-7	Step 7		
Bullying	Step 1-3	Step 2-5	Step 3-5	Step 4-5	Step 5
Cell Phone / Electronic Device Violation	Step 1	Step 2	Step 2-3	Step 4	Step 5
Defiance / Insubordination	Step 1-4	Step 2-5	Step 4-5	Step 5	Step 5
Disability Harassment	Step 4-5	Step 4-5	Step 5	Step 6	Step 7
Disrespect	Step 1-3	Step 2-4	Step 4-5	Step 4-5	Step 5
Disruption	Step 1-3	Step 2-3	Step 3-4	Step 4-5	Step 4-6
Dress Code	Step 1 and Change	Step 1-2 and Change	Step 2 and Change	Step 4 and Change	Step 4 and Change
Drugs (Possession or Use)	Step 5	Step 5-6	Step 5-6	Step 6	Step 6
Drugs (Intent to Distribute)	Step 5-7	Step 6-7	Step 7		
Explosive Device / Combustible	Step 4-6	Step 4-6	Step 6	Step 7	
False Alarm / 911	Step 4-5	Step 5-6	Step 6-7	Step 7	
Fighting	Step 5	Step 5-6	Step 5-7	Step 6	Step 7
Horseplay / (Inappropriate Physical Contact)	Step 1-4	Step 2-4	Step 4-5	Step 5	Step 5-6
Inappropriate Use of Technology	Step 1-2	Step 1-3	Step 3-4	Step 4	Step 5
Instigating a Fight	Step 2	Step 3-4	Step 4	Step 4-5	Step 5
Physical Aggression	Step 4-5	Step 4-5	Step 5	Step 5-6	Step 6
Plagiarism / Academic Dishonesty	Step 1-3	Step 2-3	Step 3	Step 4	Step 4-5
Possession of Inappropriate Materials	Step 1-4	Step 3-4	Step 4-5	Step 5	Step 5-6
Profanity	Step 1-4	Step 2-4	Step 4	Step 4-5	Step 5
Public Displays of Affection	Step 1-5	Step 1-5	Step 3-5	Step 4-5	Step 5
Racial Harassment	Step 4-5	Step 5	Step 5-6	Step 6	Step 7
Sexual Harassment	Step 4-5	Step 5	Step 5-6	Step 6	Step 7

Sexually Inappropriate Behavior	Step 1-5	Step 2-5	Step 4-5	Step 5	Step 6
Singular Assault	Step 5	Step 5-6	Step 5-6	Step 6-7	Step 7
Skipping Class / Leaving W/O Permission	Step 1-2	Step 2-3	Step 3	Step 4	Step4
Tardies (Reset at Quarter)	Step 2	Step 2	Step 2	Step 2	Step 2
Theft	Step 3-4	Step 4	Step 4-5	Step 5	Step 6
Threat	Step 2-5	Step 3-5	Step 4-5	Step 5	Step 6-7
Tobacco	Step 4	Step 4-5	Step 5	Step 5	Step 5
Unexcused Absence	Step 1	Step 2	Step 2	Step 3	Step 4
Vandalism	Step 2-4	Step 4-5	Step 4-5	Step 5	Step 6
Weapon	Step 5-7				

Office Referral- Serious infractions will be dealt with administrative action

Step 1- Conference

A formal conference is held between the student and one or more school officials. During the conference, the student must agree to correct his/her behavior.

Step 2- Detention/Loss of Privileges

If the problem or behavior persists a student may be assigned a lunch detention or time before/after school. Parents will be notified.

Step 3- Class Suspension

Student may be removed from one or more classrooms or multiple periods that they are having problems in. Parents be notified.

Step 4- In School Suspension

The student is removed from class but remains in school. Parents will be notified.

Step 5- Out of School Suspension (Short Term)

The student is removed from school up to five (5) school days. A parent or guardian will be notified and asked to come to school to pick the student up from school, During this time a student is not allowed to be on school grounds or participate in extracurricular activities.

Step 6- Out of School Suspension (Long Term)

The Student is removed from the school setting for more than five (5) school days but less than twenty (20) school days. During this time the student is not allowed to be on school grounds or participate in extracurricular activities.

Step 7- Expulsion from school

The student will be expelled 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 within ten (10) days prior to end of the semester.

Article 9 - Extra-Curricular Activities - Rights, Conduct, Rules and Regulations

Section 1 EXTRA-CURRICULAR PROGRAMS

Extra-curricular programs enrich the curriculum of the school by making available a wide variety of activities in which a student can participate. The Raymond Central Public Schools will adhere to the rules and regulations set forth in Title IX guidelines on sex discrimination as well as other pertinent rules and regulations.

Section 2 EXTRA-CURRICULAR ACTIVITY PHILOSOPHY

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

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

Section 3 CO-CURRICULAR CLUBS AND ACTIVITIES

The following are co-curricular activities currently available to Raymond Central students:

*Basketball-Girls/Boys (JH/SH)	*Wrestling Girls/Boys (JH/SH)	*Music-Band/Choir (JH/SH)
*Baseball (SH), NFL (SH)	*Cheerleading (SH)	FBLA (SH)
*Cross Country (JH/SH)	Dance Team (SH)	*Speech (JH/SH)
*Football (JH/SH)	*Soccer-Girls/Boys Coop (SH)	Yearbook (SH)
*Softball (SH)	SkillsUSA (JH/SH)	*Drama/One Act Play (SH)
*Volleyball (JH/SH)	FFA (JH/SH)	*Spring Musical
*Track (JH/SH)		

*NSAA Sanctioned

Organizations may also be deleted from the co-curricular based upon there being sufficient interest among the students, having competent staff to sponsor the organization, the purpose and objectives of the organization blending with overall school philosophy, potential to negatively impact existing programs, and ability to comply with Title IX.

Any organizations to be added to our offerings would need to be reviewed by the administration applying the same guidelines.

Section 4 ACADEMIC ELIGIBILITY

Participation in extracurricular school activities is encouraged and desirable for all students. At the same time, the primary mission and responsibility for each student is to establish a firm academic foundation. All students involved in activities will be held to a high standard academically in order to be able to participate in competitions/performances. In addition to the NSAA guidelines applied to all eligible NSAA activities, Raymond Central Public Schools has additional participation guidelines. Student grades will be obtained every Monday at noon and will be maintained on a weekly basis. Students with failing grades as described below will not be allowed to participate in performance/competitions but are required to continue to attend practices. These academic guidelines will apply to internal activities as well such as school dances.

1. Any student with a failing grade in more than one class will be placed on academic probation. That probation will last for one full week giving the student the opportunity to improve their grades. If the student still has failing grades in more than one class on the following Monday's grade report, that student is ineligible for the entire week, regardless of if grades are increased during the ineligible week.
2. However, if a student is failing any single class for three consecutive grade reports, they will become ineligible.
3. Students will be removed from the ineligible list once they have one F or fewer (as long as they haven't been failing for three consecutive weeks) on the Monday grade report.
4. Resource students or Sec. 504 students who are not receiving a passing mark should only be placed on the ineligible list after consultation with the resource teacher and/or case manager. Referral must be made to the resource teacher.

The Activities Director and the Principal, with the coaching staff, shall reserve the right to withhold any student from participation in practices and competitions should the classroom work indicate at any time that they are not working up to their ability.

Section 5 GENERAL GUIDELINES

ATTENDANCE: Participants are expected to attend school regularly and show evidence of sincere effort towards scholastic achievement. Participants are expected to be on time for all scheduled practices, contests, and departure for contests. In the event a participant is unable to attend a practice or contest, they should contact their sponsor in advance.

A team member is not allowed to practice or compete on a day he/she is unable to be in school because of illness, or unexcused absence, unless participation is approved by the Athletic Director and/or Principal. Students are to be in school for the last half of the day prior to practice or competition unless they have prior permission for a doctor's appointments, etc. A parent may contact the Principal prior to 8:30 am for the student to be excused because of an unexpected and uncontrollable situation, which will keep the student out of school all, or part of the school day.

All athletes are to be in school at the start of the next school day following an athletic event in which they participated unless they have administrative approval beforehand. Oversleeping will not be tolerated.

Students may not participate in a contest or a scheduled activity if they have been truant from school. All detention time assigned by the office because of truancy needs to be made up prior to a practice or an event.

SAFETY ITEMS: To ensure safety, participants are required to become fully familiar with the dangers and safety measures established for the activity in which they participate, to adhere to all safety instructions and to exercise common sense.

1. Concussion: In compliance with concussion law LB260, athletes presenting signs, or symptoms of a concussion will be a) removed from competition, b) may not return to participation until evaluated by an appropriate licensed health care professional, and c) must provide written and signed clearance from both the parents and licensed health care professional in order to return to play. Return to Learn protocol will be utilized for students who have sustained a concussion and return to school.
2. Injury Risk: Participation in any intramural or athletic activity may involve risk of injury. Even with appropriate coaching, appropriate safety instruction, appropriate protective equipment and strict observance of the rules, injuries are still a possibility. The severity of injury can range from minor cuts, bruises, sprains and muscle strains to more serious infuriates to the body's bones, joints, ligaments, tendons, or muscles, to catastrophic injuries to the head, neck and spinal cord.

PRACTICE AND INCLEMENT WEATHER: There will be no **mandatory** practice sessions held on days when school has been called off because of inclement weather. If a practice is held, the coach should encourage the student to call the parent for permission to stay/not stay for the practice.

ACTIVITY INSURANCE: It is required that all students who participate in athletics be covered by insurance. (Not all co-curricular activities require insurance.) When parent/guardian insurance covers the student adequately, that coverage is acceptable. (Check with your agent or check your policy to be certain your students are covered.)

Any student wanting insurance may purchase a supplemental policy. Information may be requested from the office.

ACTIVITY PASSES: Students may buy activity passes at the Principal's office. The cost is $40.00 dollars and entitles that student to attend any activities sponsored by the school district. Students who are on free or reduced lunch may apply for a fee waiver and receive a free activity pass. Adult passes are available for $65.00 and family passes for $175.00. There will be a replacement charge of $5.00 for lost or damaged activity passes.

APPEARANCE: Participants will dress appropriately for the activity in which they are involved and will at all times maintain a neat, clean and, well-groomed appearance.

CITIZENSHIP: Participants are expected to model good citizenship at all times by conducting themselves in a manner that reflects positively upon themselves, the school, and the central community. (Behavior representative of a good citizen shall generally mean, the following definition: "One who gives special emphasis to common honesty, morality, obedience to law, respect for the Constitution of the United States, respect for the Constitution of the State of Nebraska, and respect for parent (s), school home and other lessons of a steadying influence which tend to promote and develop an upright and desirable citizenry.")

PHYSICAL AND PARENT PERMISSION: Raymond Central students who wish to participate in any athletic activity (dance team and cheerleading are included) are required to obtain a physical before practicing or playing in that activity.

Included on the physical form, is a place for a parent(s)/guardian signature granting permission for the student to participate in the activity. The parent signature is required. NOTE: Only one form per year per participant needs to be completed. Physicals must be dated after May 1 in order to be in compliance with state law before a student may participate in a school activity. This requirement also applies to the 7th grade required physicals.
If an athlete is under medical advice not to participate he/she will not be allowed to do so. Medical advice takes precedence over parent/guardian/coach opinion. Upon returning to practice he/she must have written a doctor's report to that nature.

Each student must have a parental permit slip signed prior to competing in practice or competition.

TRAVEL TO AND FROM CONTESTS: Team members travel to and from out-of-town events and contests as a unit on school provided transportation. If there is a particular reason why a student should be released to travel with their parent/guardian (emergency, hardship, unavoidable schedule conflict, etc.) then the parent/guardian should speak to the coach/sponsor in charge and provide them with a written request. Students will not be released to anyone other than their parent/guardian without prior approval by the administration. On the spot emergency situations may be handled by the coaching staff as they occur.

CUT POLICY: Raymond Central Athletic Department has a **no cut** policy in all sports. **No student will be cut or dropped from a team** because of lack of ability.

EQUIPMENT/UNIFORMS: All co-curricular participants will be charged for equipment and uniforms which were checked out to them but not returned because they were lost, stolen, damaged, etc. This will be decided by the coach, athletic director and or principal.

REENTRY AT AN ACTIVITY (Includes Dances and Social Events): Students attending a school activity may not leave and re-enter the activity. School activity will include but not be limited to, athletic events, dances, concerts, etc. This includes school dances and all athletic events except when the athletic contest is being held in multiple sites on the same date. Length of dances will always be established well in advance. If early departure from a school activity occurs, the student is expected to leave school property immediately.

ACTIVITY CALENDAR: Schedules of co-curricular activities are posted on www.rcentral.org or on https://www.gobound.com/ne/schools/raymondcentral/news

SPORTSMANSHIP, ETHICS AND INTEGRITY: The Raymond Central Board of Education recognizes the value of co-curricular activities in the educational process and the values that young people develop through the opportunity to participate in an organized activity outside of the traditional classroom.

Participants and responsible adults involved in Board approved co-curricular activities are expected to demonstrate the same level of responsibility and behavior at practice and competitions as in the classroom. The Board further encourages the development and promotion of sportsmanship, ethics and integrity in all phases of the educational process and in all segments of the community, including administrators, participants, adult supervisors, parents, fans, spirit groups, and support/booster groups.

EXTRACURRICULAR ACTIVITY CODE OF CONDUCT:
Participation in extracurricular activities is a privilege. The privilege carries with it responsibilities to the school, team, student body, and the community. Participants not only represent themselves, but also their school and community in all their actions. Others judge our school on the student participants' conduct and attitudes, and how they contribute to our school spirit and community image. Consequently, participation is dependent upon adherence to this Code of Conduct and the school district's policies, procedures, and rules.

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

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

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

   The Code of Conduct also applies when a student participates or is scheduled to participate in an extracurricular activity that is held outside the school year or the NSAA season. For example, if an FBLA or FCCLA student plans to participate

in a conference in July and commits a Code of Conduct infraction in June, the student may be suspended from participating in the conference. Conduct during the summer months may also affect a student's participation under the team selection and playing time guidelines.

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

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

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, bullying, harassment, or similar conduct in a manner that constitutes a substantial interference with school or extracurricular activity purposes or making any communication that a reasonable person would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property, repeated damage or theft involving property or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including a school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect another person shall not constitute a violation.
5. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from a student or making a threat which causes or may be expected to cause a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon, or bringing or possessing any explosive device, including fireworks, on school grounds or at a school function or event, or in a manner that is unlawful or contrary to school activity rules.
7. Selling, using, possessing or dispensing alcohol, tobacco, narcotics, drugs, a 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. (Note: Refer to "Drug and Alcohol Violations" for further information).
8. Public indecency.
9. Sexual assault or attempting to sexually assault any person. Engaging in sexual conduct, even if consensual, on school grounds or at a school function or event.
10. Engaging in any activity forbidden by law which constitutes a danger to other students, interferes with school purposes or an extracurricular activity, or reflects a lack of high ideals.
11. Repeated violation of any of the school rules.
12. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
13. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to a school employee, school volunteer, or student. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion.
14. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school or of an extracurricular activity; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
15. Willfully violating the behavioral expectations for those students riding District buses or vehicles used for activity purposes.
16. Failure to report for the activity at the beginning of the season. Reporting for one activity may count as reporting on time if there is a change in activity within the season approved by the coach or the supervisor.
17. Failure to participate in regularly scheduled classes on the day of an extracurricular activity or event.
18. Failure to attend scheduled practices and meetings. If circumstances arise to prevent the participant's attendance, the validity of the reason will be determined by the coach or sponsor. Every reasonable effort should be made to notify the coach or sponsor prior to any missed practice or meeting.
19. All other reasonable rules or regulations adopted by the coach or sponsor of an extracurricular activity shall be followed, if participants shall be advised by the coach or sponsor of such rules and regulations by written handouts or posting on bulletin boards prior to the violation of the rule or regulation.

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

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

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

Consequences will be determined by coaches, sponsors and/or administration. Students may be suspended from practices or participation in interscholastic competition or participation in co-curricular activities for violations of the Code of Conduct.

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

DRUGS, ALCOHOL AND TOBACCO VIOLATION:

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

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

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

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

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

In these situations, a violation would not exist if the alcohol is in the control of a parent or guardian or other responsible adult (age 21 or older) such that students are not allowed to access the alcohol. A violation would also not exist if the student did not know or have a reasonable basis to know that alcohol would be present, and the student leaves the location where the alcohol is present as soon as the student could safely do so. (Students are expected to leave immediately, but are not to do so in a manner that would endanger them. For example, you are not to leave in a car being driven by a person who has been drinking just to get away from the alcohol party immediately when there is no other way to get home. Instead, you should call for a safe ride home and, while waiting, clearly distance yourself from the alcohol).

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

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

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

Drugs, Alcohol, Tobacco and Illegal Performance Enhancing Substances.
An activity participant who violates these rules shall be prohibited from participating in any extracurricular activity for the following minimum periods:

1. First Violation/Offense: 30 days. This may be reduced to 15 days with participation in a chemical dependency program.
2. Second Violation/Offense: 6 month.
3. Any Subsequent Violation/Offense: One calendar year
4. *Reduction for Self-Reporting: If the student has self-reported, the first violation shall be reduced to 15 days for the first violation. A commensurate reduction (approximately one-half, as determined by the administration) for a second or subsequent violation shall be given for self-reporting.
5. *Reduction for Participation in Chemical Dependency Program: If the student and parents agree to participate in a school-approved program for chemical dependency, the consequence will be reduced to only the next activity in which the student was to participate (including at least one contest) in the case of a first violation, and to a commensurate reduction (approximately 80%, as determined by the administration, for a second or subsequent violation). The program must be administered by a certified alcohol and drug abuse counselor and be approved by the school authorities. The student will need to successfully complete the approved chemical dependency program. Proof of successful completion of the program must be submitted in writing to the Activities Director. Failure to participate and successfully complete the approved chemical dependency program may cause the participating student to be suspended from extracurricular activities for one calendar year. All costs associated with the program are to be borne by the student/parent or guardian.
6. More Serious Violations: In the event of more serious drug or alcohol violations, such as students engaging in use of especially serious drug offenses (cocaine, meth, etc.) or procuring alcohol for minors, the consequence of the violation is not limited by the foregoing, and may be established in the good discretion of the administration.

(*Only one reduction can be utilized per violation/offense.)

When Suspensions Begin.

All suspensions begin with the next scheduled activity in which the student is a participant, after the determination by school officials of the sanction to be imposed; provided that the school officials shall have the discretion to establish a time period for the suspension that makes the suspension have a real consequence for the student. During a suspension, participants may be required or permitted to practice at the sole discretion of the coach or activity sponsor. Suspensions in the Spring will be carried over to the Fall when the suspension has not been fully served or when determined appropriate for the suspension to have a real consequence for the student.

Letters and Post-Season Honors.

A student who commits a Code of Conduct violation is:

1. Eligible to letter, provided the student meets the criteria of the coach or sponsor.
2. Not eligible to receive honors during the sport or activity in which they are participating at the time of the offense and/or in sports or activities in which they have been suspended due to a code violation. The coach/sponsor, with the Athletic Director's approval, may make an exception where the student has self-reported or otherwise demonstrated excellence in character allowing for such honors.

Self-Reporting.

A student who violates the Code of Conduct must self-report. The self-report must be made to: the principal, athletic director, or the head coach or sponsor of an activity in which the student participates. The student's parent or guardian may initiate the self-reporting process, but the student will be later required to give a written statement of the self-report. The self-report must be made earlier of: (1) before the end of the next school day after the conduct occurred and (2) before participation in an extracurricular or co-curricular activity.

In making a self-report, the student must identify the events that took place, what conduct the student engaged in, and any witnesses to the student's conduct, and will be required to put this information in a written statement. In the event the student has received a criminal citation, charge, or ticket, and proclaims innocence of a violation, the student will be required to self-report such offense and provide information as to why they should be found innocent, not as it relates to the criminal offense, but as it relates to the Code of Conduct.

All students are expected to be honest and forthright with school officials. In the event the coach or activity sponsor or any school administrator asks a student participant for information pertaining to compliance (or lack of compliance) by the student or other student participants with the Code of Conduct or eligibility conditions for participation in activities, the student is expected to fully, completely, and honestly provide the information. Students may be disciplined for a failure to be honest and forthright.

Determining a Violation Has Occurred.

A violation of the Code of Conduct will be determined to have occurred based on any of the following criteria:

1. When a student is cited by law enforcement and school officials have a reasonable basis for determining that grounds for the issuance of the citation exist.
2. When a student is convicted of a criminal offense. Conviction includes, without limitation, a plea of no contest and an adjudication of delinquency by the juvenile court.

3. When a student admits to violating one of the standards of the Code of Conduct.
4. When a student is accused by another person of violating one of the standards of the Code of Conduct and school officials determine that such information is reliable.
5. When school officials otherwise find sufficient evidence to support a determination that a violation has occurred.

Procedures for Extracurricular Discipline.
The following procedures are established for suspensions from participation in extracurricular activities:

1. Investigation. The school official(s) considering the suspension will conduct a reasonable investigation of the facts and circumstances and determine whether the suspension will help the student or other students, further school purposes, or prevent an interference with a school purpose.
2. Meeting. Prior to commencement of the suspension, the school official considering the suspension or their designee will provide the student an opportunity to give the student's side of the story. The meeting for this purpose may be held in person or via a telephone conference.
    a. The student will be given oral or written notice of what the student is accused of having done, an explanation of the evidence the school has, and the opportunity to explain the student's version. Detail is not required where the activity participant has made a self-report or otherwise admits the conduct. Names of informants may be kept confidential where determined to be appropriate.
    a. The suspension may be imposed prior to the meeting if the meeting can not reasonably be held before the suspension is to begin. In that case the meeting will occur as soon as reasonably practicable. The student is responsible for cooperating in the scheduling of the meeting.

Notice Letter.
Within two school days (two business days if school is not in session), or such additional time as is reasonably necessary following the suspension, the Athletic Director or the Athletic Director's designee will send a written statement to the student and the student's parents or guardian. The statement will describe the student's conduct violation and the discipline imposed. The student and parents or guardian will be informed of the opportunity to request a hearing.

Informal Hearing Before Superintendent.
The student or student's parent/guardian may request an informal hearing before the Superintendent. The Superintendent may designate the Athletic Director or another administrator not responsible for the suspension decision as the Superintendent's designee to conduct the hearing and make a decision.
1. A form to request such a hearing must be signed by the parent or guardian. A form will be provided with the notice letter or otherwise be made available by request from the Principal's office.
2. The request for a hearing must be received by the Superintendent's office within five days of receipt of the notice letter.
3. If a hearing is requested:
    a. The hearing will be held within ten calendar days of receipt of the request; subject to extension for good cause as determined by the Superintendent or the Superintendent's designee.
    b. The Superintendent or the Superintendent's designee will notify the participants of the time and place of the hearing a reasonable time in advance to allow preparation for the hearing.
    c. Upon conclusion of the hearing, a written decision will be rendered within five school days (ten calendar days if school is not in session). The written decision will be mailed or otherwise delivered to the participant, parents or guardian.
    d. A record of the hearing (copies of documents provided at the hearing and a tape recording or other recordation of the informal hearing) will be kept by the school if requested sufficiently in advance of the hearing by the parent/guardian.

No Stay of Penalty.
There will be no stay of the penalty imposed pending completion of the due process procedures

Opportunity for Informal Resolution.
These due process procedures do not prevent the student or parent/guardian from discussing and settling the matter with the appropriate school officials at any stage.

OPTIONAL - DRUG AND ALCOHOL TESTING

1. Need for Random Testing. The Board of Education is responsible for maintaining discipline, health and safety. The Board recognizes that student substance abuse presents a continuing challenge and a danger to the student population as a whole. The Board is committed to maintaining school sponsored activity programs in a safe, healthy and secure environment. The Board is further committed to being proactive in ensuring that students who participate in extracurricular activities represent the District in a positive manner.

2. Eligibility for Random Testing. Students who participate in school sponsored competitive extracurricular activities at the high school (Grades 9-12) level are eligible for random testing. School sponsored competitive extracurricular activities are activities which are sponsored or approved by the Board, but are not offered for credit towards graduation, and which

involve competition, comparison, or judging of the individuals or groups with other individuals or groups as part of selection or participation. School sponsored competitive extracurricular activities include, but are not limited to, athletic programs, cheerleading, dance team, band, Student Council, National Honor Society, academic teams, One-Act, choir, Quiz Bowl, FBLA, FFA, and Speech Team.

Any student participating in school sponsored competitive extracurricular activities during the school year must submit a completed Consent to Test Form on or before the first scheduled Fall contest date. The form must be signed by the student and the student's parent or guardian.

Failure to submit a completed Consent to Test Form will result in ineligibility for participation in school sponsored competitive extracurricular activities. If a student submits a form after the deadline, the student will be required to serve the equivalent of a 1st offense of a positive test. This will go into effect during the initial activity(s) that the student participates in and will NOT take the place of a 1st offense. If a student transfers into the district, that student will have ten (10) school days from his/her start date to submit the Consent to Test Form to the school.

If a student who submits his/her form after the deadline has a positive test result later in the year, that student will still serve a 1st offense consequence.

Students remain eligible for testing from the date the Consent to Test Form is turned in until a Drop Form is completed, or until the student graduates or is otherwise no longer enrolled in the District. A student for whom a Drop Form has been submitted shall be ineligible for participation in school sponsored competitive extracurricular activities for 12 months from the date the Drop Form is submitted. Students have a fourteen
(14) calendar day grace period for reconsideration of a Drop Form. Students' names will remain in the pool for the duration of the fourteen (14) calendar days.

Students who are not participants in a school sponsored competitive extracurricular activity may volunteer for participation in the testing program by submitting a completed Consent to Test Form.

3. Testing Procedure
   a. Random Testing
      A confidential testing schedule will be created by the Superintendent or designee, or an outside testing organization, to ensure that the testing of eligible students is conducted in a manner that is random and not predetermined. To maintain confidentiality and to maintain the integrity of the randomness of this program, the students eligible for testing will be identified by a unique personal identifier that does not make the student known to persons other than the school officials who are directly involved in the testing program. The Superintendent or designee shall coordinate the random testing schedule and procedures with the outside testing organization.

      No less than twenty percent (20%) of the pool of eligible students will be tested each school year. The Superintendent shall have the authority to determine the percentage to test, subject to the minimum 20% level, dependent on the nature and extent of the prevailing problem with drug usage in the school community from time to time. Testing will take place throughout the school year as determined by the Superintendent and outside testing organization.

   b. Collection.
      The District may contract with an outside testing organization to perform the random testing. The testing collection process will be conducted in a manner that protects student privacy, will also guard against tampered specimens and ensure an accurate chain of custody of the specimen. To the extent the testing involves the collection of urine, an adult monitor is to wait outside a closed restroom stall and listen for the normal sounds of urination. The Superintendent is authorized to develop and implement rules and procedures to maintain the integrity of the collection process, along with any rules or procedures requested or required by an outside testing organization.

   c. Testing.
      The outside testing organization shall handle, store, and test samples in accordance with industry standards and best practices for ensuring samples are tested accurately. Nonnegative results require confirmation testing from the lab for a lab confirmed positive. This result will then be sent on to the medical review officer for further analysis. The medical review officer is a licensed physician who has their MRO certification and can medically review the drug test result and if positive, determine if the student has a prescription for the substance and is taking it as prescribed or does not have a prescription and is abusing the drug. The testing organization shall provide sufficient information to the Superintendent upon reasonable request.

Confidentiality.
All activities related to the testing policy will be carried out in accordance with the requirements of the Family Educational Rights and Privacy Act (FERPA), the Protection of Pupil Rights Amendment (PPRA), the Health Insurance Portability and Accountability Act (HIPAA), and any other applicable confidentiality laws.

Test results will be shared only with staff who have a legitimate educational interest in having access to the information, on a "need to know" basis. Test results will not be turned over to any law enforcement authority in the absence of a court order, subpoena, or other legal process requiring such. An outside testing organization will only be permitted to communicate test results and procedures with those individuals designated by the Superintendent.

Test results will be kept in confidential files separate from the students' other records. The test results will be destroyed when no longer needed for individual student situations or for the overall testing program.

Consequences for Positive Tests.
Any of the following shall be considered to be a positive test result:

- A confirmed positive alcohol or drug test as determined by the outside testing organization;
- Refusal to participate in testing when selected, including the submission of a Drop Form upon being requested to be tested; and/or
- Tampering with the specimen collection process; and/or
- A student or parent admitting that the student tested positive, admitting to the student's recent consumption of a banned substance, or the student admitting that he/she would test positive due to recent consumption of a banned substance.

The following shall result from a positive test result:

- The student's parents or guardians will be contacted and a meeting will be held to discuss the positive test result, with the object of collaborating on a plan to assist the student in avoiding future substance abuse.
- The student's privilege of participating in extracurricular activities will be restricted as described elsewhere in board policy and/or student handbook.

The parents or guardians are responsible for the costs of the rehabilitation program, which includes the substance abuse counseling and follow-up testing described above.

Positive results will not lead to the imposition of any academic consequence or disciplinary action, other than the above described limitations on the privilege to participate in extracurricular activities.

Finality of Procedures.
In the event a student or the student's parents or guardians wish to challenge a positive test result, the student and parents or guardians may meet with the Activities Director to discuss the test and results. However, the results of the random test by the outside testing organization's tests will not be changed. The meeting with the Activities Director may involve ways to support the student moving forward.

Article 10 - State and Federal Programs

Section 1 NOTICE OF NONDISCRIMINATION

The School District does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in the admission, access to its facilities or programs or activities, treatment, or employment.

Section 2 DESIGNATION OF COORDINATOR(S)

Any person having concerns or needing information about the District's compliance with anti-discrimination laws or policies should contact the District's designated Coordinator for the applicable anti-discrimination law.

Law, Policy, or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment based on race (including skin color, hair texture and protective hairstyles), color, or national origin; harassment	Abby Horbach- Assistant Principal
Title IX	Discrimination or harassment based on sex; gender equity	Tony Kobza- Assistant Principal / Activities Director
Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA)	Discrimination, harassment, or reasonable accommodations of persons with disabilities	Troy Lurz- Principal
Homeless student laws	Children who are homeless	Superintendent
Safe and Drug Free Schools and Communities	Safe and drug free schools	Superintendent

The Coordinator may be contacted at: 1800 W Agnew Road, Raymond, NE 68428 - telephone number (402) 785-2615.

Section 3 Multicultural Philosophy

The philosophy of the District's multicultural education program is that students will have improved ability to function as productive members of society when provided with: (a) an understanding of diverse cultures and races, the manner in which the existence of diverse cultures and races have affected the history of our Nation and the world, and of the contributions made by diverse cultures and races (including but not be limited to African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans) and (b) with the ability and skills to be sensitive toward and to study, work and live successively with persons of diverse cultures and races. The mission shall also include preparing students to eliminate stereotypes and discrimination, or harassment of others based on ethnicity, religion, gender, socioeconomic status, age, or disability.

Section 4 NOTICE TO PARENTS OF RIGHTS AFFORDED BY SECTION 504 OF THE REHABILITATION ACT OF 1973

The following is a description of the rights granted to qualifying students with disabilities under Section 504 of the Rehabilitation Act. The intent of the law is to keep you fully informed concerning the decisions about your child and to inform you of your rights if you disagree with any of these decisions. You have the right to:

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of his/her disability.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation, or placement of your child.
4. Have your child receive a free appropriate public education.
5. Have your child receive services and be educated in facilities which are comparable to those provided to every student.
6. Have evaluation, educational and placement decisions made based on a variety of information sources and by persons who know the student and who are knowledgeable about the evaluation data and placement options.
7. Have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the district) at no greater cost to you than would be incurred if the student were placed in a program operated by the district.

8. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.
9. Examine all relevant records relating to decisions regarding your child's identification, evaluation, and placement.
10. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program, or placement. (You and your child may take part in the hearing. Hearing requests are to be made to the Superintendent.)
11. File a local grievance.

Section 5 NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the District receives a request for access.

   Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.

   Parents or eligible students may ask the School District to amend a record that they believe is inaccurate or misleading. They should write to the school principal, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks.

   A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

   Upon request, the District discloses education records without consent to officials of another School District in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, S.W.
   Washington, D.C. 20202-4605

Notice Concerning Directory Information
The District may disclose directory information. The types of personally identifiable information that the District has designated as directory information are as follows:

1. Student's Name, address, telephone listing, and the name, address, telephone listings (if not unlisted), e-mail address and work or other contact information of the student's parent/guardian or other adult acting in loco parentis or with authority to act as parent or guardian in educational matters for the student;
2. School and dates of attendance;
3. Student's current grade;
4. Student's enrollment status (e.g. full-time or part-time);
5. Student's date of birth and place of birth;
6. Student's extra-curricular participation;
7. Student's achievement awards or honors;
8. Student's weight and height if a member of an athletic team;
9. Student's photograph; and
10. School or school district the student attended before he or she enrolled in Raymond Central Public Schools.

Notwithstanding the foregoing, the District does not designate as directory information personally identifiable information from students' education records where the District determines that the disclosure to the potential recipient poses a risk to student safety or well-being, including but not limited to circumstances where the potential recipient is a registered sex offender and the personally identifiable information would permit the potential recipient to communicate with or otherwise contact the student.

A parent or eligible student has the right to refuse to let the District designate information about the student as directory information. The period of time within which a parent or eligible student has to notify the District in writing that he or she does not want information about the student designated as directory information is as follows: two (2) weeks from the time this information is first received. Please contact the Superintendent's office to indicate your refusal to have your child's information designated as directory information.

The District may disclose information about former students without meeting the conditions in this section.

The District's policy is for education records to be kept confidential except as permitted by the FERPA law, and the District does not approve any practice which involves an unauthorized disclosure of education records. In some courses student work may be displayed or made available to others. Also, some teachers may have persons other than the teacher or school staff, such as volunteers or fellow students, assist with the task of grading student work and returning graded work to students. The District does not either approve or disapprove such teaching practices and designates such student work as directory information and/or as non-education records. Each parent and eligible student shall be presumed to have accepted this designation in the absence of the parent or eligible student giving notification to the District in writing in the manner set forth above pertaining to the designation of directory information. Consent will be presumed to have been given in the absence of such a notification from the parent or eligible student.

Section 6 MILITARY RECRUITERS

The District will provide military recruiters with access to routine directory information of each high school student unless the student's parent or guardian requests in writing that their student's information not be shared with a military recruiter. Parents and guardians who do not want their student's information to be shared with a military recruiter must notify the high school principal in writing. If a parent or guardian does not notify the high school principal in writing, the District will provide a military recruiter with the student's routine directory information.

Section 7 COMBINED DISTRICT AND SCHOOL TITLE I PARENT AND FAMILY INVOLVEMENT

The written District parent and family engagement policy has been developed jointly with, updated periodically, and distributed to parents and family members of participating children and the local community in an understandable and uniform format. This policy agreed on by such parents is available for review on the District's website.

Section 8 STUDENT PRIVACY PROTECTION POLICY

Right of Parents to Inspect Surveys Funded or Administered by the United States Department of Education or Third Parties: Parents shall have the right to inspect, upon the parent's request, a survey created by and administered by either the United States Department of Education or a third party (a group or person other than the District) before the survey is administered or distributed by the school to the parent's child.

Protection of Student Privacy in Regard to Surveys of Matters Deemed to be Sensitive: The District will require, for any survey of students which contain one or more matters deemed to be sensitive (see section headed "Definition of Surveys of Matters Deemed to be Sensitive"), that suitable arrangements be made to protect student privacy (that is, the name or other identifying information about a particular student). For such surveys, the District will also follow the procedures set forth in the section entitled: "Notification of and Right to Opt-Out of Specific Events."

Right of Parents to Inspect Instructional Materials: Parents have the right to inspect, upon reasonable request, any instructional material used as part of the educational curriculum for their child. Reasonable requests for inspection of instructional materials shall be granted within a reasonable period of time after the request is received. Parents shall not have the right to access academic tests or academic assessments, as such are not within the meaning of the term "instructional materials" for purposes of this policy. The procedures for making and granting a request to inspect instructional materials are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal. The building principal, within five (5) school days, shall consult with the teacher or other educator responsible for the curriculum materials. In the event the request can be accommodated, the building principal shall make the materials available for inspection or review by the parent, at such reasonable time and place as will not interfere with the educator's intended use of the materials. In the event there is a question as to the nature of the curriculum materials requested or as to whether the materials are required to be provided, the building principal shall notify the parent of such concern and assist the parent with forming a request which can reasonably be accommodated. If the parent does not formulate such a request, and continues to desire certain curriculum materials, the parent shall be asked to make their request to the Superintendent.

Rights of Parents to be Notified of and to Opt-Out of Certain Physical Examinations or Screenings. The general policy and practice of the District is to not administer physical examinations or screenings of students which require advance notice or parental opt-out rights under the applicable federal laws, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law; and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act. For physical examinations or screenings which do not fit into the applicable exceptions, the District will follow the procedures set forth in the section entitled: "Notification of and Right to Opt-Out of Specific Events."

Protection of Student Privacy in Regard to Personal Information Collected from Students: The general policy and practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. The District will make reasonable arrangements to protect student privacy to the extent possible in the event of any such collection, disclosure, or use of personal information. "Personal information" for purposes of this policy means individually identifiable information about a student including: a student or parent's first and last name, home address, telephone number, and social security number. The term "personal information," for purposes of this policy, does not include information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions. This exception includes the following examples: (i) college or postsecondary education recruitment, or military recruitment; (ii) book clubs, magazines, and programs providing access to low-cost literary products; (iii) curriculum and instructional materials used by elementary schools and secondary schools; (iv) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about student, or to generate other statistically useful data for the purpose of securing such tests and assessments, and the subsequent analysis and public release of the aggregate date from such tests and assessments; (v) the sale by student of products or services to raise funds for school-related or education-related activities; (vi) student recognition programs.

Parental Access to Instruments used in the Collection of Personal Information: While the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, parents shall have the right to inspect, upon reasonable request, any instrument which may be administered or distributed to a student for such purposes. Reasonable requests for inspection shall be granted within a reasonable period of time after the request is received. The procedures for making and granting such a request are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal and shall identify the specific act and the school staff member or program responsible for the collection, disclosure, or use of personal information from students for the purpose of marketing that information. The building principal, within five (5) school days, shall consult with the school staff member or person responsible for the program which has been reported by the parent to be responsible for the collection, disclosure, or use of personal information from students. In the event such collection, disclosure, or use of personal information is occurring or there is a plan for such to occur, the building principal shall consult with the Superintendent for determination of whether the action shall be allowed to continue. If not, the instrument for the collection of personal information shall not be given to any students. If it is to be allowed, such instrument shall be provided to the requesting parent as soon as such instrument can be reasonably obtained.

Notification to Parents of Dates of and Right to Opt-Out of Specific Events: The District will directly notify the parents of the affected children, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when any of the following activities are scheduled, or are expected to be scheduled:

The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. (Note: the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information).
Surveys of students involving one or more matters deemed to be sensitive in accordance with the law and this policy; and,
Any non-emergency, invasive physical examination or screening that is required as a condition of attendance; administered by the school and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student or of other students. (Note: the general practice of the District is to not engage in physical examinations or screenings which require advance notice, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions to the advance notice requirement and parental opt-out right: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law, and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act).

Parents shall be offered an opportunity in advance to opt their child out of participation in any of the above-listed activities.

In the case of a student of an appropriate age (that is, a student who has reached the age of 18, or a legally emancipated student), the notice and opt-out right shall belong to the student.

Definition of Surveys of Matters Deemed to be Sensitive: Any survey containing one or more of the following matters shall be deemed to be "sensitive" for purposes of this policy:

1. Political affiliations or beliefs of the student or the student's parent;
2. Mental or psychological problems of the student or the student's parent;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Critical appraisals of other individuals with whom the student has close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the students or the student's parent;
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Section 9 PARENTAL INVOLVEMENT POLICIES

A. General - Parental/Community Involvement in Schools:

Raymond Central Public Schools welcomes parental involvement in the education of their children. We recognize that parental involvement increases student success. It is Raymond Central Public Schools' policy to foster and facilitate, to the extent appropriate and in their primary language, parental information about, and involvement in, the education of their children. Policies and regulations are established to protect the emotional, physical and social well-being of all students.

1. Parental involvement is a part of the ongoing and timely planning, review and improvement of district and building programs.
2. Parents are encouraged to support the implementation of district policies and regulations.
3. Parents are encouraged to monitor their student's progress by reviewing quarterly report cards and attending parent-teacher conferences.
4. Textbooks, tests and other curriculum materials used in the district are available for review by parents upon request.
5. Parents are provided access to records of students according to law and school policy.
6. Parents are encouraged to attend courses, assemblies, counseling sessions and other instructional activities with prior approval of the proper teacher or counselor and administrator. Parents' continued attendance at such activities will be based on the students' wellbeing.
7. Testing occurs in this school district as determined to be appropriate by district staff to assure proper measurement of educational progress and achievement.
8. Parents submitting written requests to have their student excused from testing, classroom instruction and other school experiences will be granted that request when possible and educationally appropriate. Requests should be submitted to the proper teacher or administrator within a reasonable time prior to the testing, classroom instruction or other school experience and should be accompanied by a written explanation for the request. A plan for an acceptable alternative shall be approved by the proper teacher and administrator prior to, or as a part of, the granting of any parent request.

9. Participation in surveys of students occurs in this district when determined appropriate by district staff for educational purposes. Parents will be notified prior to the administration of surveys in accordance with district policy. Timely written parental requests to remove students from such surveys will be granted in accordance with district policy and law. In some cases, parental permission must be given before the survey is administered.
10. Parents are invited to express their concerns, share their ideas and advocate for their children's education with board members, administrators and staff.
11. School district staff and parents will participate in an annual evaluation and revision, if needed, of the content and effectiveness of the parental involvement policy.

B. Title I Parental Involvement Policy:

This Title I Parental Involvement Policy is established in compliance with Federal law. Raymond Central Public Schools has a parental involvement policy applicable to parents of all children. The parental involvement policy applicable to parents of all children is not replaced by this Title I Parental Involvement Policy and shall continue to be applicable to all parents, including parents participating in Title I programs.

It is the policy of Raymond Central Public Schools to implement programs, activities, and procedures for the involvement of parents in Title I programs consistent with the Title I laws. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

Expectations for Parental Involvement: It is the expectation of [Insert Name of School] that parents of participating children will have opportunities available for parental involvement in the programs, activities, and procedures of the District's Title I program. The term "parental involvement" means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring–(A) that parents play an integral role in assisting their child's learning; (B) that parents are encouraged to be actively involved in their child's education at school; (C) that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and (D) the carrying out of other activities, such as those described in this parental involvement policy. The District intends to meet this expectation through the following activities:

1. Involving parents in the joint development of the District's Title I plan and the processes of school review and school improvement.
2. Providing coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
   3. Building the schools' and parents' capacity for strong parental involvement.
4. Coordinating and integrating parental involvement strategies under Title I with parental involvement strategies under other programs.
5. Conducting, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under the Title I program, including identifying barriers to greater participation by parents in Title I programs, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background, and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies of the District.
6. Involving parents in the activities of the schools served under Title I.

Policy Involvement: Each school served under the Title I program shall:

1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under the Title I program and to explain the requirements of the Title I program.
2. Offer a flexible number of meetings, such as meetings in the morning or evening. If sufficient funds are provided for this purpose, the District may assist parental involvement in such meetings by offering transportation, child care, or home visits.
3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs.
4. Provide parents of participating children: (1) timely information about programs under Title I, (2) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and (3) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
5. If the District operates a school wide program under Title I and such plan is not satisfactory to the parents of participating children, submit any parental comments on the plan when the school makes the plan available to the District.

Shared Responsibilities for High Student Academic Achievement: As a component of the District's parental involvement policy, each school served under the Title I program shall jointly develop with parents for all children served under the Title I program a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall: (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the State's student academic achievement standards and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum: (i) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; (ii) frequent reports to parents on their children's progress; and (iii) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

Building Capacity for Involvement: To ensure effective involvement of parents and to support a partnership among the District, parents, and the community to improve student academic achievement, each school participating in the Title I program and the District: (1) shall provide assistance to participating parents, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I and how to monitor a child's progress and work with educators to improve the achievement of their children; (2) shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement; (3) shall educate teachers, student service personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teacher Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; (6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training; (7) may provide necessary literacy training from funds received under Title I if the District has exhausted all other reasonably available sources of funding for such training; (8) may pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions; (9) may train parents to enhance the involvement of other parents; (10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation; (11) may adopt and implement model approaches to improving parental involvement; (12) may establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I; (13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and (14) shall provide such other reasonable support for parental involvement activities under Title I as parents may request.

Accessibility: In carrying out the parental involvement activities for this Title I Parental Involvement policy, the District shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Title I in a format and, to the extent practicable, in a language such parents understand.

Use, Distribution, and Updating of this Policy: This Title I Parental Involvement Policy shall be incorporated into the District's Title I plan, shall be distributed to parents of participating children, shall be made available to the local community, and shall be updated periodically to meet the changing needs of the parents and the school.

Section 10 HOMELESS STUDENTS

The District shall ensure that homeless children and youths shall have equal access to the same free, appropriate public education, including public preschool education, as provided to other children and youths. Any person with knowledge of a homeless student in the District should contact the District's Homeless Coordinator. A copy of the District's Homeless Policy is available on the District's website.

Dear Parent/Guardian:

This handbook is designed to inform you about the academic and activities programs and the student services available at this school. In addition, it outlines the student conduct rules and procedures that are important in maintaining a positive learning climate.

At the bottom of this page, you will find two release forms. It is requested that the Handbook Release form be jointly signed by each Raymond Central student and parent/guardian and returned to the student's advisor by Friday, August 16, 2024. The Activity Release is signed by only the parent/guardian. This will assure the school that all parties have studied and understand the procedures, regulations and policies contained within the student/guardian handbook.

HANDBOOK RELEASE FORM

In accordance with Nebraska State Law, Section 79-4, 176 par. (3) which states in part: "Rules and standards which form the basis for discipline shall be distributed to students and parents at the beginning of each school year or at the time of enrollment..."

I have read a copy of the Raymond Central High School Student/Guardian Handbook as provided in this handout or via the school website.

_____	_____
Parent/Guardian Signature	Date
_____	_____
Student Signature Grade	Student Signature Grade
_____	_____
Student Signature Grade	Student Signature Grade

*****

RECOGNITION OF POTENTIAL AMENDMENTS OR SUPPLEMENTS

In light of the ongoing changes in legal requirements and regulatory procedures, the rules and information provided in this handbook may be supplemented or amended by the School District's administration at any time, consistent with applicable law and board policy. All parents shall be provided notice of any such changes by the district's regular means of contact and should note that the updated copy of handbooks will be housed online at the District Website. By signing above, you agree that you will read any such information and communications, discuss them with your child, and recognize that you must comply with all rules, procedures, and requirements as they apply at that time.

ACTIVITY RELEASE

I hereby release my son/daughter to attend and to be transported to any school sponsored activity and/or event for which they are participating. Examples include field trips, performances, etc. It is understood that the student will be allowed to go and miss regularly scheduled classes as long as they are upholding their obligations.

_____	_____
Parent/Guardian Signature Date	Student being released Grade
_____	_____
Parent/Guardian Signature Date	Student being released Grade

RAYMOND CENTRAL PUBLIC SCHOOLS
NETWORK USAGE, WEB PAGE PERMISSION STUDENT PARENT HANDBOOK ACKNOWLEDGMENT

Student Name_____ Current Grade_____
(Please Print)

In accordance with the Nebraska State Law, Section 79-4, 176 par (3) which states in part: "Rules for standards which form the basis for discipline shall be distributed to each student and their parent or guardian at the beginning of each school year or at the time of enrollment…"

Parent/Guardian: I am aware the handbook is posted on the school website and have knowledge of the regulations in the Raymond Central Jr-Sr High School Student and Parent Handbook.

Student: I have read and understand the Raymond Central Jr-Sr High School Student and Parent Handbook. I agree that I will abide by the rules while in school or when involved in school related activities. I further understand that should there ever be a time whereby I am not in accordance with these guidelines, I may request a conference within three calendar days of such time with school personnel to discuss the matter further.

NETWORK USAGE - I have read the Student Electronic Network and Acceptable Use Policy for Network Access at Raymond Central Public Schools and agree to use the school network and Internet in an appropriate manner. I realize inappropriate use or destruction of the network will result in financial obligation for technician time to repair the network, legal prosecution for violation of any state or national laws, and or loss of suspension privileges.

Parent/Guardian - Please check one: _____I give _____I do not give

the school permission to issue a network and Internet account to my child. I realize inappropriate use will result in financial obligation for technician time to repair the network, legal prosecution of my child for violation of any state or national laws or loss of privileges, and/or suspension of privileges.

WEB PAGE PERMISSION - Students at Raymond Central may be videotaped or photographed throughout the year. Your child's image and name may be used in a school publication or on the school website (www.rcentral.org). Your permission is needed if your child's image or work is to be placed on the website or in a school publication.

_____Yes, you may use my child's picture or work on the school website or school publication.

_____No, you may not use my child's picture or work on the school website or school publication.

The signatures below indicate the student/parent/guardian have received and have knowledge of the regulations in the Raymond Central Jr-Sr High School Student/Parent Handbook, understand the Network Policy, and Web Page Policy.

Student Signature_____

Parent Signature_____

RAYMOND CENTRAL

K-5 TEACHER HANDBOOK

2025-2026

"The Raymond Central community is committed to providing a positive, challenging learning environment which prepares each individual to be a responsible citizen in an ever-changing society."

RAYMOND CENTRAL ELEMENTARY TEACHER HANDBOOK

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FOREWORD

Section 1 Intent of Handbook

Welcome to Raymond Central Public Schools! This handbook is intended to be used by teachers and other certificated staff to provide general information about Raymond Central Public Schools and to serve as a guide to the District's policies, rules, and regulations, benefits of employment, and performance expectations.

References in this handbook to "teachers" are intended to apply to all certificated staff. This includes administrative staff to the extent the handbook deals with professional expectations and conduct.

Each teacher is responsible for becoming familiar with the handbook and knowing the information contained in it. Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise. This handbook is intended to supplement other documents that deal with your employment, including your employment contract, the negotiated agreement between the Raymond Central Public Schools and the Raymond Central Education Association, and the policies and regulations of the Board of Education. In reading this handbook, please understand that where a direct conflict exists, state or federal law, the negotiated agreement, and Board policies and regulations will control.

Every staff member is subject to the Policies of the Board of Education. As such, every classified staff member should review the Policies of the Board of Education, available online at: www.rcentral.org.

The administration will be responsible for interpreting the rules contained in the handbook and shall have the right to make decisions and make rule revisions at any time. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will decide based upon applicable school district policies, state and federal statutes and regulations, and the best interests of the District. In the event that a staff member does not understand a provision of this Handbook, it is the staff member's responsibility to seek the administration's interpretation of such provision.

This handbook will be in effect for the 2025-2026 and subsequent school years unless replaced by a later edition.

Section 2 Information about Raymond Central Public Schools

The Raymond Central School District serves PK-12 students in portions of Lancaster, Saunders, Butler, and Seward Counties which includes the communities of Davey, Raymond, Agnew, Ceresco and Valparaiso. In 2017, a new preschool program was added to the Jr-Sr High campus. At the same time, the 6th grade transition program moved into new classrooms adjacent to the preschool. Elementary K-5 centers are located in both Ceresco and Valparaiso. All facilities have been updated allowing award winning programs, high quality academic instruction, innovative teaching and one-to-one technology integration. Raymond Central is classified as a Class III (K-12) district by the Nebraska Department of Education and a Class C school by NSAA. This district is a member of the Nebraska Capitol Conference for activities programs. Member schools include: Raymond Central, Ashland-Greenwood, Conestoga, DC West, Fort Calhoun, Logan View, Louisville, Raymond Central, Syracuse, and Yutan. Raymond Central Public Schools is recognized as an accredited school. The district serves over 700 students PK- 12.

Section 3 School Mission Statement

The mission of Raymond Central Public Schools is as follows:

"The Raymond Central Community is committed to providing a positive, challenging learning environment which prepares each individual student to be a responsible citizen in an ever-changing society."

KEY VALUES OF THE RAYMOND CENTRAL PUBLIC SCHOOLS

We identified the following Value Statements to guide and direct our work and our culture.

1. We will provide a quality education as the cooperative responsibility of students, staff, parents, and community.
2. We will provide a safe learning environment where all individuals are treated with dignity and respect.
3. We will encourage life-long learning and responsible citizenship.
4. We will empower students to be problem solvers and independent learners.
5. We will provide each student with the opportunity to learn and achieve success.
6. We will meet the needs of individual students through a variety of approaches to learning.
7. We will use available time and resources to stay on top of current educational practices.
8. We will continuously evaluate, update and assess our district's goals.

The central purpose of the Raymond Central Public Schools is to develop students who can demonstrate the knowledge, skills and competencies necessary to become productive and contributing members of our democratic society.

Although all children will not learn all things equally well, we recognize that all children should have an equal opportunity in the pursuit of educational qualifications for the world ahead. Recognizing the uniqueness of each student, Raymond Central Public Schools will attempt to balance the curriculum to provide for the varied interests and talents of all students. The school accepts the premise that the center of the school curriculum is the child and that the instructional program should be designed to fit each and every child's unique needs.

The education of children is a comprehensive program that must be undertaken in cooperation with other services and institutions within society and the local community. The Raymond Central Public Schools will seek to establish and maintain strong ties with parents, patrons, the business community, and other community institutions.

Section 4 MEMBERS OF THE BOARD OF EDUCATION

Name	Contact Information
Cathy Burklund, President	cburklun@rcentral.org
Larry Heyen, Vice President	larry.heyen@rcentral.org
Bill Lange, Secretary	bill.lange@rcentral.org
Mary Benes, Member	mary.benes@rcentral.org
Derek Matulka, Member	derek.matulka@rcentral.org
_____, Member	

Section 5 ADMINISTRATIVE STAFF

Name	Position
Bryon Hanson	Superintendent
Steve Rose	Intermediate Principal (Valparaiso)
Deborah Kruse	Primary Principal (Ceresco)
Troy Lurz	Secondary Principal
Tony Kobza	Assistant Principal 6-12/Activities Director
Abby Horbach	Assistant Principal 6-12/Preschool Director
Amanda Coufal	Special Education Director

Section 4 TEACHERS/CERTIFIED STAFF

Position	Ceresco
Kindergarten	Courtney Barry Andrea Woita Rhiannon Stoner
Grade 1	Shae Roth Cindy Peterson Makenzie Ronspies
Grade 2	Abby Spangler Taryn Rohde
Special Education	Paige Mestl
Position	**Valparaiso**
Grade 3	Hannah Kring Darrin Pokorny Ashlyn Lukasiewicz
Grade 4	Nikole Farr Erin Gravatt-Brewer
Grade 5	Makenna Jones Kathleen Cooper Kendra Carlson
Special Education	Nicole Kliment

Position	Name	Position	Name
STEM / Technology	Lori Morgan	Vocal / Instrumental Music	Jacee Kesting
Physical Education	Michael Lucas	School Counselor	Kris White
Speech	Clair Turman	School Psychologist	Caitlin Roussan
Title	Shelly Hlavaty	HAL / Interventionist	Kim Hudson
Art	Andrea Rockemann	Media	Janet Dannely

Section 5 SUPPORT STAFF

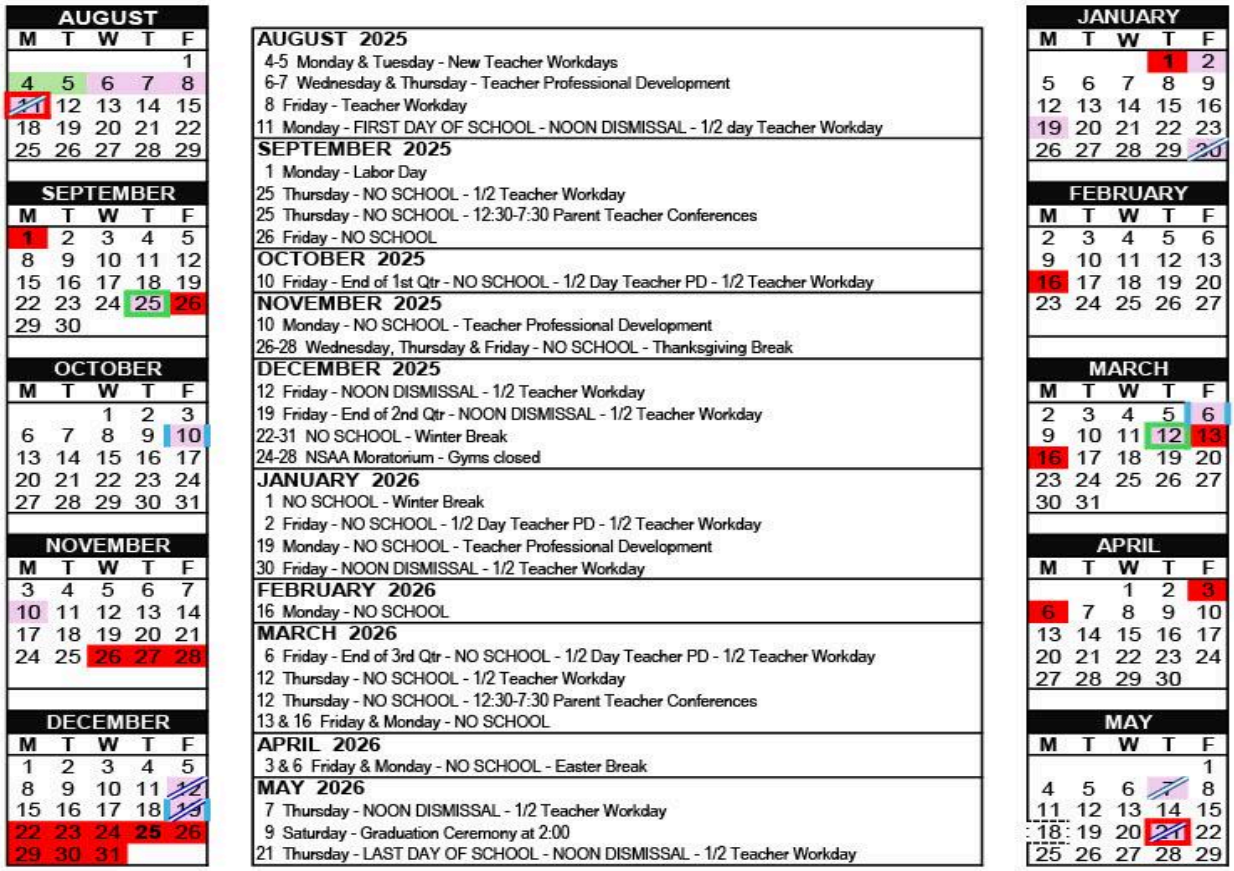
Position	Ceresco	Valparaiso
Administrative Assistant	Kindra Tvrdy	Melanie Schmalken
Paraprofessionals	Rebecca Jacobs Eleanah Enevoldsen Matt Smith Cherie Swanson Courtney Barry	Yvonne Brenner Brandi Lile Dorie Dickey Kristen Lovell Melani Nelson
Nurse / Health Tech	Amanda Ehlers / Jennifer Crees	Amanda Ehlers / Jennifer Crees
Custodians	Lucy Hanks	Sonya Matulka Pam Hinrichs
Food Service Manager	Patty Hudson	Patty Hudson
Food Service	Sophie Custer Kathy Fredrickson	Lisa Pecka

Article 1 Contract Days

Section 1 SCHOOL CALENDAR

RAYMOND CENTRAL PUBLIC SCHOOLS
2025-2026
SCHOOL CALENDAR
Approved 2/12/2025

School Start and End Times: Elementary: 8:15 AM - 3:15 PM
Junior/Senior High School: 8:10 AM - 3:30 PM Preschool: 8:15 AM - 3:15 PM



Section 2 Contract Days

Teachers are contracted for 186 days (hereinafter referred to as the "contract year"). Such contract days shall be serviced by individual teachers on varying schedules as established by the Board of Education and administration.

Section 3 Make-Up Days

In the event teachers are not required to report for duty due to inclement weather conditions or other circumstances whereby a duty day is canceled, such days shall not be credited as a contract day served. Make-up days may be scheduled by the administration during the contract year as needed to allow all teaching staff to serve the full number of contract days.

Article 2 – EMPLOYMENT, COMPENSATION AND BENEFITS

Section 1 Employment

A teacher is employed by Raymond Central Public Schools when the teacher signs the Teacher's Contract and the Board of Education approves such contract of employment. The teacher's employment continues absent action by the administration or the Board of Education to non-renew, terminate, amend or cancel the teacher's employment contract with the school district, or action by the Board of Education to accept a resignation of employment.

On or after March 15 of each school year a teacher may be requested to accept employment for the next school year and shall be required to signify such acceptance on or before April 1 or such other date after March 15 as may be designated in the notice. It is important for teachers to respond to the request to signify acceptance as a failure to signify acceptance of employment by the April 1 or other designated date shall constitute cause for amendment of termination of the teacher's contract. If a teacher signifies acceptance of employment for the next school year, the teacher may either be issued a new Teacher's Contract or a "Contract Renewal Agreement."

Should a teacher wish to resign from employment the teacher should give written notice of resignation to the Superintendent. The request to resign will be acted upon by the Board of Education. Mid-year resignations and resignations given late in the spring for the following school year can present significant planning problems for the District. If a mid-year resignation is submitted, or a resignation for the following school year is submitted after April 15 or after the teacher has signified acceptance of employment for the next school year and after April 15, the Board of Education may act to not accept the resignation unless a suitable replacement can be found. The District will enforce the continuing contract of teachers accepting employment for the next school year under the provisions of Neb Rev. Stat. §79-820.

Section 2 Assignments

The professional duties to be performed by a teacher with the District shall be subject to assignment by the Superintendent of the District with the approval of the Board of Education. A teacher will be expected to devote full time during days of school to the teacher's position and to diligently and faithfully perform the assigned duties to the best of the teacher's professional ability. Job descriptions, where available, provide additional information about the position duties.

In addition to the normal duties traditionally required of teachers, a teacher may be assigned such "extra duty" assignments to support the extra-curricular programs of the District, which shall be upon such terms and conditions and at such additional rate of compensation as the Teacher and the District may agree upon or as set forth in the negotiated agreement. The extra-curricular program of the school district is an integral part of the overall educational program of the school district. As such, a teacher shall not unreasonably refuse to accept such extra-duty assignments. In addition, performance in an extra duty assignment is a part of the evaluation of the teacher's overall performance to the District.

Section 3 Personnel File

The District will follow the requirements of state and federal law and regulation with regard to a teacher's personnel file.

Section 4 Grievances and Complaints

Teacher grievances regarding wages, hours, and conditions of employment set forth in the negotiated agreement shall be governed by the grievance or complaint procedure in the negotiated agreement. All other employment related grievances or complaints shall be addressed through the administrative chain of command following the process set forth in board policy.

Section 5 Compensation

Regular Salary and Extra-Duty Compensation. Compensation is paid only as authorized by the Board of Education. Teachers are paid a salary based on placement on the salary schedule set forth in the collectively bargained negotiated agreement between the district and the collective bargaining agent for the certificated teaching staff (referred to in this handbook as the "negotiated agreement"), and the extra-duty salary schedule also incorporated into the negotiated agreement.

Salary Payments. Salary is payable over twelve equal installments. Teachers will be paid on the 20th of the month, or the last preceding school day, if the 20th falls on a vacation or week-end day. In emergency cases exceptions may be made, subject to the approval of the Board. In no case shall the Board advance more than one month's salary. Upon separation of a teacher's employment, or upon fulfillment of the contract, the teacher may, at the option of the Board, be paid all salary due in one lump sum.

Section 6 Benefits

Teachers are provided benefits in accordance with the negotiated agreement, group health insurance plan requirements, and the school district's Section 125 Plan document. Teachers shall make annual fringe benefit elections by September 1 of each school year. Should a teacher fail to make such an election, the teacher election from the immediately preceding school and contract year shall be continued. Each teacher is responsible for informing the Office of the Superintendent in writing of

any changes in benefit status.

Continued health insurance benefits are available through COBRA subject to certain qualifying requirements. A Notice of COBRA Continuation Coverage Rights is available in the Superintendent's Office.

Section 7 Payroll and Payroll Deductions

Salary and benefits are paid in accordance with the individual employment contracts and negotiated agreement. Payroll deductions shall be made in accordance with law and the negotiated agreement.

Section 8 Expense Reimbursement

Teachers are required to request use of school transportation for purposes of school business. If school transportation is not available, reimbursement for authorized mileage will be paid to teachers required to drive their own vehicles during their regularly scheduled working hours between two or more work sites. Teachers shall receive approval from their supervisor before incurring any mileage. Claims for reimbursement should be submitted to the appropriate supervisor. The allowable rate shall be governed by Board policy, unless otherwise required by law. The District is not liable for physical damage to employee vehicles. A request for reimbursement shall be accurate. Any teacher who falsifies a reimbursement request may be terminated from employment.

Materials necessary for instruction are provided by the District. If teachers need additional materials for instruction or school-related purposes, the request should be made to the Building Principal and the District approved requisition process should be followed.

Reimbursement is not an approved District practice without prior administrative approval. Any preapproved reimbursement for purchase of materials or for meals or other expenses related to travel must be submitted to and approved by either the Building Principal or, if the expense relates to an activity, by the Athletic Director. The request for reimbursement should include an itemized receipt sufficient to establish that the expense was actually incurred and that the expense was reasonable and related to a school-purpose. Teachers should obtain prior authorization from the Building Principal before making such purchases.

Section 9 Injuries at Work

Accidents

Every accident which results in a personal injury or potential personal injury must be reported to the Principal immediately. In the event the injury involves a student, the teacher responsible for the student either as teacher, coach or sponsor is responsible for making the report. If the injury occurs in the presence of the teacher, the teacher is also responsible for making a report. Incident Report forms are in the shared 'Safety' folder on the google drive.

Workers Compensation

Teachers are required to immediately report any work-related injury and/or work-related medical condition to their supervisor and complete all appropriate paperwork.

Article 3 - ABSENCES FROM WORK

Section 1 Paid Leave

All leaves (paid or unpaid) are identified in the Negotiated Agreement. If any teacher has a question about their availability or access to leaves, the teacher must contact the business office for verification. Leave provided by the District is to be used for the purpose intended. Abuse of leave privileges affects the students, other staff, and the entire District and will not be tolerated.

Requests for Leave

A teacher who becomes ill and is unable to work is to contact their building principal before 6:30 a.m. on the day of absence before entering the information into the approved system. Before the end of the school day on the first day of the sick leave, and on each subsequent day of absence, a report should be made to the building principal as to whether the teacher will be able to return to duty on the next duty day. For illnesses or medical situations where the need for the leave can be determined in advance, the teacher is to make an advance report of the need for leave as soon as possible.

For personal and other leaves, a teacher must request leave from his/her supervisor in writing (via email or on Red Rover). Once approved, the request may be submitted by the teacher into the approved system.

Return from Leave

Upon return from leave, teachers are to review information supplied by the substitute teacher as to progress made in the class and any student behavior concerns. The substitute should be contacted directly if the written information supplied is not adequate.

A teacher who is absent for any period of time because of injury requiring care from a physician or health care provider, or for a period of one week or more due to illness, must present a written statement to the Principal from the teacher's physician or health care provider stating that the teacher is physically able to return to duty. This statement is to be presented in person before the teacher returns to duty in order that the present stage of convalescence can be observed and discussed.

Section 2 Payroll Deductions for Absences in Excess of Paid Leave

Should a teacher be absent from work in excess of the teacher's accumulated sick leave or other paid leaves called for in the negotiated agreement, the teacher's salary and fringe benefits (including the cost of premiums for group health insurance) may be reduced by the day or days of work missed on a per diem basis calculated using the number of days missed as the numerator, and the number of total contract days for the school years as the denominator.

Section 3 Jury Duty

A teacher who is summoned for jury service must promptly notify the Building Principal. The teacher will be allowed time off for jury duty, pursuant to law.

There will be no loss of salary or deduction to the teacher for time spent in jury service. The District may, at its discretion, reduce the teacher's salary by an amount equal to any compensation, other than expenses, paid by the court for jury duty service. The teacher should notify the Superintendent of this amount.

If a teacher reports for jury duty in the morning and is then dismissed from jury duty for the remainder of the day, the employee is to report for work and resume duties for the balance of the day, except as may be otherwise arranged by the Building Principal. When a teacher is entirely dismissed from jury duty, the teacher is directed to report for duty and the substitute will be reassigned/dismissed.

Section 4 Military Leave

Military leave and family military leave will be granted to the extent required by state and federal law and in accordance with Board Policy.

Teachers requesting to take military leave or family military leave under the Nebraska statutes must notify the Superintendent at least 14 days in advance of taking such a leave if the leave will be for 5 or more consecutive days and consult with their Building Principal to schedule the leave to not unduly disrupt operations of the District. For leaves of less than 5 days, the teacher is to notify the Superintendent of the leave request as soon as practicable. Teachers are to attach a copy of their orders to a leave request form when they prepare the request for military leave.

Section 5 Adoption Leave

Adoption leave will be permitted to be taken by an adoptive parent for the same time and on the same terms as the teacher is permitted to take a leave of absence upon the birth of the teacher's child.

The adoptive parent leave of absence begins following the commencement of the parent-child relationship. The parent-child relationship commences, for purposes of adoption leave, when the child is placed with the teacher for purposes of adoption. The teacher shall be deemed to have waived any adoptive leave days not taken following the commencement of the parent-child relationship, except as the Superintendent and the teacher may otherwise agree. Advance notice of an anticipated adoption shall be provided by the teacher to the Superintendent as early as possible.

Section 6 Subpoena to Testify Leave

A teacher must promptly notify the Building Principal when the teacher receives a lawfully issued subpoena to testify in court or to give a deposition that may require an absence from duty.

In the event the subpoena involves a job-related matter in which the teacher is testifying on behalf of the District, the absence will be treated like a jury duty leave.

In the event the subpoena involves a personal matter, the teacher will be required to use available leave days. The Superintendent shall make the final determination as to whether a matter is personal to the teacher.

Section 7 Employee Rights and Responsibilities under the Family and Medical Leave Act

Family and medical leaves shall be allowed under the terms and conditions of the Family and Medical Leave Act of 1993, as amended (FMLA).

Basic Leave Entitlement. FMLA provides up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- For incapacity due to pregnancy, prenatal medical care or child birth;
- To care for your child after birth, or placement for adoption or foster care;
- To care for your spouse, son or daughter, or parent, who has a serious health condition; or
- For a serious health condition that makes you unable to perform your job.

The “leave year” for purposes of the FMLA is a “rolling” 12-month period, measured backward from the date of any FMLA leave usage.

Military Leave Entitlement. Eligible employees with a spouse, son, daughter, or parent on active duty or call to active duty status in the National Guard or Reserves in support of a contingency operation may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered service member during a 12-month period. A covered service member is a current member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury or illness incurred in the line of duty on active duty that may render the service member medically unfit to perform his or her duties for which the service member is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or is on the temporary disability retired list.

Benefits and Protections. During FMLA leave, your health coverage under a "group health plan” will be maintained on the same terms as if you had continued to work. Upon return from FMLA leave, most employees must be restored to their original or an equivalent position with equivalent pay, benefits, and other employment terms.

Your use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of your FMLA leave.

Eligibility Requirements. You are eligible if you have been employed with Raymond Central Public Schools for at least one year, for 1,250 hours over the previous 12 months, and if there are at least 50 employees of Raymond Central Public Schools within 75 miles of your work location.

Definition of Serious Health Condition. A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents you from performing the functions of your job, or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three consecutive calendar days combined with at least two visits to a health care provider or one visit and a regiment of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet

the definition of continuing treatment.

Use of Leave. You do not need to use FMLA leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. You must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the District's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

Substitution of Paid Leave for Unpaid Leave. You may choose or Raymond Central Public Schools may require use of accrued paid leave while taking FMLA leave. In order to use paid leave for FMLA leave, you must comply with the District's normal paid leave policies.

Employee Responsibilities. You must provide sufficient information for the District to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that you are unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. You also must inform the District if the requested leave is for a reason for which FMLA leave was previously taken or certified. You also may be required to provide a certification and periodic recertification supporting the need for leave.

Employer Responsibilities. The District must inform employees requesting leave whether they are eligible under FMLA. If they are, the notice must specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the District must provide a reason for the ineligibility.

The District must inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If the District determines that the leave is not FMLA-protected, the District must notify the employee.

Unlawful Acts by Employers. FMLA makes it unlawful for any employer to:

- Interfere with, restrain, or deny the exercise of any right provided under FMLA;
- Discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

Enforcement. An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer.

FMLA does not affect any Federal or State law prohibiting discrimination, or supersede any State or local law or collective bargaining agreement which provides greater family or medical leave rights.

For additional information you may refer to FMLA posters on employee bulletin boards or contact the U.S. Wage and Hour Division at:
1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627
www.wagehour.dol.gov

To submit a request for use of FMLA, or to make arrangements for payment of benefits while on an FMLA leave, contact Bryon Hanson at 402-785-2615.

Article 4 – DUTIES AND RESPONSIBILITIES

Section 1 Hours of Work & Meetings

Regular, dependable attendance at work is an essential function of a teacher's employment position.

Certificated employees are required to serve and supervise at the playground, lunchroom, halls, parking lots, and assemblies as designated by the Principal. Duty assignments and specific responsibilities will be further detailed by the Principal.

Teachers shall attend meetings as assigned by the Superintendent of Schools, principals, team leaders and directors.

Section 2 Arrival to Duty Assignments

Full-time teachers have a designated on-site work day. All teachers (PK-12) are to be in the building by no later than 7:45 a.m. and to remain on duty until 3:45 p.m. unless adjusted otherwise by the building principal.

Teachers who are part-time or work on adjusted schedules are to be in the building at least 15 minutes before their class or assigned duty begins, and to be in their classroom or assigned duty area at least 15 minutes after their assignment or class ends. During the school day, teachers are to be in their assigned classroom when each period begins to assure that students are not unsupervised within the classroom.

Section 3 Leaving School

Teachers are to be on duty at all times during the school day. Teachers are considered on duty even during designated planning periods. An uninterrupted lunch period of not less than 30-minutes each day is provided to teachers during which they are not assigned teaching, supervisory, or other duties. Teachers who leave the school during the designated lunch period must check out with the Principal's office. This is asked for safety reasons so that we are aware of who is on campus at all times.

Leaving at any time other than the non duty lunch is not allowed unless given permission by the principal. If an absence has been approved, the teacher must check out with the Principal's office when leaving, and check back in with the Principal's office upon return. Teachers who need to leave during the school day for reasons of illness or emergency are to check out with the Principal's office and make sure that a responsible person has been notified of their unexpected absence so student coverage may be provided.

Section 4 Lesson Plans

Teachers will prepare written lesson plans which cover at least five days of advance instruction. Lesson plans are to be accessible to the principal upon request. The plans must include the elements of the district's adopted instructional model. Please keep the plans, including lesson plans, class rosters, etc. in an easy to find location in your teacher desk. If that is not possible, the plans should be kept in a place in which they will be readily available in the teacher's absence. Teachers are encouraged to place and share (with the principal) lesson plans on a google document.

The lesson plans must be sufficiently clear in establishing learner objectives, state standards being addressed and related activities so that they are easily used by a substitute teacher or other staff member not familiar with previous classroom activities or progress. The plans must give specific reference to other instructional sources immediately available which will enhance the instructional lesson.

Section 5 Daily Class Record Books

Every teacher is required to keep a complete and easily understandable digital record of the attendance and achievement of every student using the student information system (PowerSchool).

<u>PowerSchool Gradebook</u>

1. The names of all students enrolled in the class.
2. Updated weekly to accommodate submissions for the eligibility lists and to provide students/guardians with updated and accurate information via Online Access.
3. A complete report of all recorded grades for each student. A minimum of two grades per week is recommended for the frequency of recorded grades (or for the giving of written lessons or examinations). Be sure that you assess frequently enough and that you record grades frequently enough to readily and realistically justify the term and final grades which are reported to parents/guardians.

<u>PowerSchool Attendance</u>

1. Teachers in grades 6-12 report absences and tardies on PowerSchool at the beginning of each period (first 10 minutes).
2. Elementary teachers report attendance in PowerSchool at the beginning of each school day.

Section 6 Classroom and School Procedures

Teachers are expected to adhere to the following classroom and school procedure in the performance of their duties:

1. Student/Guardian Handbook

   Each teacher is expected to be familiar with and enforce the guidelines and regulations that are described in the Student/Guardian Handbook.

2. Bulletin Boards/Learning Posters

   Each teacher shall be responsible for completing appropriate bulletin boards and/or learning posters regarding curriculum related matters in their primary classroom.

3. Textbook and Room Inventory

   All school purchased materials must be inventoried with the building bookkeeper or secretary. Textbooks are to be numbered, stamped with the school stamp and should display the name of the student whom the book is assigned. Teachers should keep good records of who has which book. At the start of the year, note the condition of the textbook on the inventory sheet and keep this sheet. When a book is turned in, note the condition, and if the book shows abuse (other than normal wear) assess a fine that you consider is fair. Insist that students put covers on their books by the end of the first week after receiving them.

4. Use of Cell Phones

   Teachers are not to use cell phones or otherwise engage in distracted driving while transporting students. This rule applies to the driver regardless of whether the vehicle is in motion. The only exception to these rules is in the case of emergencies. Teachers will abide by all rules of the road and any applicable rules of the Nebraska Department of Education and the District relating to driving a motor vehicle. Seat belts and child restraint systems will be utilized by all occupants.

5. Use of Paraprofessionals

   Paraprofessionals provide valuable assistance in the educational process and allow teachers to carry out their responsibilities in a more efficient and effective manner. A paraprofessional must not, however, assume a teacher's responsibilities. The teacher must maintain the role of leadership and responsibility for the students, with the paraprofessional in a supportive role. Paraprofessionals may be used to assist the teacher by assisting with instructional activities under the direction of the teacher and helping to supervise students. Paraprofessionals are to work only on their assigned work days and within their assigned work day. If the teacher desires the para to work hours other than the assigned work hours or assigned work day, contact the administration for approval.

6. Use of Student Aides

   Student aides are to be directly supervised by the teacher and are not to leave the building or be in the halls or anywhere they are not being supervised. Student aides are not to be used to assist the teacher by helping supervise another student, grade tests or class work, calculate student grades or record grades. Keys are NEVER to be given to students, whether they are student aides or not. A student aid should not be present and assisting a teacher without another adult present after the end of regular teacher duty hours.

7. Checking Out of Equipment

   All equipment must be checked out through the building principal. All school equipment may be used only for school purposes. No school equipment may be directed to the personal use of a teacher or another District employee without administrative approval.

8. Purchasing Guidelines

   Any school employee who orders any supplies or equipment from any school account must first submit a requisition and that requisition must be approved by the principal/director authorizing the purchase prior to the purchase. Reimbursements to staff for purchases will not be part of our District's normal practice. An administrator or director can grant special permission for a reimbursement and that permission must be granted prior to the requisition and purchase. Failure to follow guidelines above will cause the employee to be personally responsible for payment of the order.

   With principal approval, online purchases can be made using a school credit card. Employee's should consult with the District office to obtain information on how to avoid sales tax on these purchases. An itemized receipt for purposes of tracking expenditures shall accompany all purchasing card purchases.

9. E-mail

Each teacher will be assigned a school e-mail address for purposes of intra-school and inter- school e-mail correspondence. Teachers should check for e-mail throughout the day, and should timely respond to e-mails which require a response, but should avoid checking and responding to e-mails during instructional time. Use of the District's e-mail system for personal communications should be limited, and is subject to the rules governing overall computer usage found in Board policy and this handbook.

10. Teacher Mailbox

Each teacher will be assigned a mailbox located in the school office. Teachers should check for mail each morning and also later in the school day, if possible. If something requires an answer teachers are responsible for responding promptly. Teacher mailboxes are to be limited to communication regarding school business.

11. Teachers Meetings

Teachers' meetings will be held on an as needed basis. ALL teachers are expected to be present for the meetings, unless they are absent from school for good cause or have made prior arrangements. Teacher collaboration meetings will take place as identified on the District Calendar.

12. Daily Bulletin/Announcements

At the elementary level, announcements will be made daily to students via the school's intercom system. Weekly announcements and bulletins will be posted on the school website and emailed to parents / guardians during the school day every Friday or last day of the school week. Individual teachers may choose to send bulletin announcements with their preferred communication platform, Rooms / Thrillshare. The frequency of these communications are at the discretion of the individual classroom teacher.

13. Substitute Teacher File

Each teacher is to maintain an up-to-date substitute file which remains in their classroom and is easy to locate. The substitute file should contain the following information in addition to what the office has already submitted to the file:

a. A current list of all students in class (including student picture) and a seating chart for each class.
b. Rules and regulations that your classes routinely follow.
c. Location of books, materials, and supplies.
d. Lunch schedule and procedures.
e. Any other information unique to your teaching assignment.

14. Classroom 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.

Section 7 Supervision of Students

Proper supervision of students is an important responsibility for teachers and other adults responsible for our students. Teachers and other adults responsible for student supervision are expected to meet the four "P's" for student supervision and safety.

Proper Supervision

a. Report to all duty assignments on time.
b. Circulate through your duty area. Pay particular attention to areas and activities that pose an increased risk of injury. Supervisors are not to conjugate with each other while supervising. Supervisors should ensure that all students and all areas of the playground are within their field of vision.
c. Be vigilant while supervising students. Never leave your classroom unattended; the need to make a copy is not greater than the need to supervise your students. If an emergency requires that you leave your classroom, request that another nearby staff member cover your class, or notify the office so someone can provide assistance. If you are on grounds, lunch, or hall duty, your responsibility is to supervise the students in your assigned area. When talking with other adults or students, remember that your primary duty is supervision and make sure you are aware of what all students who you are to be supervising are doing.
d. If you have seen or have been informed that a particular student has a propensity to act dangerously or in an unpredictable manner, your supervision of that student must increase with the known risk of injury. (Remember, though, that this type of information may be confidential—do not share confidential information about students except with other staff who need to know the information to perform their jobs).
e. Be careful with touching students. Use of corporal punishment is prohibited at Raymond Central Public Schools. Touching students should be limited to that necessary to protect the student from harm (e.g., falling from playground equipment) and that which professional educators determine appropriate for purposes of proper student

relationships.

f. Be careful with your language. Profanity or abusive language should not be used by you. Be a good role model for students. If a student uses such language, you should correct the student and take appropriate disciplinary action.

Proper Instructions

a. Proper instructions are important to reduce the risk of injury when students undertake an activity, especially an activity that has an increased risk of harm to students.
b. Repeat the instructions on how to complete a task that has a heightened risk of danger as often as needed. Do not assume because students heard the directions once that they will be remembered.
c. When you go over safety rules with students, note it in your written records (e.g., your lesson plan book or planner).
d. Review playground and classroom safety rules with students at least once each semester and note when you do it in your written records. Also, if any students are absent when you review the rules, contact the student(s) to review the same information and also note that contact in your written records.

Proper Maintenance of Buildings, Grounds, and Equipment

a. Conduct periodic inspections of equipment under your control or in your area of supervision.
b. If equipment is broken and presents a risk of injury, immediately take it out of service (if it can't be moved, tape a "Do Not Use" sign) and notify the office so those repairs may be undertaken.
c. Check your communication device (whether it be a school phone in your supervision area, a walkie-talkie, or a cell phone) periodically to make sure you can communicate with the office immediately in the event of an emergency.

Proper Warnings

a. If you have knowledge of a hazard that can likely cause injury, take steps to warn other staff and students. Tell the office so additional warnings may be given.

1. Contact the Office for Assistance

The office administration should be contacted immediately when a situation exists which could cause injury to students or others. Examples include:

-student fight
-student health problem (fainting, bleeding, high temperature, difficulty breathing, etc.);
-a report or a suspicion that a student has a weapon or other dangerous item or drugs, alcohol, or other illegal substances
-presence of an intruder (a non-student or staff member who refuses to go to the office)

2. Student Searches

Office administration should be notified in the event that a student is suspected of having contraband. A teacher should not search a student unless they are assisting a school official, or in the event of an emergency. You may direct a student suspected of having an item in violation of school rules to wait with you until another adult is present, or to follow you to the office if you can leave your assigned area without causing risk of harm to others. Do not use physical force to detain the student or to make the student accompany you except as reasonably necessary to protect the student or others.

3. Student Rights

Students should be treated fairly and given the same treatment without consideration of race, color, religion, gender, or disability. Students who need special accommodations should be given those accommodations as needed for them to participate in school and school activities. Further, students have the right to have their school records kept confidential. Such information should be shared only with other school staff with a need to know the information to perform their duties.

Section 8 Managing Student Conduct

Discipline is everyone's responsibility. It begins with the student being responsible for his/her own behavior and understanding the consequences it may cause. The teacher is responsible for articulating classroom expectations at the beginning of the school year, implementing the classroom expectations on a consistent basis, and being familiar with the student handbook. All staff is responsible for all students in the hallways, in the rest rooms, at assemblies, at pep rallies, and during lunch. Consequences for inappropriate behavior may include students making up time before or after school, a student or a parent conference, or a referral to an administrator.

The following guidelines will assist in maintaining appropriate student conduct and complying with the process required for student discipline.

1. On the first day of class make students aware of classroom expectations. It is important to document student behavior in your classroom, calls to parents, referrals, and/or communications with a student.
2. If, after attempts to improve student behavior, the problems continue, talk to the student's counselor or the Principal

about possible alternatives in discipline procedures. Be attentive and respond to bullying.

3. If a student continues to cause problems, inform the administration for disciplinary action using the approved reporting forms. Be sure to state the problem clearly and expectations in terms of assistance, as at times the student's and teacher's stories are different. Be prepared to provide documentation.
4. Follow up on any referral. The student may not go to the principal or the counselor when sent. The administrator or attendance coordinator will inform the teacher of the consequences.
5. Read and understand the student handbook and the student conduct rules of the District.
6. Use good judgment when dealing with difficult situations involving students. Be attentive to de-escalating behaviors as part of your normal protocol. Physical confrontation generally escalates tense situations. Corporal punishment is prohibited in our school district and is not to be used. Physical force may only be used to the extent reasonably necessary to protect the student, yourself and others, and to protect property as may be reasonable.
7. Violations of student rules which are also violations of state law are required to be reported to law enforcement. Make a report of such conduct to the Principal so this law may be followed.

Procedures for identifying unusual student behavior

Staff should use the following guidelines when you encounter students exhibiting unusual behaviors that merit further investigation. Your primary concern is to focus on student behavior, always remember there are a variety of potential causes leading to altered behaviors. Our responsibility is to protect all students and to remain aware and alert to potential problems.

1. The teacher's role is to explore/investigate in nonintrusive ways and then make administration aware of your findings. Your preliminary explorations should not alert a student to your concerns. It is not the teacher's role to approach and/or question a student about suspicions, leave that to the administration. Issues of this nature should remain confidential at all times. Do not draw unnecessary attention to the student.
2. Classroom teachers should observe students' behaviors, smell, visual appearance, motor skills, responsiveness, etc. when determining whether or not they need to forward a concern about a student to the administration.
3. The classroom teacher should determine the immediacy of the situation and contact the building administration accordingly. It may be something that can wait until after class, or it may be something that necessitates an immediate call to the office. Teachers are reminded to keep all communications and conversations private to protect the dignity of all students. In the event of an emergency the classroom teacher should refer to the crisis manual.
4. Staff members involved should prepare a written statement of their observations; including date, time, parties involved and any additional information.
5. Once the student has been referred to the office, the administration will make a determination of reasonable suspicion prior to proceeding to the next step in the investigation.
6. If possible, staff members will be notified of the situation at a later time.

Section 9 Dispensing Medication

Teachers are not permitted to give any medication to students unless trained under the Medication Aid Act. Students who need to take prescription medicine must have a signed parent release form on file in the office. Medications are to be taken in the presence of the office staff, the nurse, or medication aide and are to be stored in the nurse's office; except for students who have a diabetes self-management or asthma self-management plan. Medical procedures are not to be administered in the classroom except in accordance with the District's Safety and Security Management Plan and the District's Emergency Protocol. Any questions about these rules are to be addressed to the Principal.

Section 10 Reporting Child Abuse

Teachers are to promptly report to the appropriate law enforcement agency and the Principal when they have reasonable cause to believe that a child has been subjected to abuse or neglect, including sexual abuse, or circumstances which reasonably would result in abuse or neglect. Administrative staff may sometimes choose to make a report for a teacher. However, simply informing a Principal or supervisor does not end the teacher's responsibility; teachers are obligated by law to make certain a report was made if they do not do it themselves.

Section 11 Safety and Security

All staff are responsible for reading, understanding, and executing the protocols described in the Raymond Central Crisis Response and Safety Manual as well as protocols that are expressed during specific drills and training. All classrooms will have a copy of the manual as well as up to date class rosters in the Emergency folder located in each classroom.

Article 5 - PERSONAL AND PROFESSIONAL CONDUCT

Section 1 Professional Ethics Standards

The Raymond Central Public Schools expects its certificated employees to adhere to the professional ethics standards established by the Nebraska Department of Education as such standards may be modified from time to time. The professional ethics standards which certificated employees are expected to adhere to include those set forth below. References to "educator" shall include all certificated employees of the District.

Preamble

The educator shall believe in the worth and dignity of human beings. Recognizing the supreme importance of the pursuit of truth, the devotion to excellence and the nurture of democratic citizenship, the educator shall regard as essential to these goals the protection of the freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator shall accept the responsibility to practice the profession to these ethical standards.

The educator shall recognize the magnitude of the responsibility he or she has accepted in choosing a career in education, and engages, individually and collectively with other educators, to judge his or her colleagues, and to be judged by them, in accordance with the provisions of this code of ethics.

The standards listed in this section are held to be generally accepted minimal standards for public school certificate holders in the State of Nebraska and for all educators, including administrators, with respect to ethical and professional conduct.

Principle I - Commitment as a Professional Educator:

Fundamental to the pursuit of high educational standards is the maintenance of a profession possessed of individuals with high skills, intellect, integrity, wisdom, and compassion. The educator shall exhibit good moral character, maintain high standards of performance and promote equality of opportunity.

In fulfillment of the educator's contractual and professional responsibilities, the educator:

A. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
B. Shall not discriminate on the basis of race, color, creed, sex, marital status, age, national origin, ethnic background, or handicapping condition.
C. Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence professional decisions.
D. Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.
E. Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
F. Shall not sexually harass students, parents or school patrons, employees, or board members.
G. Shall not have had revoked for cause in another state a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special services counseling certificate is issued in Nebraska.
H. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.
I. Shall report to the Superintendent any known violation of paragraphs G, E, or B above.
J. Shall seek no reprisal against any individual who has reported a violation of this rule.

Principle II - Commitment to the Student:

Mindful that a profession exists for the purpose of serving the best interests of the client, the educator shall practice the profession with genuine interest, concern, and consideration for the student. The educator shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

A. Shall permit the student to pursue reasonable independent scholastic effort, and shall permit the student access to varying points of view.
B. Shall not deliberately suppress or distort subject matter for which the educator is responsible.
C. Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.
D. Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.
E. Shall keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purposes, or is required by law.
F. Shall not tutor for remuneration students assigned to his or her classes unless approved by the Board of Education.
G. Shall not discipline students using corporal punishment.

Principle III - Commitment to the Public:
The magnitude of the responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The educator bears particular responsibility for instilling an understanding of the confidence in the rule of law, respect for individual freedom, and a responsibility to promote respect by the public for the integrity of the profession.

In fulfillment of the obligation to the public, the educator:
A. Shall not misrepresent an institution with which the educator is affiliated, and shall take added precautions to distinguish between the educator's personal and institutional views.
B. Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
C. Shall neither offer nor accept gifts or favors that will impair professional judgment.
D. Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
E. Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any state or territory.
F. Shall, with reasonable diligence, attend to the duties of his or her professional position.

Principle IV - Commitment to the Profession:
In belief that the quality of the services to the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. The educator shall believe that sound professional relationships with colleagues are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to the profession, the educator:
A. Shall provide upon the request of an aggrieved party, a written statement of specific reasons for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
B. Shall not misrepresent his or her professional qualifications, nor those of colleagues.
C. Shall practice the profession only with proper certification, and shall actively oppose the practice of the profession by persons known to be unqualified.

Principle V - Commitment to Professional Employment Practices:
The educator shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The educator shall believe that sound personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to professional employment practices, the educator:
A. Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.
B. Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.
C. Shall give prompt notice to the employer of any change in availability of service.
D. Shall conduct professional business through designated procedures, when available, that have been approved by the employing agency.
E. Shall not assign to unqualified personnel, tasks for which an educator is responsible.
F. Shall permit no commercial or personal exploitation of his or her professional position.
G. Shall use time on duty and leave time for the purpose for which intended.

Section 2 Evaluations
Evaluations of teachers will be conducted in accordance with the District's evaluation policy. Teachers may access information regarding the 'Teacher Evaluation and Performance Framework' in a shared google drive titled the same. Supervisors reserve the right to observe, appraise or evaluate teachers more frequently than required by policy on an as-needed basis. Teachers are expected to participate constructively and positively in the evaluation process and to accept and implement constructive suggestions and improvement strategies developed by the administration.

Section 3 Role Model
At all times, teachers serve as role models for students and their actions and conduct reflect on the school as a whole. Teachers are in all respects to conduct themselves in a professional manner.

A. Notification of Arrest

Teachers must notify Superintendent by the next business day after:

1. Arrest or Criminal Charges. The teacher is arrested, ticketed, or issued a criminal charge where:
    a. The maximum penalty for the crime equals or exceeds six months incarceration.
    b. The crime relates to abuse, neglect or endangerment of a minor, a minor was allegedly a victim or a witness, or the crime involves alleged sexual misconduct.
    c. Conviction would impact performance of teacher's job responsibilities, including offenses that:
        i. Would impact the responsibility to be a role model for students or relations with other employees of Raymond Central Public Schools;
        ii. Would impact the teacher's ability to operate a motor vehicle if the teacher at times needs to travel during duty time or the teacher at times drives students; or
        iii. Would impact the teacher's Commercial Drivers License if the teacher's job requires that the employee have a CDL.
    d. The arrest or the alleged criminal activity occurred while the teacher was on duty, on property of Raymond Central Public Schools, or in a school owned or utilized vehicle, or at a school-supervised activity or school-sponsored function.

    Teachers must also promptly report to the Superintendent whenever the teacher has been sentenced to be incarcerated for any period, even if the offense is not otherwise reportable.

2. Certificate or License. The teacher becomes aware that a complaint has been filed against the teacher that could affect a certificate or license required for the teacher's position. This includes proceedings of the Nebraska Department of Education related to an alleged violation of the NDE Standards of Conduct and Ethics, Chapter 27, and proceedings of the Health and Human Services related to an alleged violation of the professional standards of conduct for the teacher's position.

3. Child Abuse. The teacher becomes aware that a report of child abuse or neglect has been made against the teacher under the Child Protection Act.

Further, teachers must give full disclosure of any Child Protection Act investigation that resulted in an "inconclusive" determination that occurred at any time. Teachers must disclose such findings within ten days following the Teacher's notice of such determination.

Teachers must give full disclosure of the existence and nature of the above proceedings and must also promptly notify the Superintendent of the disposition of the proceedings.

Legal documents relating to the proceedings shall be treated and maintained as part of the teacher's confidential criminal background file.

Failure to notify as required under this section may subject the teacher to disciplinary action, including termination.

B. Civility

Each teacher shall behave with civility, fairness, and respect in dealing with fellow employees, students, parents, patrons, visitors, and anyone else having business with Raymond Central Public Schools. Uncivil behaviors are prohibited. Employees may be subject to disciplinary action up to and including termination for engaging in uncivil behaviors.

Uncivil behaviors are any behaviors that are physically or verbally threatening, either overtly or implicitly, as well as behaviors that are coercive, intimidating, unprofessional, violent, or harassing. Such interactions are prohibited in all forms of communication, including telephone conversations, voice mail messages, face-to-face conversations, written communications, social media communications and email messages.

Any teacher aware of another teacher's uncivil behavior shall report the conduct to the teacher's immediate supervisor or to the Superintendent. There will be no retaliation against the person for making the report.

C. Tobacco

The use of tobacco products is prohibited on school grounds.

"Tobacco products" 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. This does not preclude adults from wearing non-visible nicotine patches, or using nicotine gum without displaying the product container, as part of a smoking cessation program.

Section 4 Relationships

It is important for teachers to maintain an effective working relationship with the administration and all co-workers, including other teachers and support staff. Teachers must maintain appropriate relationships with students and the community, including parents and patrons. Appropriate relationships are established by extending social courtesies, following through on commitments and promises, complying with administrative directives and Board policies, being prompt and responsive to questions and concerns, being honest and consistent, and not intruding into personal matters outside the scope of duties or gossiping or spreading rumors about others.

Professional Boundaries Between Employees and Students

All teachers are expected to observe and maintain professional boundaries between themselves and students. A violation of professional boundaries will be regarded as a form of misconduct and may result in disciplinary action.

The following non-exclusive list of actions will be regarded as a violation of the professional boundaries that teachers are expected to maintain with a student:

- Using e-mail, text messaging, instant messaging, or social networking sites to discuss with a student a matter that does not pertain to school-related activities, such as the student's homework, class activity, school sport or club, or other school-sponsored activity. Electronic communications with students are to be sent simultaneously to multiple recipients, not to just one student, except where the communication is clearly school-related and inappropriate for persons other than the individual student to receive (for example, e-mailing a message about a student's grades).
- Engaging in social-networking friendships or communications with a student on social networking sites. Material that employees post on social networks that is publicly available to those in the school community must reflect the professional image applicable to the employee's position and not impair the employee's capacity to maintain the respect of students and parents or impair the employee's ability to serve as a role model for children. Employees shall not friend, communicate with, or follow students on any social networking site.
- Engaging in sexual activity, a romantic relationship, or dating a student or a former student within one year of the student graduating or otherwise leaving the District.
- Making any sexual advance - verbal, written, or physical - towards a student.
- Showing sexually inappropriate materials or objects to a student.
- Discussing with a student sexual topics that are not related to a specific curriculum.
- Telling sexual jokes to a student.
- Invading a student's physical privacy (e.g., walking in on the student in a restroom).
- Hugging or other physical contact with a student that is initiated by the employee when the student does not seek or want this attention.
- Being overly "touchy" with a specific student.
- Allowing a specific student to get away with misconduct that is not tolerated from other students, except as appropriate for students with an IEP or 504 Plan.
- Discussing with the student the employee's problems that would normally be discussed with adults (e.g., marital problems).
- Giving a student a ride in the employee's personal vehicle without express permission of the student's parent or school administrator unless another adult is in the vehicle.
- Taking a student on an outing without obtaining prior express permission of the student's parent or school administrator.
- Inviting a student to the employee's home without prior express permission of the student's
- parent and school administrator.
- Going to the student's home when the student's parent or a proper chaperone is not present.
- Giving gifts of a personal nature to a specific student.
- Discussing alcohol, tobacco, or other illicit drugs in a non-instructional setting, such as describing a party that the employee attended.
- Discussing another student’s or employee’s personal matters when it is not appropriate outside of the instructional setting.
- “Grooming,” which includes building trust with a student and individuals close to the student in an effort to gain access to and time alone with the student, with the ultimate goal of engaging in sexual contact or sexual penetration with the student, regardless of when in the student's life the sexual contact or sexual penetration would take place.

Appropriate exceptions are permitted to the foregoing for legitimate health or educational purposes and for reasons of family relationships between employees and their children who are students in the District. A teacher seeking an exception must receive advance approval from his or her Principal. If a teacher is unable to communicate with their Principal in advance (such as in the event of an emergency), the teacher must notify the Principal as soon as possible, but not later than

24 hours immediately following the event.

A teacher who violates this policy may face discipline, up to and including termination of employment, and may be referred to the appropriate certification or credentialing agencies for further discipline. A violation of this policy will result in referral to the Department of Health and Human Services, law enforcement, or both.

Section 5 Professional Attire

It is important for teachers to project a professional image to students, parents and co-workers. Appropriate attire and grooming is one of the means of projecting a professional image. Teachers are expected to maintain conservative and professional attire and grooming when on duty. As professionals, teachers are expected to be aware of the standard to be maintained. As a minimal guide, teachers should not wear clothing which students would not be permitted to wear at school. The administration may establish more detailed guidelines for individual teachers should that be necessary.

Section 6 Private Tutoring

Teachers are encouraged to provide individual assistance to students as a part of their duties. Teachers and other certificated staff shall not act as agents, or accept commission, royalties, or other rewards for books or other school materials, the selection or purchases of which they may influence.

A professional employee may not provide private tutoring or professional services in exchange for compensation from a source other than the School District without advance approval of the Superintendent:

1. to a child that the employee teaches or provides professional services in the course and scope of the employee's duties to the School District; or
2. in a facility owned or under the control of the District; or
3. during the employee's duty hours.

Professional employees who accept engagements to provide private tutoring or professional services are to make clear that the services are not being provided on behalf of the School District to the extent the recipient of the services may in any way otherwise be caused to believe the services are provided through the School District.

Section 7 Safe Transportation

When driving a school vehicle or transporting students, teachers are to abide by all rules of the road and any applicable rules of the Nebraska Department of Education and the District relating to driving a motor vehicle. Seat belts and child restraint systems must be utilized by all occupants.

When transporting students, teachers are not to use cell phones or otherwise engage in distractions. This rule applies to the driver regardless of whether the vehicle is in motion. The only exception is in the case of emergencies.

Section 8 Outside Employment

Teachers shall not perform duties unrelated to District employment during duty hours. In addition, teachers shall not engage in employment which conflicts with their school duties. Teachers are not required to notify the District of outside employment except: (1) teachers who are also employed by another Nebraska school district in order to comply with Nebraska State Retirement System regulations and (2) teachers who have a work-related injury in order to comply with workers' compensation requirements.

Section 9 Student Recognition

Teachers are responsible for participating in, promoting and supporting the Student Recognition Program that has been developed at Raymond Central Public Schools. A more detailed description of this program can be provided by the building principals. Graduation is considered a main event that all professional staff should attend.

Section 10 Intellectual Property

All items that are created in the fulfillment of identified job responsibilities and purchased by district funds are property of Raymond Central Public Schools. When permanently exiting the district staff should leave all district items for future use.

- Paper items that have been created by staff should be copied or scanned. All original hard copies should be left with the building administrator.
- Once copied, digital items should be consolidated into a file; identified on the server under the teachers last name. The teacher should provide their building principal with information as to location of the items on the APS server.
- Items that have been purchased by the district should be left in the teacher's room, or work area. This includes but is not limited to; textbooks, office supplies, computers, furniture, manuals, articles of clothing, electronic devices, etc…

Section 11 Fundraising

Fundraising is the selling of a product, providing a service or activity, or requesting donations of any kind. School fundraising directly funds school programs and student organizations.

Within District policies and regulations, all fundraising activities by school-sponsored groups must have the approval of the building principal. If questions arise about the appropriateness of a given activity, the principal is expected to consult with the Superintendent who, in turn, may seek reactions from the Raymond Central Board of Education.

General Guidelines:

- Must have prior building principal approval. Before approval, expenditure purpose must be given to the Principal and Activities Director. School District employees who supervise official school programs or extracurricular activities are directed to not organize, conduct, or involve students in fundraising activities unless the fundraising activity has been approved by the building principal.
- Fundraising activities are to be considered for approval based on the following criteria:
  a) Students will not be exploited for sectarian, political, or commercial purposes.
  b) The project will accomplish the goals for the fundraiser without undue risk of financial loss.
  c) All students will benefit equally or the organization will benefit as specified in advance from fundraising proceeds.
  d) All sales of food and beverages shall comply with District nutrition and wellness policies and regulations.
  e) Organizations will be allowed one fundraiser involving the selling of a product or a good.
  f) The project meets all legal requirements.
- Donations may be sought as part of fundraising efforts.

Sales and Fundraising in Schools Sales in schools shall be subject to the following guidelines:

- Students may not be required to participate in fundraising or to provide a donation if raising money is part of a class or curricular project.
- Students will not be required to sell a required amount nor will they be penalized for not selling a required amount (Example: lettering, etc.).
- Students cannot sell products or services during the time they are in class.

- Sales of food or beverages cannot occur during the breakfast and/or lunch period of a regular school day.
- Control of sales before, during and after school is in the hands of school principals or designees who are responsible for maintaining compliance with sales and fundraising policies and regulations.
- All sales of food and beverages shall comply with District nutrition and wellness policies and regulations.

Management of Funds and Records

- Must follow strict money collection policies and procedures as outlined by each building and district policy. See Board Policy 3200 Article 3.
- All funds collected must be given by the fundraiser sponsor intact (i.e., cash and checks must be deposited in the same cash/check mix in which they were received) to the building principal or designee for deposit into the School District depository account no later than the next school day following receipt.
- Funds may not be deposited into personal accounts and may not be taken home.
- The fundraiser sponsor shall submit all records related to the fundraising project at the conclusion of the project. The records to be maintained and submitted include:
  1. Fundraiser Approval
  2. Purchase order or procurement card receipt
  3. Invoices and Packing slips
  4. Student checkout sheets
  5. Deposit receipts
  6. Inventory of merchandise and records of credit or receipt for returned merchandise

Fundraising by Outside Organizations

Outside organizations are non school-funded groups such as parent/teacher organizations, sports booster groups, and commercial enterprises that provide supplementary services to existing school entities. Outside organizations are separate and apart from the School District. Examples of outside organizations are: PTO, Music Boosters, Athletic Boosters, Post Prom Committee, and Parents for Fine Arts.

Article 6 - ACADEMIC MATTERS

Section 1 Purpose and Goals of Academic Achievement

The Raymond Central Board of Education is committed to providing a quality education for all Raymond Central students consistent with the school's mission statement. Effective, quality instruction by teachers is an essential means of meeting the District's mission of providing a quality education.

Section 2 Teaching to Student Understanding to Assure Learning

Each teacher is responsible for teaching in a manner to meet the mission of the District and to assure student understanding and learning of the principles and concepts to be presented to students within the curriculum adopted by the District. Teachers will model classroom instruction using the Raymond Central Instructional Framework implemented by the District and instructional practices reflected in the teacher evaluation instrument adopted by the Board of Education. Teachers are responsible for familiarizing themselves with the Raymond Central Instructional Framework and the principles of instruction set forth in the evaluation instrument. The administration shall provide periodic in-services regarding both.

State and federal laws and regulations have been enacted which require that students with certain needs be provided instruction and services consistent with those special needs. Examples include students who have been verified as in need of special education ("special education students"), students with other disabilities which impact the educational program ("504 students"), and limited English proficient students ("LEP or ELL students"). The District's policy is to comply with the state and federal laws and regulations in all respects. Teachers who are assigned special education, 504, or LEP/ELL students are required to provide instruction and services consistent with legal requirements and the requirements of Board policy and regulation.

Section 3 Instruction in the Curriculum

Teachers shall instruct students in the curriculum, including the use of curriculum materials, adopted and implemented by the Board of Education and as directed by the administration.

Section 4 Measuring and Reporting Academic Achievement

Grades and Grading

Measuring and accurately reporting the level of each student's academic achievement is of critical importance to students, parents, staff, the board of education and community. To this end, each teacher shall develop a variety of assessment instruments and techniques to measure student achievement in the curriculum adopted and implemented by the school district, record the results of such assessment, and report such results on Report Cards. Teachers should endeavor to measure student learning and understanding on a frequent basis during each grading period to provide an accurate evaluation of each student's academic achievement for that period.

Recording Grades

Each teacher shall ***record grades in PowerSchool or other data tracking forms.*** A sufficient number of grades must be recorded in the grade book to justify all quarter and semester grades for each student. Please keep consistent and complete records. Teachers must be able to support and justify the grades that each individual student earns.

Reconsideration of Grades/Marks

Questions raised concerning duly assigned grades will be resolved cooperatively in a conference which includes the teacher(s) involved and the Principal. In the event a grade is questioned by parents or students, the parents/guardians and/or student may be included in the conference.

Failure to resolve the issue will result in a second conference involving the Superintendent or designee and the participants in the initial conference described above. The grades designated by teachers will not be changed unilaterally by the Superintendent unless the Superintendent determines that the grade is not consistent with the requirements of law, Board policy, or the best interests of the District.

Transfer Grades

A student transferring into Raymond Central Public Schools will have all grades awarded in accordance to Board Policy 5003.

Reports to Parents

Teachers are expected to keep parents advised of grades and progress. It is important that teachers provide students with opportunities to evidence their progress on the learning standards. Teachers should contact parents when students are failing their class and collaborate with parents/guardians on ways in which learning performance can be improved. Grades and credit are assigned on a mid-semester (9 weeks) or semester basis (18 weeks). Reports will be made available to parents at the close of each quarter during the school year.

Section 5 School Improvement

Goals for improvement are defined and prioritized annually by the Board of Education. Campus School Improvement goals and action plans should be aligned with BOE goals and the PLC goals should flow from the Campus Goals. All staff are expected to be involved in the School Improvement Process.

Section 6 Parent-Teacher Conferences

Parent-Teacher conferences are a critical opportunity for teachers to dialogue with parents (or guardians) of students regarding student achievement and learning. To this end, fall and spring Parent-Teacher conferences will be scheduled and held during the school year. Teacher attendance at Parent-Teacher conferences is mandatory. The appropriate attire for this event is business professional. A teacher may only be excused from attendance at Parent-Teacher conferences in writing by the Superintendent. Teachers are expected to be prepared for such conferences. Being prepared includes having completed grade reports and other necessary information by the Parent-Teacher conference.

Section 7 Field Trips

All field trips and subsequent activities must be tied to the curriculum. There must be academic expectations tied to these activities. Teachers should obtain permission from the building principal for field trips and should expect to provide sound rationale for the activity. Local community activities should be reported to the principal. Teachers must complete a field trip request at least two weeks in advance of the planned trip and they must communicate to all teachers a list of who will be absent one week prior to the trip.

A district application form is required for extended field trips. The school retains the right to deny a student the privilege of field trip participation. We encourage teachers to schedule field trips throughout the school year as transportation is problematic in the spring.

The teacher, coach, and/or adult sponsor are charged with the management and handling of students when on school transportation vehicles. As a sponsor you are charged with the following responsibilities:

SAFETY ITEMS:

1. Submit Transportation Manifest as required.
2. Keep the noise level down.
3. There should be ‘no talking or noise’ when the bus is stopped at railroad crossings.
4. Make sure students stay seated. Avoid standing, kneeling, changing seats, and peering over seats.
5. Sign activity sheet after trip as required.
6. Keep all aisles and emergency exits cleared.
7. All district transportation vehicles have forms entitled BASIC FIRST AID and EMERGENCY EVACUATION PROCEDURES. All sponsors should know where these forms are located and be informed on evacuation procedures.

COURTESY ITEMS:

1. Sponsors should sit in a location that ensures they can monitor students effectively. Sitting at front with all students behind you is not advised.
2. Sponsor is charged with ensuring that the bus/vans are picked up. That duty can be delegated to students but sponsor should perform a walkthrough to make sure it is appropriately executed.

Section 8 Nebraska State Assessment Requirements

All students in grades 3-8 will be required to take the Nebraska State Assessment, currently referred to as NSCAS. Students will test from late March to early May. Required tests will include NSCAS math, English language arts, and science.

Incoming ninth grade students who fail to meet the required state proficiency levels on any Nebraska state assessment may be remediated in the individual courses he/she did not meet proficiency standards. Remediation may include remedial courses in either summer skills, or during the regular semester. Please note; the additional course could possibly cause conflict in scheduling electives.

All juniors will be required to take the ACT test. The ACT test will be administered in the second semester and students will take all of the state required portions of the test. Currently, the required sections include English, Reading, Math, Science, and Writing.

Section 9 Dating Violence

Raymond Central Public Schools strives to provide physically safe and emotionally secure environments for all students and staff. Positive behaviors are encouraged in the educational program and are required of all students and staff. Dating violence will not be tolerated.

For purposes of this policy "dating violence" means a pattern of behavior where one person uses threats of, or actually uses, physical, sexual, verbal, or emotional abuse to control his or her dating partner. "Dating partner" means any person, regardless of gender, involved in an intimate relationship with another person primarily characterized by the expectation of affectionate involvement whether casual, serious, or long term.

Incidents of dating violence involving students at school will be addressed as the administration determines appropriate, within the scope and subject to the limits of the District's authority.

Staff training on dating violence shall be provided as deemed appropriate by the administration. The dating violence training shall include, but need not be limited to, basic awareness of dating violence, warning signs of dating violence, and the District's dating violence policy.

Dating violence education that is age-appropriate shall be incorporated into the school program. Dating violence education shall include, but not be limited to, defining dating violence, recognizing dating violence warning signs, and identifying characteristics of healthy dating relationships.

The administration will be responsible for ensuring that this dating violence policy is published in the school district's student-parent handbook or an equivalent such publication. Parents and legal guardians shall be informed of the dating violence policy by such other means as the administration determines appropriate. If requested, parents or legal guardians shall be provided a copy of the dating violence policy and relevant information.

Article 7 – USE OF SCHOOL FACILITIES AND EQUIPMENT

Section 1 Drug-Free Workplace

The District has established the school as a drug-free workplace. The drug-free workplace for this purpose includes school grounds, school utilized vehicles, and places in which school activities are held.

The unlawful manufacture, distribution, disposition, possession, or use of a controlled substance is prohibited in the workplace. The possession, use or distribution of illicit drugs or alcohol, the use of glue or aerosol paint or any other chemical substance for inhalation, and being under the influence of illicit drugs, alcohol, or inhalants, is prohibited in any place while teachers are on duty time. Any level of impairment from illicit drugs, alcohol, or inhalants, and the presence of any odor of illicit drugs (such as marijuana) or alcohol on a teacher in the workplace or on duty time shall be a violation of the drug-free workplace. The possession or distribution of a look-alike drug or look-alike controlled substance is prohibited. In addition, teachers are expected to serve as role models for students and will be considered to have violated the District's expectations in the event the teacher commits a criminal drug or alcohol offense off the work place or off duty time.

As a condition of employment teachers will abide by the District's drug-free workplace policies and notify the Superintendent of any criminal drug statute arrest, citation, or conviction for a violation occurring in the workplace no later than 5 days after such arrest, citation, or conviction. Disciplinary sanctions up to and including termination of employment and referral for prosecution will be imposed for violations of the District's drug-free workplace policies.

Section 2 Smoke and Tobacco-Free Workplace

The use of tobacco products in the District's owned or leased facilities and vehicles is prohibited.

Section 3 Weapon-Free Workplace

The District prohibits any person from being in possession of a weapon at a school attendance facility, on school property, at a school-supervised activity, or at a school-sponsored function. Any teacher found to be in violation of this policy shall be subject to disciplinary action, up to and including termination. Teachers shall refer to the District's Board Policies on weapons to determine what qualifies as a weapon. If a teacher remains uncertain whether an object constitutes a weapon, the teacher must consult the Superintendent in advance for a final determination.

Section 4 Use of District Computer Network and Internet Safety Policy

Teachers have access to the District's computer network and the Internet for the enhancement and support of student instruction. It is important to remember that the equipment and the software are the property of the District and are to be used for business purposes.

As a condition of using the computers and the Internet, teachers agree to all elements spelled out in board policy regarding acceptable use including the following:

1. Since copyright laws protect software, teachers will not make unauthorized copies of software found on school computers by any means. Teachers will not give, lend, or sell copies of software to others unless the original software is clearly identified as shareware or in the public domain.
2. If a teacher downloads public domain programs for personal use or non-commercially redistributes a public domain program, the teacher assumes all risks regarding the determination of whether a program is in the public domain.
3. Teachers shall not access material that is obscene, child pornography or otherwise inappropriate matter for educational or work-related uses or contrary to the District's mission. Teachers are not permitted to knowingly access information that is profane, obscene, or offensive toward a group or individual based upon race (including skin color, hair texture and protective hairstyles), color, national origin, religion, disability, age, sex, or other protected category. Further, teachers are prohibited from placing such information on the Internet.
4. Teachers will protect the privacy of other computer users' areas by not accessing their passwords without written permission. Teachers will not copy, change, read, or use another person's files. Teachers will not engage in "hacking" or otherwise attempt to gain unauthorized access to system programs or computer equipment.
5. Teachers will not disclose their passwords and account names to anyone or attempt to ascertain or use anyone else's password and account name.
6. Teachers will not attempt to log in to the system as someone other than themselves without the other person's prior permission.
7. Teachers will not use the school network or computers for financial gain or for any commercial or illegal activity.
8. The District reserves the right to inspect a teacher's school computer and computer usage at any time. Teachers have no privacy rights or expectations of privacy regarding use of the District's computers or Internet system.
9. The computer system is not a public forum. It is provided for the limited purpose of advancing the District's mission.
10. Teachers shall not use or access the Internet for any reason that would violate the request that a teacher serve as a role model for students.

Any violation of any part of this agreement or any other activity which school administrators deem inappropriate will be subject to disciplinary action.

Section 5 Use of School Facilities

A teacher who is issued school keys or fobs shall not lose their keys or fobs and shall not allow others to have access to or to use their keys or fobs. Teachers are permitted to have access to school facilities during non-school time provided such access is for work-related purposes or has been approved in advance by the Principal.

Use of school supplies (paper, staples, etc.), school equipment (copiers, fax machines, telephones, etc.) and school postage is to be for approved school-related purposes only. Excess or surplus supplies or equipment, including items which have been placed in the trash, must not be removed for non-school use without prior approval from the Principal.

Section 6 Care of School Property

Teachers are responsible for the proper care of all books, equipment, supplies and furniture supplied by the school. If an item is in need of maintenance or repair, report it to the Principal. If you learn that a student has damaged school property or equipment, or if you are responsible for damage to school property, promptly report it to the Principal so the item may be replaced or repaired if possible and appropriate responsibility for the cost of replacement or repair may be determined.

Section 7 Use of Telephone/Cell Phone

Staff members will have access to a school phone and voicemail at their teaching stations. This phone is provided for your convenience in completing contacts to parents, vendors, and other school- related functions. Staff members should use discretion in taking and making calls during the school day. Please be aware of the following regulations:

1. Place personal or school calls during planning periods or before or after school. This includes use of cell phone calls and texting placed or received. *Only emergency calls will be forwarded to you and/or should be sent or received by you during your obligated duty time.* Do not discuss student progress over the phone where other students could overhear the conversation.
2. Long distance business calls will be logged and submitted upon request.
3. Long distance personal calls should be completed using a personal calling card or your cell phone.
4. Students should not be allowed to use school phones for personal use.
5. Voice mail should be checked regularly during the school day; use planning periods, lunch break or before and after school times to answer mail. All incoming personal and professional calls will be forwarded to your voice mailbox.
6. Staff members should regularly update their personal messages as schedules change (such as sports seasons) to reflect their availability.
7. Student cell phones and other devices should be turned off, (please note; OFF does not mean vibrate) prior to entering the classroom, media center or study hall. At no time should a student's cell phone interrupt the educational process. Student cell phones should not be on during scheduled class time. This means that students should not use their cell phone if they are excused to the restroom or any location outside the classroom. If a student is caught in the hallway during class time using their cell phone it will be confiscated.
8. To ensure the privacy and confidentiality of student information, no person is authorized to record or transmit any sound or image of any person (including themselves) without the prior consent or authorization of either (1) the person or persons being recorded or whose image or sound is being transmitted or (2) the Superintendent or Superintendent's designee. This prohibition applies to all persons, including staff, students and community members, regardless of the content or context of the image or sound; however, this provision shall not apply to District-sponsored athletic or activity events where the focus of the recording or transmission is on the student performances or activity. Nothing in this provision shall prohibit the recording of an Individualized Education Program meeting if the recording is necessary to ensure that the parent understands the IEP or the IEP process or to implement other parental rights guaranteed by the Individuals with Disabilities Education Act.

Section 8 Visitors

Teachers are not to have visitors on school property except on a short-term basis and only with permission of the principal. Included in the definition of visitors are family members of the teacher. Visitors should follow posted procedures for being on school property. Teachers are not to bring their children to school with them in lieu of taking them to childcare. **All visitors will be required to wear Identification badges during the scheduled day, while on school property.**

Section 9 Salespersons

Teachers need not allow, and should not permit, any salesperson or representative or agent of any commercial enterprise or theatrical presentation to contact the teacher while engaged in the teacher's duties except for such times as may be designated by the Superintendent or designee. By law, the hours of no solicitation are between 8:30 a.m. and 5:00 p.m. on all days school is in session. If you are required to be at work earlier than 8:30 a.m., the hours are extended to that earlier time as well.

Teachers shall not use classrooms, buildings or other school property for personal use or profit without specific approval from the Superintendent or designee. Teachers shall not use time for which the teacher is on duty or paid by the District to

engage in any activity for personal financial profit. Any violation of this policy will be held to be willful insubordination.

Section 10 Security of Desks and Lockers

Offices, teacher desks, lockers, file cabinets and other such storage devices ("storage devices") are owned by the school and are to be properly cared for and maintained. Appropriate security measures should be used to protect school and personal property kept in storage devices from theft or vandalism and to protect confidential student records.

The school exercises exclusive control over school property and reserves the right to search offices and storage devices provided to or used by employees where permitted by law, such as where reasonable grounds exist for suspecting that a search will turn up evidence that the employee has committed work-related misconduct, or that a search is necessary for a non-investigatory work- related purpose, such as to retrieve a file. School-related documents or records must remain readily available to administration and other appropriate school staff. Any personal items a teacher wants to have kept private should be kept in a separate personal storage device, such as a briefcase, purse or backpack.

The District is not responsible for any personal property teachers may bring to school. Teachers are cautioned not to bring large amounts of money or items of significant value to school.

Section 11 Bulletins and Announcements

Bulletin boards and display cases are available for school-related and approved materials to be posted and displayed. Posters to be used in the halls or materials for distribution will need to be approved by the Principal's office. The person or organization responsible for distributing the posters is responsible to see that all posters are removed within 48 hours after the event.

Section 12 Copyright and Fair Use Policy

It is the District's policy to follow the federal copyright law. Teachers are reminded that, when using school equipment and when performing school duties, they also must follow the federal copyright laws. The federal copyright law governs the reproduction of works of authorship.
Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice.

Section 13 Safety

Safety Program and Safety Committee

The District has established a Safety and Security Management Plan which includes safety and security plans and procedures, including plans and procedures to address emergency and crisis situations. Teachers are expected to be familiar with and to comply with the Safety and Security Management Plan. The Plan may be obtained for review or copy from the Principal or the Superintendent.

The District also has a safety committee to address employee accidents, injuries and work place conditions. A representative from each bargaining group plus representatives appointed by administration serve on the committee. If you have a desire to serve on the committee, you should contact the President of the teachers' association. Teachers can make suggestions and/or report concerns to the safety committee in the following ways: (1) contact the teachers' association representative of the safety committee, (2) contact the President of the teachers' association, or (3) contact the Safety Committee in care of the Superintendent.

Safety Practices

Guidelines for safe work practices which teachers should follow include the following:

1. Never stand on chairs, counters, tables, etc. Only use step stools, ladders and locking stools to stand, climb, etc., to reach high places, put things on bulletin boards, etc.
2. Always wear protective equipment (i.e., goggles, aprons, gloves, and ear protection).
3. Wipe up spills or report promptly to appropriate personnel. DO NOT assume someone else will do it.
4. Be aware of your surroundings. Pick up clutter, keep your work area or room clean and free of clutter, debris, etc.
5. Identify and report all hazards (i.e., broken equipment, broken or uneven floor surfaces, non-operating tools, windows, doors, etc.). Follow up if not repaired.
6. Do not use equipment if you are not familiar with it or operate machinery without proper training.
7. Do not carry heavy or bulky objects. Get a cart, dolly or assistance. Know how to properly lift.
8. Report any injuries or medical problems to your supervisor immediately and complete the employee accident report.
9. Wear seatbelts when in vehicles where provided.
10. Do not do repetitive tasks for long periods of time (i.e., keyboarding, dipping cookies, cutting out things, filing, typing, etc.). Take breaks, learn and do stretching exercises, etc. Every accident in the school building, on the school grounds, at practice sessions, or at any athletic event sponsored by the school must be reported immediately

to the Principal.

As required by law, approved safety glasses will be required of every student and teacher while participating in or observing vocational, technical, industrial technology, science, and art classes. All visitors to these areas must check out a pair of safety glasses when entering any of these areas.

Emergency Backpack
Each classroom shall have an Emergency Backpack visibly located near the exit. Teachers should ensure that the following items are in this backpack: Emergency Response Manual, updated roster of students occupying the classroom, teacher identification badge, red and green card, paper and pencil. Teachers are to take these backpacks with them during emergency evacuations of any nature.

Fire and Severe Weather exit routes and safety areas are to be visibly posted near the exit in each classroom. Guidelines for these procedures can be found in the Emergency Response Manual.

Security Measures
Entrance doors will be locked during school hours. The administrative assistant will check in all visitors and issue a visitor badge. Any teacher seeing a 'stranger' in the hallway will look for a visitor badge and if one is not visible you will direct and/or lead the visitor to the office.

Security System Procedures
Each individual staff member has been issued a key for entrance into the building and a security code to be used outside of school operational hours. Once in the building please make certain that the door shuts and locks behind you. At no time should the doors to the school be propped or left open. In an attempt to further ensure the safety of the staff and students, video cameras have been placed throughout the interior and exterior of the building.

Use of Personal Vehicles
Teachers who drive school vehicles or volunteer to use their personal automobile to transport students must have a valid driver's license and proof of insurance. Teachers will be provided a Driver's Certification form to verify this information and to be given instruction on emergency evacuation and first aid. Teachers who drive school vehicles or transport students in their personal vehicles are responsible for following safe driving practices, including use of seat belts by all occupants. When driving your personal vehicle, you are assuming an additional degree of personal liability for any injury or accident. Teachers are not to use cell phones while driving a school vehicle or while transporting children.

Incidents
Every incident which results in a personal injury or could have resulted in a personal injury, must be reported to the Principal immediately. In the event the injury involves a student, the teacher responsible for the student either as teacher, coach or sponsor is responsible for making the report. If the injury occurs in the presence of the teacher, the teacher is also responsible for making a report.

Incident Report forms can be obtained from the building office and are located in the shared google drive titled "Safety Committee."

Section 14 Video Surveillance

The Board of Education has authorized the use of video cameras on School District property to ensure the health, welfare and safety of all staff, students, and visitors to District property, and to safeguard District facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent.

Section 15 Recording of Others

To ensure the privacy and confidentiality of student information, no person (including a teacher) is authorized to record or transmit any sound or image of any person (including themselves) without the prior consent or authorization of either (1) the person or persons being recorded or whose image or sound is being transmitted, (2) by authorized staff for purposes of child welfare (for example, to record images of injuries to students caused or believed to be caused by another person), or (3) the Principal or Principal's designee. This prohibition applies to all persons, regardless of the content or context of the image or sound; however, this provision shall not apply to District-sponsored athletic or activity events where the focus of the recording or transmission is on the student performances or activity. Nothing in this provision shall prohibit the recording of an Individualized Education Program meeting if the recording is necessary to ensure that the parent understands the IEP or the IEP process or to implement other parental rights guaranteed by the Individuals with Disabilities Education Act.

Article 8 - State and Federal Programs

Section 1 Notice of Nondiscrimination

The School District does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected category in admission or access to, or treatment of employment, in its programs and activities. The Coordinators listed in Section 2 have been designated to handle inquiries regarding complaints, grievance procedures or the application of these policies of nondiscrimination.

Complaint and grievance procedures are provided for by the District and set forth in the Board of Education Policy. If an employee does not feel that a complaint of nondiscrimination has been satisfactorily resolved at the school level, the employee may file a complaint with the appropriate federal or state agency. Complaints are to be filed with the regional Department of Education, Office for Civil Rights where the complaint relates to Title IX (discrimination, harassment or lack of equity based on gender), Title VI (discrimination or harassment based on race (including skin color, hair texture and protective hairstyles), color, or national origin) or Section 504 (discrimination, harassment, or failure to accommodate a disability). Complaints are to be filed with the regional U.S. Equal Employment Opportunity Commission (EEOC) if the complaint relates to Title VII (discrimination or harassment based on race (including skin color, hair texture and protective hairstyles), color, gender, national origin, or religion), the Americans with Disabilities Act (discrimination, harassment or failure to accommodate a disability), or the Age Discrimination in Employment Act (discrimination based on age). The contact information for the OCR and the EEOC in this regard are:

Office for Civil Rights in the U.S. Department of Education (OCR)
One Petticoat Lane
1010 Walnut Street, 3rd Floor, Suite 320 Kansas City, Missouri 64106
(816) 268-0550; Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or
ocr.kansascity@ed.gov.

The U.S. Equal Employment Opportunity Commission (EEOC)
Gateway Tower II
400 State Avenue, Suite 905 Kansas City, KS 66101
(800) 669-4000; TTY: (800) 669-6820; Fax (913) 551-6957

Section 2 Designation of Coordinators

Any person having inquiries concerning the District's compliance with anti-discrimination laws or policies or other programs should contact or notify the following person(s) who are designated as the coordinator for such laws, policies, or programs. The Coordinator may be contacted at: 1600 W. Agnew Road, Raymond, NE 68428 telephone number (402) 785-2615.

Law, Policy, or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment based on race (including skin color, hair texture and protective hairstyles), color, or national origin; harassment	Secondary Assistant Principal
Title IX	Discrimination or harassment based on sex; gender equity	Secondary Assistant Principal
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment, or reasonable accommodations of persons with disabilities	Secondary Assistant Principal
Homeless student laws	Children who are homeless	Superintendent
Safe and Drug Free Schools and Communities	Safe and drug free schools	Superintendent

Section 3 Confidentiality of Student Records (FERPA)

The Family Educational Rights and Privacy Act (FERPA) gives parents and family members and students over 18 years of age rights of access and confidentiality with respect to education records. Employees are expected to provide access rights and maintain the confidentiality of education records in accordance with FERPA and Board policy. Further information about FERPA and the District's policies under FERPA are found in Board policy and in the student handbook.

APPENDIX A

Notice of COBRA Continuation Coverage Rights
**** Continuation Coverage Rights Under COBRA** Introduction**

You are receiving this notice because you have recently become covered under [Insert Name of School] health plan (the "Plan"). This notice contains important information about your right to COBRA continuation coverage, which is a temporary extension of coverage under the Plan. The right to COBRA continuation coverage was created by a federal law, the Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA). COBRA continuation coverage can become available to you and to other members of your family who are covered under the Plan when you would otherwise lose your group health coverage. **This notice generally explains COBRA continuation coverage, when it may become available to you and your family, and what you need to do to protect the right to receive it.** This notice gives only a summary of your COBRA continuation coverage rights. For more information about your rights and obligations under the Plan and under federal law, you should either review the Plan's Summary Plan Description or get a copy of the Plan Document from the Plan Administrator.

The Plan Administrator is [enter name, address and telephone number of Plan Administrator]. The Plan Administrator is responsible for administering COBRA continuation coverage.

COBRA Continuation Coverage
COBRA continuation coverage is a continuation of Plan coverage when coverage would otherwise end because of a life event known as a "qualifying event." Specific qualifying events are listed later in this notice. COBRA continuation coverage must be offered to each person who is a "qualified beneficiary." A qualified beneficiary is someone who will lose coverage under the Plan because of a qualifying event. Depending on the type of qualifying event, employees, spouses of employees, and dependent children of employees may be qualified beneficiaries. Under the Plan, qualified beneficiaries who elect COBRA continuation must pay for COBRA continuation coverage.

If you are an employee, you will become a qualified beneficiary if you will lose your coverage under the Plan because either one of the following qualifying events happens:
1. Your hours of employment are reduced, or
2. Your employment ends for any reason other than your gross misconduct.

If you are the spouse of an employee, you will become a qualified beneficiary if you will lose your coverage under the Plan because any of the following qualifying events happens:
1. Your spouse dies;
2. Your spouse's hours of employment are reduced;
3. Your spouse's employment ends for any reason other than his or her gross misconduct;
4. Your spouse becomes enrolled in Medicare (Part A, Part B, or both); or
5. You become divorced or legally separated from your spouse.

Your dependent children will become qualified beneficiaries if they will lose coverage under the Plan because any of the following qualifying events happens:
1. The parent-employee dies;
2. The parent-employee's hours of employment are reduced;
3. The parent-employee's employment ends for any reason other than his or her gross misconduct;
4. The parent-employee becomes enrolled in Medicare (Part A, Part B, or both);
5. The parents become divorced or legally separated; or
6. The child stops being eligible for coverage under the plan as a "dependent child."

Sometimes, filing a proceeding in bankruptcy under title 11 of the United States Code can be a qualifying event. If a proceeding in bankruptcy is filed with respect to the employer and that bankruptcy results in the loss of coverage of any retired employee covered under the Plan, the retired employee is a qualified beneficiary with respect to the bankruptcy. The retired employee's spouse, surviving spouse, and dependent children will also be qualified beneficiaries if bankruptcy results in the loss of their coverage under the Plan.

The Plan will offer COBRA continuation coverage to qualified beneficiaries only after the Plan Administrator has been notified that a qualifying event has occurred. When the qualifying event is the end of employment or reduction of hours of employment, death of the employee, commencement of a proceeding in bankruptcy with respect to the employer to the extent retiree health coverage is provided, or enrollment of the employee in Medicare (Part A, Part B, or both), the employer must notify the Plan Administrator of the qualifying event within 30 days of any of these events.

For the other qualifying events (divorce or legal separation of the employee and spouse or a dependent child's losing eligibility for coverage as a dependent child), you must notify the Plan Administrator. The Plan requires you to notify the Plan Administrator within 60 days after the qualifying event occurs. You must send this notice to the Plan Administrator. Any additional Plan procedures for this notice must also be provided.

Once the Plan Administrator receives notice that a qualifying event has occurred, COBRA continuation coverage will be offered to each of the qualified beneficiaries. For each qualified beneficiary who elects COBRA continuation coverage, COBRA continuation coverage will begin on the date of the qualifying event.

COBRA continuation coverage is a temporary continuation of coverage. When the qualifying event is the death of the employee, enrollment of the employee in Medicare (Part A, Part B, or both), your divorce or legal separation, or a dependent child losing eligibility as a dependent child, COBRA continuation coverage lasts for up to 36 months.
When the qualifying event is the end of employment or reduction of the employee's hours of employment, COBRA continuation coverage lasts for up to18 months. There are two ways in which this 18-month period of COBRA continuation coverage can be extended.

Disability extension of 18-month period of continuation coverage
If you or anyone in your family covered under the Plan is determined by the Social Security Administration to be disabled at any time during the first 60 days of COBRA continuation coverage and you notify the Plan Administrator in a timely fashion, you and your entire family can receive up to an additional 11 months of COBRA continuation coverage, for a total maximum of 29 months. You must make sure that the Plan Administrator is notified of the Social Security Administration's determination within 60 days of the date of the determination and before the end of the 18-month period of COBRA continuation coverage. This notice should be sent to the Plan Administrator. Any additional Plan procedures for this notice must also be provided.

Second qualifying event extension of 18-month period of continuation coverage
If your family experiences another qualifying event while receiving COBRA continuation coverage, the spouse and dependent children in your family can get additional months of COBRA continuation coverage, up to a maximum of 36 months. This extension is available to the spouse and dependent children if the former employee dies, enrolls in Medicare (Part A, Part B, or both), or gets divorced or legally separated. The extension is also available to a dependent child when that child stops being eligible under the Plan as a dependent child. In all of these cases, you must make sure that the Plan Administrator is notified of the second qualifying event within 60 days of the second qualifying event. This notice must be sent to the Plan Administrator. Any additional Plan procedures for this notice must also be provided.

If You Have Questions
If you have questions about your COBRA continuation coverage, you should contact the Superintendent or Plan Administrator or you may contact the nearest Regional or District Office of the U.S. Department of Labor's Employee Benefits Security Administration (EBSA). Addresses and phone numbers of Regional and District EBSA Offices are available through EBSA's web site at www.dol.gov/ebsa.
Keep Your Plan Informed of Address Changes
In order to protect your family's rights, you should keep the Plan Administrator informed of any changes in the addresses of family members. You should also keep a copy, for your records, of any notices you send to the Plan Administration.

Raymond Central Public Schools
Addition to Employee Code of Conduct

ACCEPTABLE USE OF COMPUTERS AND NETWORKS

ADMINISTRATORS, FACULTY AND STAFF AGREEMENT

In order to make sure that all members of Raymond Central Public School's community understand and agree to these rules of conduct for use of the e-mail and Internet systems of the school district, the Raymond Central School District asks that you, as an administrator, faculty member, or staff member user, sign the following statement:

I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by the Raymond Central Public Schools, and I understand and will abide by those district guidelines and conditions for the use of the facilities of Raymond Central Public Schools and access to the Internet. I further understand that any violation of the district guidelines is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges will be revoked. School disciplinary action and/or appropriate legal action will be taken.

I agree not to hold the Raymond Central Public Schools, any of its employees, or any institution providing network access to Raymond Central Public Schools responsible for the performance of the system or the content of any material accessed through it.

Employee's Name_____

Employee's Signature_____ Date_____

This form will be retained on file by authorized faculty designee for duration of applicable computer/network/Internet use.

RECEIPT OF 2025-2026 TEACHER HANDBOOKS

of Raymond Central Public Schools

This signed receipt acknowledges receipt of the 2025-2026 Teacher Handbook. This receipt acknowledges that it is understood that I will read and be familiar with the handbook, I will familiarize myself with Board Policies, and that I understand that the District's policies include specific complaint and grievance procedures that must be used for reporting harassment or discrimination. This signed receipt also acknowledges receipt of an electronic copy of the Teacher Evaluation and Performance Framework of Raymond Central Public School. This receipt acknowledges that it is understood that I am to read and be familiar with the framework

Teacher's Signature_____ Date_____

Return to: Building Principal

RAYMOND CENTRAL

JR/SR HIGH SCHOOL TEACHER HANDBOOK

2025-2026

"The Raymond Central community is committed to providing a positive, challenging learning environment which prepares each individual to be a responsible citizen in an every-changing society."

RAYMOND CENTRAL JR/SR HIGH SCHOOL TEACHER HANDBOOK

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FOREWORD

Section 1 Intent of Handbook

Welcome to Raymond Central Secondary School. This handbook is intended to be used by teachers and other certificated staff to provide general information about Raymond Central Public Schools and to serve as a guide to the District's policies, rules, and regulations, benefits of employment, and performance expectations.

References in this handbook to "teachers" are intended to apply to all certificated staff. This includes administrative staff to the extent the handbook deals with professional expectations and conduct.

Each teacher is responsible for becoming familiar with the handbook and knowing the information contained in it. Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise. This handbook is intended to supplement other documents that deal with your employment, including your employment contract, the negotiated agreement between the Raymond Central Public Schools and the Raymond Central Education Association, and the policies and regulations of the Board of Education. In reading this handbook, please understand that where a direct conflict exists, state or federal law, the negotiated agreement, and Board policies and regulations will control.

This handbook does not create a "contract" of employment. Staff positions and assignments which do not legally require a certificate or are otherwise not protected by the teacher tenure laws may be ended or changed on an "at will" basis notwithstanding anything in this handbook or any other publication or statement, except for a contract approved by the Board of Education.

The administration will be responsible for interpreting the rules contained in the handbook and shall have the right to make decisions and make rule revisions at any time. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon applicable school district policies, state and federal statutes and regulations, and the best interests of the District.

Section 2 Information about Raymond Central Public Schools

The Raymond Central School District serves PK-12 students in portions of Lancaster, Saunders, Butler, and Seward Counties which includes the communities of Davey, Raymond, Agnew, Ceresco and Valparaiso. In 2017, a new preschool program was added to the Jr-Sr High campus. At the same time, the 6th grade transition program moved into new classrooms adjacent to the preschool. Elementary K-5 centers are located in both Ceresco and Valparaiso. All facilities have been updated allowing award winning programs, high quality academic instruction, innovative teaching and one-to-one technology integration. Raymond Central is classified as a Class III (K-12) district by the Nebraska Department of Education and a Class C school by NSAA. This district is a member of the Nebraska Capitol Conference for activities programs. Member schools include: Raymond Central, Ashland-Greenwood, Conestoga, DC West, Fort Calhoun, Logan View, Louisville, Raymond Central, Syracuse, and Yutan. Raymond Central Public Schools is recognized as an accredited school. The district serves over 700 students PK- 12.

Section 3 School Mission Statement

The mission of Raymond Central Public Schools is as follows:

"The Raymond Central Community is committed to providing a positive, challenging learning environment which prepares each individual student to be a responsible citizen in an ever-changing society."

KEY VALUES OF THE RAYMOND CENTRAL PUBLIC SCHOOLS

We identified the following Value Statements to guide and direct our work and our culture.

1. We will provide a quality education as the cooperative responsibility of students, staff, parents, and community.
2. We will provide a safe learning environment where all individuals are treated with dignity and respect.
3. We will encourage life-long learning and responsible citizenship.
4. We will empower students to be problem solvers and independent learners.
5. We will provide each student with the opportunity to learn and achieve success.
6. We will meet the needs of individual students through a variety of approaches to learning.
7. We will use available time and resources to stay on top of current educational practices.
8. We will continuously evaluate, update and assess our districts goals.

The central purpose of the Raymond Central Public Schools is to develop students who can demonstrate the knowledge, skills and competencies necessary to become productive and contributing members of our democratic society.

Although all children will not learn all things equally well, we recognize that all children should have an equal opportunity in the pursuit of educational qualifications for the world ahead. Recognizing the uniqueness of each student, Raymond Central Public Schools will attempt to balance the curriculum to provide for the varied interests and talents of all students. The school accepts the premise that the center of the school curriculum is the child and that the instructional program

should be designed to fit each and every child's unique needs.

The education of children is a comprehensive program that must be undertaken in cooperation with other services and institutions within society and the local community. The Raymond Central Public Schools will seek to establish and maintain strong ties with parents, patrons, the business community, and other community institutions.

Section 2 MEMBERS OF THE BOARD OF EDUCATION

Name	Contact Information
Cathy Burklund , President	cburklun@rcentral.org
Larry Heyen , Vice President	larry.heyen@rcentral.org
Bill Lange, Treasurer	bill.lange@rcentral.org
Mary Benes , Secretary	mary.benes@rcentral.org
Derek Matulka, Member	derek.matulka@rcentral.org
_____, Member	

Section 3 ADMINISTRATIVE STAFF

Name	Position
Bryon Hanson	Superintendent
Troy Lurz	Secondary Principal
Tony Kobza	Assistant 6-12 Principal/Activities Director
Abby Horbach	Assistant 6-12 Principal/MTSS Coordinator
Amanda Coufal	Special Education Director
Steve Rose	Elementary Principal
Deborah Kruse	Elementary Principal

Section 4 TEACHERS, COUNSELORS, AND STAFF

Preschool - 3 yr olds	Megan Kemnitz
Preschool - 4 yr olds	Ariel Broekemeier
6-8 ELA/Social Studies	Traci Hummel
6-8 ELA/STEM	Shelby Dowding
6-8 English	Jill Huck
6-8 Math	Adison Kenning
6-8 Math/PE	Megan Hansen
6-8 Science	Garrik Judkins
6-8 Social Studies	Michael Henderson
English	Alisha Starner
English	Jenna Winfrey
Math - .5 FTE	Celia Newman
Math	Cayton Butcher
Math	Greg Wilmes
Science	Megan Aylward
Science	Jacob Staroscik
Social Studies - .25 FTE	Andrew Placke
Social Studies	Jackson Hilyard
Social Studies	Courtney Polak
Business	Keely Schaffer
Business	Ben Svehla
Family & Consumer Science	Rebecca Parks

Library/Media	Janet Dannelly
Speech	Carolyn Enevoldsen
Spanish	Josh Karel
Technology - .75 FTE	Andrew Placke
Art	Taylor Craig
Band	Melissa Nierman
Music	Melissa Nierman
Physical Education - .5 FTE	Mark King
Physical Education	Trace Baasch
Physical Education	Taylor Vasa
Ag Teacher	Katie Donahue
Industrial Tech	Taryn Oldemeyer
Resource	Johanna Jackson
Resource	Kate Jones
Resource	John Kliment
Resource	Shawn Semler
Resource/Life Skills	Stacey Doan
Counselor - .5 FTE	Celia Newman
Counselor	Tasha Osten
Speech Pathologist	Amanda Smith
School Psychologist	Caitlin Roussan

Section 5 SUPPORT STAFF

Administrative Assistant	Markie Bryce
Administrative Assistant	Laura Tvrdy
Business Manager	Peggy Breitkreutz
Supt Administrative Asst	Cheryl Rieck
Nurse	Amanda Ehlers
Health Tech	Jennifer Crees
Food Coordinator	Patricia Hudson
Cook	Jennifer Hoffschneider
Cook	Melanie Jordan
Operations Manager	Jared Shanahan
Custodian	Jeff Elstun
Custodian	Bryon Miller
Custodian	Christine Miller
Custodian	Ron States

Paraeducator	Jody Albrecht
Paraeducator	Jessica Knopp
Paraeducator	Ashley Matulka
Paraeducator	Kara Nelson
Paraeducator	Teresa Pester
Paraeducator	Heather Potter
Paraeducator	Maggie Suchy
Paraeducator	Jil-Beth Svoboda
Paraeducator	Leann Wiese
Paraeducator - PK	Kristy Sears
Paraeducator - PK	Cindra Jensen
Paraeducator - PK	Robin Wright
Paraeducator - PK	

Article 1 - SCHOOL CALENDAR & SCHEDULES

Section 1 School Calendar

RAYMOND CENTRAL PUBLIC SCHOOLS
2025-2026
SCHOOL CALENDAR
Approved 2/12/2025

School Start and End Times: Elementary: 8:15 AM - 3:15 PM
Junior/Senior High School: 8:10 AM - 3:30 PM Preschool: 8:15 AM - 3:15 PM

AUGUST

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

SEPTEMBER

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

OCTOBER

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

NOVEMBER

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

DECEMBER

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

AUGUST 2025
4-5 Monday & Tuesday - New Teacher Workdays
6-7 Wednesday & Thursday - Teacher Professional Development
8 Friday - Teacher Workday
11 Monday - FIRST DAY OF SCHOOL - NOON DISMISSAL - 1/2 day Teacher Workday

SEPTEMBER 2025
1 Monday - Labor Day
25 Thursday - NO SCHOOL - 1/2 Teacher Workday
25 Thursday - NO SCHOOL - 12:30-7:30 Parent Teacher Conferences
26 Friday - NO SCHOOL

OCTOBER 2025
10 Friday - End of 1st Qtr - NO SCHOOL - 1/2 Day Teacher PD - 1/2 Teacher Workday

NOVEMBER 2025
10 Monday - NO SCHOOL - Teacher Professional Development
26-28 Wednesday, Thursday & Friday - NO SCHOOL - Thanksgiving Break

DECEMBER 2025
12 Friday - NOON DISMISSAL - 1/2 Teacher Workday
19 Friday - End of 2nd Qtr - NOON DISMISSAL - 1/2 Teacher Workday
22-31 NO SCHOOL - Winter Break
24-28 NSAA Moratorium - Gyms closed

JANUARY 2026
1 NO SCHOOL - Winter Break
2 Friday - NO SCHOOL - 1/2 Day Teacher PD - 1/2 Teacher Workday
19 Monday - NO SCHOOL - Teacher Professional Development
30 Friday - NOON DISMISSAL - 1/2 Teacher Workday

FEBRUARY 2026
16 Monday - NO SCHOOL

MARCH 2026
6 Friday - End of 3rd Qtr - NO SCHOOL - 1/2 Day Teacher PD - 1/2 Teacher Workday
12 Thursday - NO SCHOOL - 1/2 Teacher Workday
12 Thursday - NO SCHOOL - 12:30-7:30 Parent Teacher Conferences
13 & 16 Friday & Monday - NO SCHOOL

APRIL 2026
3 & 6 Friday & Monday - NO SCHOOL - Easter Break

MAY 2026
7 Thursday - NOON DISMISSAL - 1/2 Teacher Workday
9 Saturday - Graduation Ceremony at 2:00
21 Thursday - LAST DAY OF SCHOOL - NOON DISMISSAL - 1/2 Teacher Workday

JANUARY

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

FEBRUARY

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

MARCH

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

APRIL

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

MAY

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

- First and Last Day of School
- 1/2 day of school - NOON DISMISSAL
- NO SCHOOL
- End of Quarters
- New Teachers Only
- Parent-Teacher Conferences
- Teacher Professional Development &/or Teacher Workday
- Possible Last Day of School

Raymond Central 6-12

25-26 Bell Schedule

M/TH/F Schedule

Pd	1.	8:10-8:55
Pd	2.	8:58-9:44
Advisory		**9:47-10:15**
Pd	3.	10:18-11:03
Pd	4.	11:03-11:48
Pd	5A.	HS Lunch 11:48-12:18
		Class 12:18-1:03
		Class 11:51-12:36
		JH Lunch 12:36-1:06
Pd	6.	1:06-1:52
Pd	7.	1:55-2:41
Pd	8.	2:44-3:30

45/46 Minute Classes
28 Minute Adv/Study/Interv

T/W Odd/Even Schedule

Bl	1/2.	8:10-9:40
Bl	3/4.	9:43-11:13
Bl	5/6.	11:16-1:16
HS Lunch 11:16-11:43		
HS Class 11:46-1:16		
JH Class 11:19-12:04/12:34-1:16		
JH Lunch 12:04-12:31		
Advisory		**1:19-1:57**
Bl	7/8.	2:00-3:30

90 Minute Classes
41 Minute Adv/Study/Interv

Section 3 Severe Weather and School Cancellations

School Closing Information. The Superintendent of schools is authorized by the Board of Education to close public schools in case of severe weather. Representatives of the Superintendent's staff will notify local news media when inclement weather warrants such action. The information is posted to the website and social media accounts and it is generally on the local television stations. Parents will also receive a phone message and text message from our rapid notification system (BrightArrow) indicating a late start or school closing. It is important that parent/guardians keep their contact information updated with the school so that they get these messages.

Decision to Close Schools. A decision to close school is made when forecasts by the weather service and civil defense officials indicate that it would be unwise for students to go to school. An early decision is not always possible because of uncertain weather conditions. School officials will make periodic assessments of conditions during the night and will decide early in the morning (by 6 a.m. if possible). In any case, **an announcement will be made to the news media and to parent/guardians through the rapid notification system when schools will be closed.** In some instances, schools will be open, but certain services may be canceled (bus transportation, preschool, student activities, etc.).

After School Starts. Every attempt will be made to avoid closing school once classes are in session. In some instances, closing school during the day is inevitable if children are to safely return home before the brunt of a major storm hits. In these cases, as much advance notice as possible will be given to parents. If school is closed during the day, the notice will be broadcast by the media and to parent/guardians through the rapid notification system and **parents should have a plan to accommodate these circumstances.**

Parental Decisions. **Parents may decide to keep their children at home in inclement weather because of personal circumstances.** Students absent because of severe weather when school is in session will be marked absent. The absence will be treated like any other absence for legitimate causes provided parents properly notify the school of their decision. Parents may pick up their children in inclement weather at any time during the school day. Students will not normally be dismissed from school during severe weather on the basis of a telephone request.

What Not To Do. Parents should not attempt to come to school during a tornado warning. **School officials are not permitted to release students from the school building during a tornado warning.** Tornado safety procedures are practiced regularly by students and staff members. Also, parents are urged not to call radio and television stations and school buildings during severe weather. Every effort will be made to provide accurate and timely information through the media and the rapid notification response system.

Emergency Conditions. Raymond Central Public Schools has a signal which, when activated, includes the necessity to either evacuate the building or to move to safer areas of the building. All regular drills are held as required by law through the school year. There are plans for Emergency Exit system, Tornado Warning System, and Critical Incident Response.

Section 4 Contract Days

Teachers are contracted for 186 days (hereinafter referred to as the "contract year"). Such contract days shall be serviced by individual teachers on varying schedules as established by the Board of Education and administration.

Section 5 Make-Up Days

In the event teachers are not required to report for duty due to inclement weather conditions or other circumstances whereby a duty day is canceled, such days shall not be credited as a contract day served. Make-up days may be scheduled by the administration during the contract year as needed to allow all teaching staff to serve the full number of contract days.

Article 2 – EMPLOYMENT, COMPENSATION AND BENEFITS

Section 1 Employment

A teacher is employed by Raymond Central Public Schools when the teacher signs the Teacher's Contract and the Board of Education approves such contract of employment. The teacher's employment continues absent action by the administration or the Board of Education to non-renew, terminate, amend or cancel the teacher's employment contract with the school district, or action by the Board of Education to accept a resignation of employment.

On or after March 15 of each school year a teacher may be requested to accept employment for the next school year and shall be required to signify such acceptance on or before April 1 or such other date after March 15 as may be designated in the notice. It is important for teachers to respond to the request to signify acceptance as a failure to signify acceptance of employment by the April 1 or other designated date shall constitute cause for amendment of termination of the teacher's contract. If a teacher signifies acceptance of employment for the next school year, the teacher may either be issued a new Teacher's Contract or a "Contract Renewal Agreement."

Should a teacher wish to resign from employment the teacher should give written notice of resignation to the Superintendent. The request to resign will be acted upon by the Board of Education. Mid-year resignations and resignations given late in the spring for the following school year can present significant planning problems for the District. If a mid-year resignation is submitted, or a resignation for the following school year is submitted after April 15 or after the teacher has signified acceptance of employment for the next school year and after April 15, the Board of Education may act to not accept the resignation unless a suitable replacement can be found. The District will enforce the continuing contract of teachers accepting employment for the next school year under the provisions of Neb Rev. Stat. §79-820.

Section 2 Assignments

The professional duties to be performed by a teacher with the District shall be subject to assignment by the Superintendent of the District with the approval of the Board of Education. A teacher will be expected to devote full time during days of school to the teacher's position and to diligently and faithfully perform the assigned duties to the best of the teacher's professional ability. Job descriptions, where available, provide additional information about the position duties.

In addition to the normal duties traditionally required of teachers, a teacher may be assigned such "extra duty" assignments to support the extra-curricular programs of the District, which shall be upon such terms and conditions and at such additional rate of compensation as the Teacher and the District may agree upon or as set forth in the negotiated agreement. The extra-curricular program of the school district is an integral part of the overall educational program of the school district. As such, a teacher shall not unreasonably refuse to accept such extra-duty assignments. In addition, performance in an extra duty assignment is a part of the evaluation of the teacher's overall performance to the District.

Section 3 Personnel File

The District will follow the requirements of state and federal law and regulation with regard to a teacher's personnel file, including but not limited to Neb. Rev. Stat. § 79-8,109.

Section 4 Grievances and Complaints

Teacher grievances regarding wages, hours, and conditions of employment set forth in the negotiated agreement shall be governed by the grievance or complaint procedure in the negotiated agreement. All other employment related grievances or complaints shall be addressed through the administrative chain of command following the process set forth in board policy.

Section 5 Compensation

Regular Salary and Extra-Duty Compensation. Compensation is paid only as authorized by the Board of Education. Teachers are paid a salary based on placement on the salary schedule set forth in the collectively bargained negotiated agreement between the district and the collective bargaining agent for the certificated teaching staff (referred to in this handbook as the "negotiated agreement"), and the extra-duty salary schedule also incorporated into the negotiated agreement.

Salary Payments. Salary is payable over twelve equal installments. Teachers will be paid on the 20th of the month, or the last preceding school day, if the 20th falls on a vacation or week-end day. In emergency cases exceptions may be made, subject to the approval of the Board. In no case shall the Board advance more than one month's salary. Upon separation of a teacher's employment, or upon fulfillment of the contract, the teacher may, at the option of the Board, be paid all salary due in one lump sum.

Additional compensation over and above regular compensation, extra-duty pay and supplemental pay shall be disbursed as it is earned and deductions from compensation due to unpaid leave shall be taken out as they are reported to the payroll office. Reimbursements for mileage or other expenses will be considered separate from compensation.

Section 6 Extended Contract Pay

Extended contracts for any teacher beyond the number of contract days established by the Board of Education for the school year shall be paid on a per diem basis for such teacher's extended time.

Section 7 Benefits

Teachers are provided benefits in accordance with the negotiated agreement, group health insurance plan requirements, and the school district's Section 125 Plan document. Teachers shall make annual fringe benefit elections by September 1 of each school year. Should a teacher fail to make such election, the teacher election from the immediately preceding school and contract year shall be continued. Each teacher is responsible for informing the Office of the Superintendent in writing of any changes in benefit status.

Continued health insurance benefits are available through COBRA subject to certain qualifying requirements. A Notice of COBRA Continuation Coverage Rights is attached to this handbook as Appendix "A."

The Health Insurance Portability and Accountability Act (HIPAA) provides rights and protections for participants and beneficiaries in group health plans. HIPAA includes protections for coverage under group health plans that limit exclusions for preexisting conditions; prohibit discrimination against employees and dependents based on their health status; and allow a special opportunity to enroll in a new plan to individuals in certain circumstances. HIPAA may also give you a right to purchase individual coverage if you have no group health plan coverage available and have exhausted COBRA or other continuation coverage. Further information may be obtained from the Plan Administrator of the group health plan.

Section 8 Payroll and Payroll Deductions

Salary and benefits are paid in accordance with the individual employment contracts and negotiated agreement. Payroll deductions shall be made in accordance with law and the negotiated agreement.

Section 9 Expense Reimbursement

Teachers are required to request use of school transportation for purposes of school business. If school transportation is not available, reimbursement for authorized mileage will be paid to teachers required to drive their own vehicles during their regular scheduled working hours between two or more work sites. Claims for reimbursement should be submitted to the appropriate supervisor. The allowable rate shall be governed by Board policy, unless otherwise required by law. The District is not liable for physical damage to employee vehicles. Reimbursements to staff for purchases will not be part of our District's normal practice. An administrator or director can grant special permission for a reimbursement and that permission must be granted prior to the requisition and purchase.

Section 10 403(b) Salary Reduction Agreements

The District will cooperate with any teacher who chooses to participate in an investment program under Internal Revenue Code Section 403(b) provided that the certificated employee executes a "Salary Reduction Agreement" provided by the District and the vendor of the 403(b) Plan elected by the teacher has entered in to a "Service Provider Agreement" with the District holding the District harmless from any liability that may arise out of such 403(b) Plan, including, but not limited to, the calculation of the maximum exclusion allowance, tax reporting, notices and income withholding.

Section 11 Overtime

Teaching professionals are classified as exempt from overtime under the Fair Labor Standards Act (FLSA). The overtime exemption for teaching professionals is not dependent on whether the employee is paid on a "salary basis." Exempt employees are not eligible for overtime or compensatory time. A publication provided by the federal government which provides more information about the FLSA is attached as Appendix "A" to this handbook.

Any non-exempt employees must receive prior approval from their supervisor to work additional hours beyond their regular work schedule. Non-exempt employees must be paid for each hour worked in excess of 40 hours in a workweek. The regular workweek is from 12:00 a.m. on Monday through 11:59 p.m. on Sunday. The administration may establish a different 7-day period workweek from time to time for specified employees or employee groups.

Overtime pay for non-exempt employees will be paid at the rate of not less than 1½ times the employee's regular rate of pay for hours worked in excess of the 40-hour workweek. Employees with two or more non-exempt positions may be eligible for overtime pay based upon the total number of hours worked in one workweek. If applicable, the employee and the Superintendent will agree upon the overtime rate, in compliance with FLSA regulations. A non-exempt employee may request compensatory time in lieu of overtime pay, with approval of the employer, with the rate figured as 1½ times the number of hours worked in excess of 40 hours in any work week. Compensatory time may be accumulated up to 40 hours upon approval by their supervisor. Any accumulation of compensatory time over 40 hours must be approved by the Superintendent. The FLSA limits the accumulation of compensatory time to 240 hours.

The District's policy is to not permit improper deductions from the salary of exempt employees who are required to meet a "salaried basis" test for the exemption to be applicable. (Teaching professionals are not subject to the "salaried basis" test).

An employee who feels an improper deduction affecting exemption status has occurred may submit a complaint to the Superintendent or the Superintendent's designee, who shall promptly investigate the complaint. Reimbursement shall be made and a good faith commitment to comply in the future will be given in the event it is determined that an improper deduction affecting overtime exemption has been made.

The District's policy is to authorize unpaid disciplinary suspensions of a full day or more for infractions of workplace conduct rules and to apply such policy uniformly to all similarly situated employees, including exempt employees who are required to meet a "salaried basis" test for the exemption to be applicable. Unpaid disciplinary suspensions of a partial day or of a full day or more may be implemented for infractions of safety rules of major significance. Deductions of pay of a partial day or of a full day or more may be made for FMLA leaves and in the first and last weeks of employment. In addition, based on principles of public accountancy, deductions from pay of a partial day or of a full day or more will be made for absences for illness, injury or personal reasons when accrued leave is not used or not available, and for absences due to any budget- required furlough.

Article 3 - ABSENCES FROM WORK

Section 1 Paid Leave

Teachers are provided with sick leave, personal leave and bereavement leave in accordance with the negotiated agreement. During such paid leaves, teachers shall continue to receive all salary and fringe benefits called for by the negotiated agreement.

Leave provided by the District are to be used for the purpose intended. Abuse of leave privileges affects the students, other staff, and the entire District and will not be tolerated.

Requests for Leave

Advance reporting of the need to take a leave and having effective lesson plans and materials prepared and readily available for the substitute are important.

A teacher who becomes ill and is unable to work is to contact their building principal before 6:30 a.m. on the day of absence before entering the information into the approved system. Before the end of the school day on the first day of the sick leave, and on each subsequent day of absence, a report should be made to the building principal as to whether the teacher will be able to return to duty on the next duty day. For illnesses or medical situations where the need for the leave can be determined in advance, the teacher is to make an advance report of the need for leave as soon as possible.

For personal and other leaves, a teacher must request leave from his/her supervisor in writing (via email or on Red Rover). Once approved, the request may be submitted by the teacher into the approved system.

Return from Leave

Upon return from leave, teachers are to review information supplied by the substitute teacher as to progress made in the class and any student behavior concerns. The substitute should be contacted directly if the written information supplied is not adequate.

A teacher who is absent for any period of time because of injury requiring care from a physician or health care provider, or for a period of one week or more due to illness, must present a written statement to the Principal from the teacher's physician or health care provider stating that the teacher is physically able to return to duty. This statement is to be presented in person before the teacher returns to duty in order that the present stage of convalescence can be observed and discussed.

Section 2 Payroll Deductions for Absences in Excess of Paid Leave

Should a teacher be absent from work in excess of the teacher's specified leave called for in the negotiated agreement, the teacher's salary shall be reduced by the day or days of work missed on a per diem basis calculated using the number of days missed as the numerator, and the number of total contract days for the school years as the denominator; e.g. one day missed = 186^{th} of total salary and fringe benefits or 186^{th} of that individual's teaching salary.

Section 3 Leaves of Absence

A teacher may apply to the Board of Education for a leave of absence from the teacher's duties. The Board of Education will consider such requests on a case-by-case basis. No leave of absence shall extend beyond one school year. All leaves of absence shall be without pay except for the payment of health insurance benefits as may be required under applicable state or federal laws. See Board Policy 4170 for additional information.

Section 4 Jury Duty

A teacher who is summoned for jury service shall promptly notify the Principal of such summons. The teacher's salary will continue during time spent in jury service, and no deduction of leave time shall occur. The teacher will return to the school any money received that was not used for mileage, meals or other expenses incurred from the term of duty. Teachers are to notify the Superintendent of the amount received for such jury duty.

If a teacher, upon reporting for jury duty in the morning, is dismissed from jury duty for the remainder of the day, the teacher is to report for duty and resume duties for the balance of the day. When a teacher is entirely dismissed from jury duty, the teacher is directed to report for duty and the substitute will be dismissed.

Teachers are expected to promptly notify the Principal of any other form of legal summons which may require an absence from duty. In the event the summons involves a school-related matter, the matter shall be treated similar to a jury duty absence. In the event the summons involves a personal matter, the teacher will be required to use available leave days.

Section 5 Military Leave

Teachers who are members of the National Guard, Army Reserve, Naval Reserve, Marine Corps Reserve, Air Force Reserve, or Coast Guard Reserve (hereinafter, "reserves"), are entitled to a military leave of absence from their respective duties, without loss of pay, when employed with or without pay under the orders or authorization of competent authority in the active service of the state or of the United States. Teachers who normally work or are normally scheduled to work 120 hours or more in three consecutive weeks shall receive a military leave of absence of 120 hours each calendar year. Teachers who normally work or are normally scheduled to work less than 120 hours in three consecutive weeks shall receive a military leave of absence each calendar year equal to the number of hours they normally work or would normally be scheduled to work, whichever is greater, in three consecutive weeks. Such military leave of absence may be taken in hourly increments and shall be in addition to the teacher's regular annual leave.

When the governor of this state shall declare that a state of emergency exists, and any teacher who is a member of the reserves is ordered to active service of the state, the teacher shall be granted a state of emergency leave of absence until released from active service by competent authority. The leave of absence shall not be a military leave of absence; other forms of leave may be granted. The teacher shall receive normal salary or compensation minus the state active duty base pay the teacher receives in active service of the state.

Section 6 Employee Rights and Responsibilities under the Family and Medical Leave Act

Family and medical leaves shall be allowed under the terms and conditions of the Family and Medical Leave Act of 1993, as amended (FMLA).

Basic Leave Entitlement. FMLA provides up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- For incapacity due to pregnancy, prenatal medical care or child birth;
- To care for your child after birth, or placement for adoption or foster care;
- To care for your spouse, son or daughter, or parent, who has a serious health condition; or
- For a serious health condition that makes you unable to perform your job.

The "leave year" for purposes of the FMLA is a "rolling" 12-month period, measured backward from the date of any FMLA leave usage.

Military Leave Entitlement. Eligible employees with a spouse, son, daughter, or parent on active duty or call to active duty status in the National Guard or Reserves in support of a contingency operation may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered service member during a 12-month period. A covered service member is a current member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury or illness incurred in the line of duty on active duty that may render the service member medically unfit to perform his or her duties for which the service member is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or is on the temporary disability retired list.

Benefits and Protections. During FMLA leave, your health coverage under a "group health plan" will be maintained on the same terms as if you had continued to work. Upon return from FMLA leave, most employees must be restored to their original or an equivalent position with equivalent pay, benefits, and other employment terms.

Your use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of your FMLA leave.

Eligibility Requirements. You are eligible if you have been employed with Raymond Central Public Schools for at least one year, for 1,250 hours over the previous 12 months, and if there are at least 50 employees of Raymond Central Public Schools within 75 miles of your work location.

Definition of Serious Health Condition. A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents you from performing the functions of your job, or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three consecutive calendar days combined with at least two visits to a health care provider or one visit and a regiment of

continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Use of Leave. You do not need to use FMLA leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. You must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the District's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

Substitution of Paid Leave for Unpaid Leave. You may choose or Raymond Central Public Schools may require use of accrued paid leave while taking FMLA leave. In order to use paid leave for FMLA leave, you must comply with the District's normal paid leave policies.

Employee Responsibilities. You must provide sufficient information for the District to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that you are unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. You also must inform the District if the requested leave is for a reason for which FMLA leave was previously taken or certified. You also may be required to provide a certification and periodic recertification supporting the need for leave.

Employer Responsibilities. The District must inform employees requesting leave whether they are eligible under FMLA. If they are, the notice must specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the District must provide a reason for the ineligibility.

The District must inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If the District determines that the leave is not FMLA-protected, the District must notify the employee.

Unlawful Acts by Employers. FMLA makes it unlawful for any employer to:

- Interfere with, restrain, or deny the exercise of any right provided under FMLA;
- Discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

Enforcement. An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer.

FMLA does not affect any Federal or State law prohibiting discrimination, or supersede any State or local law or collective bargaining agreement which provides greater family or medical leave rights.

For additional information you may refer to FMLA posters on employee bulletin boards or contact the U.S. Wage and Hour Division at:
1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627
www.wagehour.dol.gov

To submit a request for use of FMLA, or to make arrangements for payment of benefits while on an FMLA leave, contact Lynn Johnson at 402-785-2615.

Article 4 - DUTIES AND RESPONSIBILITIES

Section 1 Hours of Work & Meetings

Regular, dependable attendance at work is an essential function of a teacher's employment position. The Board of Education recognizes that teachers' responsibilities to their students and their profession generally involve the performance of duties and the commitment of time beyond the normal working day, but also recognizes that teachers and other educational professionals are entitled to regular time and work schedules on which they can rely in the ordinary course of events and which will be fairly and evenly maintained to the extent possible throughout the school system.

Schools have differing starting and ending times for the student day. Certificated employees assigned to a building are to spend at least eight hours on site, including lunch break (30-minute lunch), except that duty-free lunch time can be spent off-site. If a teacher takes their duty-free lunch time off-site, the teacher must check out with the Principal's office. The Principal will determine the length of time prior to and after the student class schedule for staff to be on-site in order to meet the required eight hours. Staff may leave the building earlier when called to a professional meeting.

Certificated employees are required to serve on lunchroom, hall, detention, and ground supervision as designated by the Principal. The Principal will attempt to make an equitable distribution of such assignments and professional staff shall assume such duties as part of their work and agreement of employment.

Teachers shall attend meetings called by the Superintendent of Schools, principals, department heads and team leaders, except those meetings which are designated for optional attendance.

Section 2 Arrival to Duty Assignments

Full-time teachers have a designated on-site work day. Elementary teachers are to be in the building by no later than 7:45 a.m. to be in their classroom no later than 8:00 a.m. and to remain on duty until 3:45 p.m. Secondary school (6-12 grade) teachers are to be in the building by no later than 7:45 p.m. to be in their classroom no later than 8:00 a.m. (supervision by 7:50 a.m.) and to remain on duty until at least 3:45 p.m. Certificated employees other than teachers are expected to meet the same guidelines for entry to the building, being in their assigned duty area, and duty departure time. Teachers and other certificated employees who are part-time or work on adjusted schedules are to be in the building at least 10 minutes before their class or assigned duty begins, and to be in their classroom or assigned duty area at least 10 minutes before their class or assignment begins. During the school day, teachers are to be in their assigned classroom when each period begins to assure that students are not unsupervised within the classroom.

Parking Lot Duty

Individual staff members will be assigned parking lot duty on a weekly basis, information pertaining to individual dates will be released at the beginning of each school year. If the staff member has a conflict with the assigned date, it is their responsibility to find a replacement. Weekly parking lot duty for the assigned staff member begins at 7:50 am and concludes at 8:05 am. Prior to reporting to the duty, staff should retrieve a radio from the high school office.

Regardless of the weather, when participating in parking lot duty, staff should be centrally located, or as directed by the principal, enforcing district policy and assisting students as needed. In the event that a significant discipline issue or traffic violation is witnessed, please refer the instance to the administration immediately via radio, or following the conclusion of the designated time.

Section 3 Leaving School

Teachers are to be on duty at all times during the school day. Teachers are considered on duty even during designated planning periods. An uninterrupted lunch period of not less than 30-minutes each day is provided to teachers during which they are not assigned teaching, supervisory, or other duties. Teachers who leave the school during the designated lunch period must check out with the Principal's office.

Teachers may not leave school during duty hours without approval of the Principal. If the absence has been approved, the teacher must check out with the Principal's office when leaving, and check back in with the Principal's office upon return. Teachers who need to leave during the school day for reasons of illness or emergency are to check out with the Principal's office and make sure that a responsible person has been notified of their unexpected absence so student coverage may be provided.

Section 4 Lesson Plans

Teachers will prepare written lesson plans which cover at least five days of advance instruction. Lesson plans are to be accessible to the principal upon request. The plans must be in the district approved format. Please keep the plans, including lesson plans, class rosters, etc. in an easy to find location in your teacher desk (preferably the right hand top drawer.) If that is not possible, the plans should be kept in a place in which they will be readily available in the teacher's absence. Teachers are encouraged to place and share (with the principal) lesson plans on a google document.

The lesson plans must be sufficiently clear in establishing learner objectives, state standards being addressed and related activities so that they are easily used by a substitute teacher or other staff member not familiar with previous classroom activities or progress. The plans must give specific reference to other instructional sources immediately available which will enhance the instructional lesson.

Section 5 Daily Class Records

Every teacher is required to keep a complete and easily understandable digital record of the attendance and achievement of every student using the student information system (PowerSchool).

PowerSchool Gradebook

1. The names of all students enrolled in the class.
2. Updated weekly to accommodate submissions for the eligibility lists and to provide students/guardians with updated and accurate information ***via Online Access***.
3. A complete report of all recorded grades for each student. A minimum of two grades per week is recommended for the frequency of recorded grades (or for the giving of written lessons or examinations). Be sure that you assess frequently enough and that you record grades frequently enough to readily and realistically justify the term and final grades which are reported to parents/guardians.

PowerSchool Attendance

1. Report absences and tardies on PowerSchool at the beginning of each period (first 10 minutes) for grades 6-12.
2. Review the Absence Summary Report on a daily basis and report any discrepancies to the attendance secretary for correction. Upon request a student's individual record in the teacher's class record book shall be made available for review or copying. Information relating to other students should not be allowed to be seen by other students or parents.

Section 6 Classroom and School Procedures

Teachers are expected to adhere to the following classroom and school procedure in the performance of their duties:

1. Student/Guardian Handbook. Each teacher is expected to be familiar with and enforce the guidelines and regulations that are described in the Student/Guardian Handbook.

2. Bulletin Boards/Learning Posters. Each teacher shall be responsible for completing appropriate bulletin boards and/or learning posters regarding curriculum related matters in their primary classroom.

3. Text Book and Room Inventory. All school purchased materials must be inventoried with the building bookkeeper or secretary. Textbooks are to be numbered, stamped with the school stamp and should display the name of the student whom the book is assigned. Teachers should keep good records of who has which book. At the start of the year, note condition of the textbook on the inventory sheet and keep this sheet. When a book is turned in, note the condition, and if the book shows abuse (other than normal wear) assess a fine that you consider is fair. Insist that students put covers on their books by the end of the first week after receiving them.

4. Use of Cell Phones. Teachers shall not use personal cell phones for any non-school purpose during teacher duty time.

5. Use of Paraprofessionals. Paraprofessionals provide valuable assistance in the educational process and allow teachers to carry out their responsibilities in a more efficient and effective manner. A paraprofessional must not, however, assume a teacher's responsibilities. The teacher must maintain the role of leadership and responsibility for the students, with the paraprofessional in a supportive role. Paraprofessionals may be used to assist the teacher by, among other tasks, assisting with instructional activities under the direction of the teacher, helping to supervise students, copying tests and other written material, organizing class materials, preparing bulletin boards, grading tests or class work, and calculate grades and record grades. Paraprofessionals are to work only on their assigned work days and within their assigned work day. If the teacher desires the para to work hours other than the assigned work hours or assigned work day, contact the administration for approval.

6. Use of Student Aides. Student aides are to be directly supervised by the teacher and are not to leave the building or be in the halls or anywhere they are not being supervised. Student aides are not to be used to assist the teacher by helping supervise another student, grade tests or class work, calculate student grades or record grades. Keys are NEVER to be given to students, whether they are student aides or not. A student aid should not be present and assisting a teacher without another adult present after the end of regular teacher duty hours.

7. Checking Out of Equipment. All equipment must be checked out through the building principal. All school equipment may be used only for school purposes. No school equipment may be directed to the personal use of a teacher or another District employee without administrative approval.

8. Purchasing Guidelines. Any school employee who orders any supplies or equipment from any school account must first submit a requisition and that requisition must be approved by the principal/director authorizing the purchase prior to the purchase. Reimbursements to staff for purchases will not be part of our District's normal practice. An administrator or director can grant special permission for a reimbursement and that permission must be granted prior to the requisition and purchase. Failure to follow guidelines above will cause the employee to be personally responsible for payment of the order.

   With principal approval, online purchases can be made using a school credit card. Employee's should consult with the District office to obtain information on how to avoid sales tax on these purchases. An itemized receipt for purposes of tracking expenditures shall accompany all purchasing card purchases.

9. E-mail. Each teacher will be assigned a school e-mail address for purposes of intra-school and inter- school e-mail correspondence. Teachers should check for e-mail throughout the day, and should timely respond to e-mails which require a response, but should avoid checking and responding to e-mails during instructional time. Use of the District's e-mail system for personal communications should be limited, and is subject to the rules governing overall computer usage found in Board policy and this handbook.

10. Teacher Mail Box. Each teacher will be assigned a mailbox located in the school office. Teachers should check for mail each morning and also later in the school day, if possible. If something requires an answer teachers are responsible for responding promptly. Teacher mailboxes are to be limited to communicate regarding school business.

11. Teachers Meetings. Teachers' meetings will be held on an as needed basis. ALL teachers are expected to be present for the meetings, unless they are absent from school for good cause or have made prior arrangements. Teacher collaboration meetings will take place as identified on the District Calendar. Teachers are expected to be in assigned groups and meeting locations at 7:45 am.

12. Daily Bulletin/Announcements. Teachers should submit information for the daily announcements by 3:45 p.m. the day before or as otherwise arranged with the principal and/or his designee.

13. Student Passes. Students should not be in the hallway during class time unless they have a hall pass**.** Use discretion in issuing passes to student(s). Students have time to go to their lockers during passing time and should not need to go during class time.

14. Advisor Supervision. The purpose of advisor period is to provide time for a variety of student activities inclusive of study time on some occasions. Teachers are expected to supervise and execute the plans designed for Advisor in a professional and responsible manner. Teachers are expected to closely monitor students and ensure that they are on task as prescribed for the session.

15. Substitute Teacher File. Each teacher is to maintain an up-to-date substitute file which remains in their classroom and is easy to locate. The substitute file should contain the following information in addition to what the office has already submitted to the file:
    a. A current list of all students in class (including student picture) and a seating chart for each class.
    b. Rules and regulations that your classes routinely follow.
    c. Location of books, materials, and supplies.
    d. Lunch schedule and procedures.
    e. Any other information unique to your teaching assignment.

Section 7 Supervision of Students

Proper supervision of students is an important responsibility for teachers and other adults responsible for our students. Teachers and other adults responsible for student supervision are expected to meet the four "P's" for student supervision and safety.

Proper Supervision

a. Report to all duty assignments on time.
b. Circulate through your duty area. Pay particular attention to areas and activities that pose an increased risk of injury.
c. Be vigilant while supervising students. Never leave your classroom unattended; the need to make a copy is not greater than the need to supervise your students. If an emergency requires that you leave your classroom, request that another nearby staff member cover your class, or notify the office so someone can provide assistance. If you are on grounds, lunch, or hall duty, your responsibility is to supervise the students in your assigned area. When talking with other adults or students, remember that your primary duty is supervision and make sure you are aware of what all students who you are to be supervising are doing.
d. If you have seen or have been informed that a particular student has a propensity to act dangerously or in an

unpredictable manner, your supervision of that student must increase with the known risk of injury. (Remember, though, that this type of information may be confidential—do not share confidential information about students except with other staff who need to know the information to perform their jobs).

e. Be careful with touching students. Use of corporal punishment is prohibited at Raymond Central Public Schools. Touching students should be limited to that necessary to protect the student from harm (e.g., falling from playground equipment) and that which professional educators determine appropriate for purposes of proper student relationships.
f. Be careful with your language. Profanity or abusive language should not be used by you. Be a good role model for students. If a student uses such language, you should correct the student and take such disciplinary action as is appropriate, which may include making a report to administration.

Proper Instructions

a. Proper instructions are important to reduce the risk of injury when students undertake an activity, especially an activity that has an increased risk of harm to students.
b. Repeat the instructions on how to complete a task that has a heightened risk of danger as often as needed. Do not assume because students heard the directions once that they will be remembered.
c. When you go over safety rules with students, note it in your written records (e.g., your lesson plan book or planner).
d. Review playground and classroom safety rules with students at least once each semester and note when you do it in your written records. Also, if any students are absent when you review the rules, contact the student(s) to review the same information and also note that contact in your written records.

Proper Maintenance of Buildings, Grounds, and Equipment

a. Conduct periodic inspections of equipment under your control or in your area of supervision.
b. If equipment is broken and presents a risk of injury, immediately take it out of service (if it can't be moved, tape a "Do Not Use" sign) and notify the office so those repairs may be undertaken.
c. Check your communication device (whether it be a school phone in your supervision area, a walkie-talkie, or a cell phone) periodically to make sure you can communicate with the office immediately in the event of an emergency.

Proper Warnings

a. If you have knowledge of a hazard that can likely cause injury, take steps to warn other staff and students. Tell the office so additional warnings may be given.

1. Contact the Office for Assistance. The office administration should be contacted immediately when a situation exists which could cause injury to students or others. Examples include:
   -student fight
   -student health problem (fainting, bleeding, high temperature, difficulty breathing, etc.);
   -a report or a suspicion that a student has a weapon or other dangerous item or drugs, alcohol, or other illegal substances
   -presence of an intruder (a non-student or staff member who refuses to go to the office)

2. Student Searches. Office administration should be notified in the event that a student is suspected of having contraband. A teacher should not search a student unless they are assisting a school official, or in the event of an emergency. You may direct a student suspected of having an item in violation of school rules to wait with you until another adult is present, or to follow you to the office if you can leave your assigned area without causing risk of harm to others. Do not use physical force to detain the student or to make the student accompany you except as reasonably necessary to protect the student or others.

3. Student Rights. Students should be treated fairly and given the same treatment without consideration of race, color, religion, gender, or disability. Students who need special accommodations should be given those accommodations as needed for them to participate in school and school activities. Further, students have the right to have their school records kept confidential. Such information should be shared only with other school staff with a need to know the information to perform their duties.

Section 8 Managing Student Conduct

Discipline is everyone's responsibility. It begins with the student being responsible for his/her own behavior and understanding the consequences it may cause. The teacher is responsible for articulating classroom expectations at the beginning of the school year, implementing the classroom expectations on a consistent basis, and being familiar with the student handbook. All staff is responsible for all students in the hallways, in the rest rooms, at assemblies, at pep rallies, and during lunch. Consequences for inappropriate behavior may include students making up time before or after school, a student or a parent conference, or a referral to an administrator.

The following guidelines will assist in maintaining appropriate student conduct and complying with the process required for student discipline.

1. On the first day of class make students aware of classroom expectations. Students will accept them if they know in advance and if they are fair and consistent. Students often appreciate giving input on classroom rules. These expectations should be in writing. Give one copy to the students, post one copy in the room and provide one copy for the principal.
2. It is important to document student behavior in your classroom, calls to parents, referrals, and/or communications with a student.
3. If, after attempts to improve student behavior, the problems continue, talk to the student's counselor or the Principal about possible alternatives in discipline procedures. Be attentive and respond to "bullying."
4. If a student continues to cause problems, inform the administration for disciplinary action using the disciplinary module in PowerSchool. Be sure to state the problem clearly and expectations in terms of assistance, as at times the student's and teacher's stories are different. Be prepared to provide documentation.
5. Follow up on any referral. The student may not go to the principal or the counselor when sent. The administrator or attendance coordinator will inform the teacher of the consequences.
6. Refer students with continued and significant behavioral problems to the student assistance team for a determination of whether the student is in need of special services. Contact the counselor if you have questions as to the procedure.
7. Talk with other teachers about the classroom management techniques they use to establish an atmosphere conducive to learning in their classroom. A large repertoire of classroom management techniques always enhances learning.
8. Read and understand the student handbook and the student conduct rules of the District.
9. Use good judgment when dealing with difficult situations involving students. Be attentive to de-escalating behaviors as part of your normal protocol. Physical confrontation generally escalates tense situations. Corporal punishment is prohibited in our school district and is not to be used. Physical force may only be used to the extent reasonably necessary to protect the student, yourself and others, and to protect property as may be reasonable.
10. Violations of student rules which are also violations of state law are required to be reported to law enforcement. Make a report of such conduct to the Principal so this law may be followed.

Procedures for identifying unusual student behavior

Staff should use the following guidelines when you encounter students exhibiting unusual behaviors that merit further investigation. Your primary concern is to focus on student behavior, always remember there are a variety of potential causes leading to altered behaviors. Our responsibility is to protect all students and to remain aware and alert to potential problems.

1. The teacher's role is to explore/investigate in nonintrusive ways and then make administration aware of your findings. Your preliminary explorations should not alert a student to your concerns. It is not the teacher's role to approach and/or question a student about suspicions, leave that to the administration. Issues of this nature should remain confidential at all times. Do not draw unnecessary attention to the student.
2. Classroom teachers should observe students' behaviors, smell, visual appearance, motor skills, responsiveness, etc. when determining whether or not they need to forward a concern about a student to the administration.
3. The classroom teacher should determine the immediacy of the situation and contact the building administration accordingly. It may be something that can wait until after class, or it may be something that necessitates an immediate call to the office. Teachers are reminded to keep all communications and conversations private to protect the dignity of all students. In the event of an emergency the classroom teacher should refer to the crisis manual.
4. Staff members involved should prepare a written statement of their observations; including date, time, parties involved and any additional information.
5. Once the student has been referred to the office, the administration will make a determination of reasonable suspicion prior to proceeding to the next step in the investigation.
6. If possible, staff members will be notified of the situation at a later time.

Section 9 Dispensing Medication

Teachers are not permitted to give any medication to students unless trained under the Medication Aid Act, Neb. Rev. Stat. §71-6718 to 71-6743. Students who need to take prescription medicine must have a signed parent release form on file in the office. Medications are to be taken in the presence of the office staff, the nurse, or medication aide and are to be stored in the office. Medical procedures are not to be administered in the classroom except in accordance with the District's Safety and Security Management Plan and the District's Emergency Protocol (asthma/anaphylaxis protocol).

If students must take medication and/or perform medical procedures prescribed by a duly licensed physician during school hours, it is the responsibility of the parents or guardians to sign permission to dispense the medicine at the school and to submit a note or prescription from the physician authorizing the medicine and/or medical procedure. School district personnel will not administer medicine, including over the counter medicine, without this signed form and note or prescription. Any medication brought to school needs to be properly labeled. The label should include the following information: Student's name, name of medication, dosage needed, and time of dispensing the medication.

Section 10 Reporting Child Abuse

Nebraska State Law and school policy mandates school officials to make a report to the proper law enforcement agency or the Department of Health and Human Services (Child Protective Services) when there is reasonable cause to believe that a child has been abused or neglected, or a child is in a situation which would reasonably result in abuse or neglect. According to Nebraska State Law, abuse or neglect means knowingly, intentionally, or negligently causing or permitting a minor child to be:

1. Placed in a situation that endangers his or her life or physical or mental health;
2. Cruelly confined or cruelly punished;
3. Deprived of necessary food, clothing, shelter, or care;
4. Left unattended in a motor vehicle if such minor child is six years of age or younger;
5. Sexually abused; or
6. Sexually exploited by allowing, encouraging, or forcing such person to solicit for or engage in prostitution, debauchery, public indecency, or obscene or pornographic photography, films, or depictions.

Teachers are to inform their principal or supervisor that they intend to make a report. Administrative staff may sometimes choose to make the report for a teacher. However, informing a principal or supervisor does not end the teacher's responsibility; teachers are obligated to make certain a report was made if they do not do it themselves.

It is vital that the report be made as accurately and as soon as possible. To assure accuracy, you are encouraged to document the date of the incident and specific statements or explanations made by a child regarding an abuse/neglect concern. Timeliness in making a report will assist in minimizing further risk to the child by allowing the police or Child Protective Services workers to interview the child during the school day and prior to an evening or weekend. In cases of physical injury (e.g., bruising or other marks), it is essential the police observe and document the injury. A counselor or an administrator will help you.

Section 11 Safety and Security

All staff are responsible for reading, understanding, and executing the protocols described in the Raymond Central Crisis Response and Safety Manual as well as protocols that are expressed during specific drills and training. All classrooms will have a copy of the manual as well as up to date class rosters in the Emergency folder located in each classroom.

Article 5 - PERSONAL AND PROFESSIONAL CONDUCT

Section 1 Professional Ethics Standards

The Raymond Central Public Schools expects its certificated employees to adhere to the professional ethics standards established by the Nebraska Department of Education as such standards may be modified from time to time. The professional ethics standards which certificated employees are expected to adhere to include those set forth below. References to "educator" shall include all certificated employees of the District.

Preamble

The educator shall believe in the worth and dignity of human beings. Recognizing the supreme importance of the pursuit of truth, the devotion to excellence and the nurture of democratic citizenship, the educator shall regard as essential to these goals the protection of the freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator shall accept the responsibility to practice the profession to these ethical standards.

The educator shall recognize the magnitude of the responsibility he or she has accepted in choosing a career in education, and engages, individually and collectively with other educators, to judge his or her colleagues, and to be judged by them, in accordance with the provisions of this code of ethics.

The standards listed in this section are held to be generally accepted minimal standards for public school certificate holders in the State of Nebraska and for all educators, including administrators, with respect to ethical and professional conduct.

Principle I - Commitment as a Professional Educator:

Fundamental to the pursuit of high educational standards is the maintenance of a profession possessed of individuals with high skills, intellect, integrity, wisdom, and compassion. The educator shall exhibit good moral character, maintain high standards of performance and promote equality of opportunity.

In fulfillment of the educator's contractual and professional responsibilities, the educator:

A. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
B. Shall not discriminate on the basis of race, color, creed, sex, marital status, age, national origin, ethnic background, or handicapping condition.
C. Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence professional decisions.
D. Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.
E. Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
F. Shall not sexually harass students, parents or school patrons, employees, or board members.
G. Shall not have had revoked for cause in another state a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special services counseling certificate is issued in Nebraska.
H. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.
I. Shall report to the Superintendent any known violation of paragraphs G, E, or B above.
J. Shall seek no reprisal against any individual who has reported a violation of this rule.

Principle II - Commitment to the Student:

Mindful that a profession exists for the purpose of serving the best interests of the client, the educator shall practice the profession with genuine interest, concern, and consideration for the student. The educator shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

A. Shall permit the student to pursue reasonable independent scholastic effort, and shall permit the student access to varying points of view.
B. Shall not deliberately suppress or distort subject matter for which the educator is responsible.
C. Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.
D. Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.
E. Shall keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purposes, or is required by law.
F. Shall not tutor for remuneration students assigned to his or her classes unless approved by the Board of Education.
G. Shall not discipline students using corporal punishment.

Principle III - Commitment to the Public:
The magnitude of the responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The educator bears particular responsibility for instilling an understanding of the confidence in the rule of law, respect for individual freedom, and a responsibility to promote respect by the public for the integrity of the profession.

In fulfillment of the obligation to the public, the educator:
A. Shall not misrepresent an institution with which the educator is affiliated, and shall take added precautions to distinguish between the educator's personal and institutional views.
B. Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
C. Shall neither offer nor accept gifts or favors that will impair professional judgment.
D. Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
E. Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any state or territory.
F. Shall, with reasonable diligence, attend to the duties of his or her professional position.

Principle IV - Commitment to the Profession:
In belief that the quality of the services to the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. The educator shall believe that sound professional relationships with colleagues are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to the profession, the educator:
A. Shall provide upon the request of an aggrieved party, a written statement of specific reasons for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
B. Shall not misrepresent his or her professional qualifications, nor those of colleagues.
C. Shall practice the profession only with proper certification, and shall actively oppose the practice of the profession by persons known to be unqualified.

Principle V - Commitment to Professional Employment Practices:
The educator shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The educator shall believe that sound personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect.
In fulfillment of the obligation to professional employment practices, the educator:
A. Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.
B. Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.
C. Shall give prompt notice to the employer of any change in availability of service.
D. Shall conduct professional business through designated procedures, when available, that have been approved by the employing agency.
E. Shall not assign to unqualified personnel, tasks for which an educator is responsible.
F. Shall permit no commercial or personal exploitation of his or her professional position.
G. Shall use time on duty and leave time for the purpose for which intended.

Section 2 Evaluations
Evaluations of teachers will be conducted in accordance with the District's evaluation policy. Supervisors reserve the right to observe, appraise or evaluate teachers more frequently than required by policy on an as-needed basis. Teachers are expected to participate constructively and positively in the evaluation process and to accept and implement constructive suggestions and improvement strategies developed by the administration.

Section 3 Role Model
Teachers serve as role models for students and their actions and conduct reflect on the school as a whole. Teachers are in all respects to conduct themselves in a professional manner.

Section 4 Relationships
It is important for teachers to maintain an effective working relationship with the administration and all co-workers, including other teachers and support staff. Teachers are also to maintain appropriate relationships with students. Appropriate relationships are established by extending social courtesies, following through on commitments and promises, complying with administrative directives and Board polices, being honest and consistent, and not intruding into personal matters outside the scope of duties or gossiping or spreading rumors about others.

Section 5 Professional Attire

It is important for teachers to project a professional image to students, parents and co-workers. Appropriate attire and grooming are two of the means of projecting a professional image. Teachers are expected to maintain conservative and professional attire and grooming when on duty. As professionals, teachers are expected to be aware of the standard to be maintained. As a minimal guide, teachers should not wear clothing which students would not be permitted to wear at school. The administration may establish more detailed guidelines for individual teachers should that be necessary.

Section 6 Private Tutoring

Teachers are encouraged to provide individual assistance to students as a part of their duties. Teachers and other certificated staff shall not act as agents, or accept commission, royalties, or other rewards for books or other school materials, the selection or purchases of which they may influence.

A professional employee may not provide private tutoring or professional services in exchange for compensation from a source other than the School District without advance approval of the Superintendent:

1. to a child that the employee teaches or provides professional services in the course and scope of the employee's duties to the School District; or
2. in a facility owned or under the control of the District; or
3. during the employee's duty hours.

Professional employees who accept engagements to provide private tutoring or professional services are to make clear that the services are not being provided on behalf of the School District to the extent the recipient of the services may in any way otherwise be caused to believe the services are provided through the School District.

Section 7 Outside Employment

Teachers shall not perform duties unrelated to District employment during duty hours. In addition, teachers shall not engage in employment which conflicts with their school duties. Teachers are not required to notify the District of outside employment except: (1) teachers who are also employed by another Nebraska school district in order to comply with Nebraska State Retirement System regulations and (2) teachers who have a work-related injury in order to comply with workers' compensation requirements.

Section 8 Student Recognition

Teachers are responsible for participating in, promoting and supporting the Student Recognition Program that has been developed at Raymond Central Public Schools. A more detailed description of this program can be provided by the building principals. Graduation is considered a main event that all professional staff should attend.

Section 9 Professional Boundaries between Employees and Students

All employees are expected to observe and maintain professional boundaries between themselves and students. A violation of professional boundaries will be regarded as a form of misconduct and may result in disciplinary action.

The following non-exclusive list of actions will be regarded as a violation of the professional boundaries that employees are expected to maintain with a student:

- Using e-mail, text messaging, instant messaging or social networking sites to discuss with a student a matter that does not pertain to school-related activities, such as the student's homework, class activity, school sport or club, or other school-sponsored activity. Electronic communications with students are to be sent simultaneously to multiple recipients, not to just one student, except where the communication is clearly school- related and inappropriate for persons other than the individual student to receive (for example, e-mailing a message about a student's grades).
- Engaging in social-networking friendships with a student on Facebook, Twitter, Instagram, SnapChat, TikTok, or other social networking site. Material that employees post on social networks that is publicly available to those in the school community must reflect the professional image applicable to the employee's position and not impair the employee's capacity to maintain the respect of students and parents or impair the employee's ability to serve as a role model for children.
- Engaging in sexual activity, a romantic relationship, or dating a student or a former student within one year of the student graduating or otherwise leaving the District.
- Making any sexual advance – verbal, written, or physical – towards a student.
- Showing sexually inappropriate materials or objects to a student.
- Discussing with a student sexual topics that are not related to a specific curriculum.

- Telling sexual jokes to a student.
- Invading a student's physical privacy (e.g., walking in on the student in a restroom).
- Hugging or other physical contact with a student that is initiated by the employee when the student does not seek or want this attention.
- Being overly "touchy" with a specific student.
- Allowing a specific student to get away with misconduct that is not tolerated from other students, except as appropriate for students with an IEP or 504 Plan
- Discussing with the student the employee's problems that would normally be discussed with adults (e.g., marital problems).
- Giving a student a ride in the employee's personal vehicle without express permission of the student's parent or school administrator unless another adult is in the vehicle.
- Taking a student on an outing without obtaining prior express permission of the student's parent or school administrator.
- Inviting a student to the employee's home without prior express permission of the student's parent and school administrator.
- Going to the student's home when the student's parent or a proper chaperone is not present.
- Giving gifts of a personal nature to a specific student.

Appropriate exceptions are permitted to the foregoing for legitimate health or educational purposes and for reasons of familial relationships between employees and their children who are students in the District.

Section 10 Intellectual Property

All items that are created in the fulfillment of identified job responsibilities and purchased by district funds are property of Raymond Central Public Schools. When permanently exiting the district staff should leave all district items for future use.

- Paper items that have been created by staff should be copied or scanned. All original hard copies should be left with the building administrator.
- Once copied, digital items should be consolidated into a file; identified on the server under the teachers last name. The teacher should provide their building principal with information as to location of the items on the APS server.
- Items that have been purchased by the district should be left in the teacher's room, or work area. This includes but is not limited to; textbooks, office supplies, computers, furniture, manuals, articles of clothing, electronic devices, etc.

Section 11 Fundraising

Fundraising is the selling of a product, providing a service or activity, or requesting donations of any kind. School fundraising directly funds school programs and student organizations.

Within District policies and regulations, all fundraising activities by school-sponsored groups must have the approval of the building principal. If questions arise about the appropriateness of a given activity, the principal is expected to consult with the Superintendent who, in turn, may seek reactions from the Raymond Central Board of Education.

General Guidelines:

- Must have prior building principal approval. Before approval, expenditure purpose must be given to the Principal and Activities Director. School District employees who supervise official school programs or extracurricular activities are directed to not organize, conduct, or involve students in fundraising activities unless the fundraising activity has been approved by the building principal.
- Fundraising activities are to be considered for approval based on the following criteria:
  1. Students will not be exploited for sectarian, political, or commercial purposes.
  2. The project will accomplish the goals for the fundraiser without undue risk of financial loss.
  3. All students will benefit equally or the organization will benefit as specified in advance from fundraising proceeds.

4. All sales of food and beverages shall comply with District nutrition and wellness policies and regulations.
5. Organizations will be allowed one fundraiser involving the selling of a product or a good.
6. The project meets all legal requirements.

- Donations may be sought as part of fundraising efforts.

Sales and Fundraising in Schools Sales in schools shall be subject to the following guidelines:

- Students may not be required to participate in fundraising or to provide a donation if raising money is part of a class or curricular project.
- Students will not be required to sell a required amount nor will they be penalized for not selling a required amount (Example: lettering, etc.).
- Students cannot sell products or services during the time they are in class.
- Sales of food or beverages cannot occur during the breakfast and/or lunch period of a regular school day.
- Control of sales before, during and after school is in the hands of school principals or designees who are responsible for maintaining compliance with sales and fundraising policies and regulations.
- All sales of food and beverages shall comply with District nutrition and wellness policies and regulations.

Management of Funds and Records

- Must follow strict money collection policies and procedures as outlined by each building and district policy. See Board Policy 3200 Article 3.
- All funds collected must be given by the fundraiser sponsor intact (i.e., cash and checks must be deposited in the same cash/check mix in which they were received) to the building principal or designee for deposit into the School District depository account no later than the next school day following receipt.
- Funds may not be deposited into personal accounts and may not be taken home.
- The fundraiser sponsor shall submit all records related to the fundraising project at the conclusion of the project. The records to be maintained and submitted include:
  1. Fundraiser Approval
  2. Purchase order or procurement card receipt
  3. Invoices and Packing slips
  4. Student checkout sheets
  5. Deposit receipts
  6. Inventory of merchandise and records of credit or receipt for returned merchandise

Fundraising by Outside Organizations

Outside organizations are non school-funded groups such as parent/teacher organizations, sports booster groups, and commercial enterprises that provide supplementary services to existing school entities. Outside organizations are separate and apart from the School District. Examples of outside organizations are: PTO, Music Boosters, Athletic Boosters, Post Prom Committee, and Parents for Fine Arts.

Article 6 - ACADEMIC MATTER

Section 1 Purpose and Goals of Academic Achievement

The Raymond Central Board of Education is committed to providing a quality education for all Raymond Central students consistent with the school's mission statement. Effective, quality instruction by teachers is an essential means of meeting the District's mission of providing a quality education.

Section 2 Teaching to Student Understanding to Assure Learning

Each teacher is responsible for teaching in a manner to meet the mission of the District and to assure student understanding and learning of the principles and concepts to be presented to students within the curriculum adopted by the District. Teachers will model classroom instruction using the Raymond Central Instructional Framework implemented by the District and instructional practices reflected in the teacher evaluation instrument adopted by the Board of Education. Teachers are responsible for familiarizing themselves with the Raymond Central Instructional Framework and the principles of instruction set forth in the evaluation instrument. The administration shall provide periodic in-services regarding both.

State and federal laws and regulations have been enacted which require that students with certain needs be provided instruction and services consistent with those special needs. Examples include students who have been verified as in need of special education ("special education students"), students with other disabilities which impact the educational program ("504 students"), and limited English proficient students ("LEP or ELL students"). The District's policy is to comply with the state and federal laws and regulations in all respects. Teachers who are assigned special education, 504, or LEP/ELL students are required to provide instruction and services consistent with legal requirements and the requirements of Board policy and regulation.

Section 3 Instruction in the Curriculum

Teachers shall instruct students in the curriculum, including the use of curriculum materials, adopted and implemented by the Board of Education and as directed by the administration.

Section 4 Measuring and Reporting Academic Achievement

Grades and Grading. Measuring and accurately reporting the level of each student's academic achievement is of critical importance to students, parents, staff, the board of education and community. To this end, each teacher shall develop a variety of assessment instruments and techniques to measure student achievement in the curriculum adopted and implemented by the school district, record the results of such assessment, and report such results on Report Cards. Teachers should endeavor to measure student learning and understanding on a frequent basis during each grading period to provide an accurate evaluation of each student's academic achievement for that period. It is generally preferable to give numerical grades for tests, quizzes, and daily work. GRADES MUST BE RECORDED FOR ALL CURRICULAR AREAS.

Recording Grades. Each teacher shall ***record grades in PowerSchool. PowerSchool grades must be updated weekly***. A sufficient number of grades must be recorded in the grade book to justify all quarter and semester grades for each student. Please keep consistent and complete records. Teachers must be able to support and justify the grades that each individual student earns.

Grade Scales. Teachers are to use only the grading scales set forth below. Any deviation from the approved grade scales must be approved by the building principal.

The following scale will be used to assign letter grades and a grade point average from a percent:
A: 90-100 = 4.00 GPA
B: 80- 89 = 3.0 - 3.9 GPA
C: 70- 79 = 2.0 - 2.9 GPA
D: 60- 69 = 1.0 - 1.9 GPA
F: 0 - 59 = 0 GPA

The preceding grade scales are expected to be used according to the following guidelines:

1. No other grade scales are to be used on official records or reports.
2. "Failing," "unsatisfactory" or equivalent terms indicate that student performance does not meet the minimum requirements established for the course. A final mark of "failing" or "unsatisfactory" in a credit-bearing course means that credit hours will not be granted.
3. The mark given at the end of each reporting period is considered an evaluation of the pupil's status at the time (for example, the final mark in a semester course is an evaluation of the pupil's status as of the close of the semester; not an average of two nine-week marks).
4. Teachers may exercise professional judgment in distributing marks. Marks are not expected to be distributed on a normal curve.

Reconsideration of Grades/Marks

Questions raised concerning duly assigned grades will be resolved cooperatively in a conference which includes the teacher(s) involved and the Principal. In the event a grade is questioned by parents or students, the parents/guardians and/or student may be included in the conference.

Failure to resolve the issue will result in a second conference involving the Superintendent or designee and the participants in the initial conference described above. The grades designated by teachers will not be changed unilaterally by the Superintendent unless the Superintendent determines that the grade is not consistent with the requirements of law, Board policy, or the best interests of the District.

Transfer Grades. A student transferring into Raymond Central Public Schools will have all grades awarded in accordance to Board Policy 5003.

Reports to Parents. Teachers are expected to keep parents advised of grades by posting grades to PowerSchool and keeping those grades updated weekly so that they accurately reflect student progress. It is important that teachers provide students with opportunities to evidence their progress on the learning standards. Teacher should contact parents when students are failing their class and work with collaborate with parents/guardians on ways in which learning performance can be improved.

Grades and credit are assigned on a mid-semester (9 weeks) or semester basis (18 weeks). Reports are sent to parents at the close of each nine weeks during the school year; the reporting periods are referred to as 1st quarter, first semester, 3rd quarter, and second semester.

The grade reports are produced from information supplied by teachers and distributed to students at school or are mailed to parents.

All grades are calculated on a cumulative basis per course term; i.e., the grade given at any point and time represents an evaluation of work done during that semester, and the grade given at the close of the semester represents an evaluation of all the work done during the entire eighteen weeks.

The mid-semester and end-of-semester reports are directed to parents, not to students. Students probably know quite well how they stand in such areas as citizenship, attitude, cooperation, attendance, preparation of assignments, etc. The parents do not have this knowledge. If any such factors have significant bearing on the student's grades or their relationship with teachers, comment should be included on the report. The comments may call attention to deficiencies, faults, or failures; or they may be commendatory in nature. If carefully prepared, they can be most valuable. Parents need to have information about areas of strengths and areas needing improvement and progress being made by their child. For their instruction, and for our ultimate well-being, if and when problems arise, it is essential that the reports be as informative as possible.

Please accept, cooperatively and professionally, the responses that parents may make subsequent to the distribution grade reports or progress reports. Parents are not always helpful or reasonable under these circumstances but they do need information and direction. Please encourage parents to discuss their student-centered problems with you and give them all possible assistance.

Progress Reports To Parents. Progress reports are prepared at or near one quarter (1/4) and three quarters (3/4) of the way through each semester**.** These reports will be sent home with students. Any student receiving a D or F will have a copy mailed to their parents.

Academic Eligibility. All students involved in activities will be held to a high standard academically in order to be able to participate. Student grades will be obtained every Monday at Noon. Any student with a failing grade in more than one class will be placed on academic probation. That probation will last for one full week. During that time, the student has the opportunity to improve their grades for one week. If the student still has failing grades in more than one class in any on the following Monday's grade report, that student is ineligible for the entire week, regardless of if grades are increased during the ineligible week. Students will be removed from the ineligible list once they have one F or fewer on the Monday grade report.

Academic eligibility for activity participants will be maintained on a weekly basis. All students involved in activities will be held to a high standard academically in order to be able to participate. Student grades will be obtained every Monday at Noon.

a) Any student with a failing grade in more than one class will be placed on academic probation. That probation will last for one full week. During that time, the student has the opportunity to improve their grades for one week. If the student still has failing grades in more than one class on the following Monday's grade report, that student is ineligible for the entire week, regardless of if grades are increased during the ineligible week.
b) Students will be removed from the ineligible list once they have one F or fewer on the Monday grade report.

c) Resource students or Sec. 504 students who are not receiving a passing mark should only be placed on the ineligible list after consultation with the resource teacher and/or case manager. Referral must be made to the resource teacher.
d) Teachers who submit names to the eligibility list will be responsible for personally contacting parents about the student's status. If a staff member has not informed the student and his/her parents/guardians during the probationary week(s) that the student is receiving an "F", the student will not be placed on the ineligible list the following week.

Section 5 School Improvement

Goals for improvement are defined and prioritized annually by the Board of Education. Campus School Improvement goals and action plans should be aligned with BOE goals and the PLC goals should flow from the Campus Goals. All staff are expected to be involved in the School Improvement Process.

Section 6 Parent-Teacher Conferences

Parent-Teacher conferences are a critical opportunity for teachers to dialogue with parents (or guardians) of students regarding student achievement and learning. To this end, fall and spring Parent-Teacher conferences will be scheduled and held during the school year. Teacher attendance at Parent-Teacher conferences is mandatory. The appropriate attire for this event is business professional. A teacher may only be excused from attendance at Parent-Teacher conferences in writing by the Superintendent. The schedule setting forth the dates and times for the Parent- Teacher conferences for the school years is as follows:

Teachers are expected to be prepared for such conferences. Being prepared includes having completed grade reports and other necessary information by the Parent-Teacher conference.

Section 7 Field Trips

All field trips and subsequent activities must be tied to the curriculum. There must be academic expectations tied to these activities. Teachers should obtain permission from the building principal for field trips and should expect to provide sound rationale for the activity. Local walking excursions should be reported to the principal. Teachers must complete a field trip request at least two weeks in advance of the planned trip and they must communicate to all teachers a list of who will be absent one week prior to the trip.

A district application form is required for extended field trips. The school retains the right to deny a student the privilege of field trip participation. We encourage teachers to schedule field trips throughout the school year as transportation is problematic in the spring.

The teacher, coach, and/or adult sponsor are charged with the management and handling of students when on school transportation vehicles. As a sponsor you are charged with the following responsibilities:

SAFETY ITEMS:
1. Submit Transportation Manifest as required.
2. Keep the noise level down.
3. There should be 'no talking or noise' when the bus is stopped at railroad crossings.
4. Make sure students stay seated. Avoid standing, kneeling, changing seats, and peering over seats.
5. Sign activity sheet after trip as required.
6. Keep all aisles and emergency exits cleared.
7. All district transportation vehicles have forms entitled BASIC FIRST AID and EMERGENCY EVACUATION PROCEDURES. All sponsors should know where these forms are located and be informed on evacuation procedures.

COURTESY ITEMS:
1. Sponsors should sit in a location that ensures they can monitor students effectively. Sitting at front with all students behind you is not advised.
2. Sponsor is charged with ensuring that the bus/vans are picked up. That duty can be delegated to students but sponsor should perform a walkthrough to make sure it is appropriately executed.

Section 8 Advisory Program

Students in sixth through twelfth grades will participate in the advisory program. The teacher advisor group will meet daily for 45 minutes. The activities of the advisory group may include but not be limited to the following:

1. Orientation to the school and its procedures and organization of academic materials, class preparation, and time.
2. Communication with the parents of advisees about academic and behavioral experiences.
3. Advocacy for the student with other staff members and students.
4. Delivery of designated curriculum.

Section 9 Nebraska State Assessment Requirements

All students in grades 3-8 will be required to take the Nebraska State Assessment, currently referred to as NSCAS. Students will test from late March to early May. Required tests will include NSCAS math, English language arts, and science.

Incoming ninth grade students who fail to meet the required state proficiency levels on any Nebraska state assessment may be remediated in the individual courses he/she did not meet proficiency standards. Remediation may include remedial courses in either summer skills, or during the regular semester. Please note; the additional course could possibly cause conflict in scheduling electives.

All juniors will be required to take the ACT test. The ACT test will be administered in the second semester and students will take all of the state required portions of the test. Currently, the required sections include English, Reading, Math, Science, and Writing.

Section 10 Dating Violence

Raymond Central Public Schools strives to provide physically safe and emotionally secure environments for all students and staff. Positive behaviors are encouraged in the educational program and are required of all students and staff. Dating violence will not be tolerated.

For purposes of this policy "dating violence" means a pattern of behavior where one person uses threats of, or actually uses, physical, sexual, verbal, or emotional abuse to control his or her dating partner. "Dating partner" means any person, regardless of gender, involved in an intimate relationship with another person primarily characterized by the expectation of affectionate involvement whether casual, serious, or long term.

Incidents of dating violence involving students at school will be addressed as the administration determines appropriate, within the scope and subject to the limits of the District's authority.

Staff training on dating violence shall be provided as deemed appropriate by the administration. The dating violence training shall include, but need not be limited to, basic awareness of dating violence, warning signs of dating violence, and the District's dating violence policy.

Dating violence education that is age-appropriate shall be incorporated into the school program. Dating violence education shall include, but not be limited to, defining dating violence, recognizing dating violence warning signs, and identifying characteristics of healthy dating relationships.

The administration will be responsible for ensuring that this dating violence policy is published in the school district's student-parent handbook or an equivalent such publication. Parents and legal guardians shall be informed of the dating violence policy by such other means as the administration determines appropriate. If requested, parents or legal guardians shall be provided a copy of the dating violence policy and relevant information.

Article 7 - USE OF SCHOOL FACILITIES AND EQUIPMENT

Section 1 Drug-Free Workplace

The District has established the school as a drug-free workplace. The drug-free workplace for this purpose includes school grounds, school utilized vehicles, and places in which school activities are held.

The unlawful manufacture, distribution, disposition, possession, or use of a controlled substance is prohibited in the work place. The possession, use or distribution of illicit drugs or alcohol, the use of glue or aerosol paint or any other chemical substance for inhalation, and being under the influence of illicit drugs, alcohol, or inhalants, is prohibited in any place while teachers are on duty time. Any level of impairment from illicit drugs, alcohol, or inhalants, and the presence of any odor of illicit drugs (such as marijuana) or alcohol on a teacher in the work place or on duty time shall be a violation of the drug-free workplace. The possession or distribution of a look-alike drug or look-alike controlled substance is prohibited. In addition, teachers are expected to serve as role models for students and will be considered to have violated the District's expectations in the event the teacher commits a criminal drug or alcohol offense off the work place or off duty time.

Disciplinary sanctions up to and including termination of employment and referral for prosecution will be imposed upon teachers who violate the aforementioned standards of conduct. Sanctions may include the requirement that the teacher complete an appropriate rehabilitation program, a reprimand, and termination of employment. Drug and alcohol counseling and rehabilitation and reentry programs are available through local health agencies.

Section 2 Smoke and Tobacco-Free Workplace

The use of tobacco products in the District's buildings and all owned or leased facilities and vehicles is prohibited.

Section 3 Weapon-Free Workplace

The District prohibits any person from being in possession of a weapon at a school attendance facility, on school property, at a school-supervised activity, or at a school-sponsored function. Any teacher found to be in violation of this policy shall be subject to disciplinary action, up to and including termination.

The term "weapon" means an instrument or object used, or which may be used, as a means of attack, defense, or destruction, including, without limitation:

a. Any object which will, or is designed to, or may readily be converted to, expel a projectile by the action of an explosive or other means;
b. The frame or receiver of any object described in the preceding example;
c. Any firearm muffler or silencer;
d. Any explosive, incendiary or gas (a) bomb, (b) grenade, (c) rocket, (d) missile, (e) mine, or similar device;
e. Any bludgeon, sand club, metal knuckles, or throwing star;
f. Any knife other than as used for strictly instructional or personal care or eating purposes. A pocket knife with a blade of 2-1/2 inches or more is a prohibited weapon. A switch-blade knife is prohibited regardless of size of the blade. A switch-blade knife is defined as a knife with a blade that opens automatically by hand pressure applied to a button, spring, or other device in the handle of a knife, or any knife having a blade that opens or falls or is ejected into position by the force of gravity or by an outward, downward, or centrifugal thrust or movement;
g. Any electronic device designed to discharge immobilizing levels of electricity, commonly known as a stun gun;
h. A teacher may possess mace or other similar chemical agents in quantity and/or concentration typically designed for individual personal defensive purposes and this shall not be considered as possession of a weapon. Possession of larger quantities and/or concentrations of mace or other similar chemical agents than is typically designed for individual personal defensive purposes will be considered as possession of a weapon. Usage of mace or other similar chemical agents will be considered as usage of a weapon if the usage is found to be for non-defensive purposes. A teacher who is negligent in their possession of mace or other similar chemical agents will be subject to disciplinary action.
i. A teacher may possess an item which may be considered a weapon where such item is used for instructional purposes and the teacher has received approval of the administration to possess the item, provided it is used in the manner approved and is maintained in such manner as the administration has directed.
j. Any other object that is designed for or intended for use as a destructive or injurious device.

The phrase "possession of a weapon" includes, without limitation, a weapon in a teacher's personal possession, as well as in a teacher's motor vehicle, desk, locker, briefcase, backpack, or purse.

Section 4 Use of District Computer Network and Internet Safety Policy

It is the policy of Raymond Central Public Schools to comply with the Children's Internet Protection Act (CIPA) and Children's Online Privacy Protection Act (COPPA). With respect to the District's computer network, the District shall: (a) prevent user access to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) provide for the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) prevent unauthorized access, including so-called "hacking," and other unlawful activities online; (d) prevent unauthorized online disclosure, use, or dissemination of personal identification

information of minors; (e) obtain verifiable parental consent before allowing third parties to collect personal information online from students; and (f) implement measures designed to restrict minors' access to materials (visual or non-visual) that are harmful to minors.

1. Definitions. Key terms are as defined in CIPA. "Inappropriate material" for purposes of this policy includes material that is obscene, child pornography, or harmful to minors. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that: (1) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (2) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (3) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

2. Access to Inappropriate Material. To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the CIPA, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

3. Inappropriate Network Usage. To the extent practical, steps shall be taken to promote the safety and security of users of the District's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

4. Supervision and Monitoring. It shall be the responsibility of all members of the District staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and CIPA. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Superintendent and the Superintendent's designees.

5. Social Networking. Students shall be educated about appropriate online behavior, including interacting with others on social networking websites and in chat rooms, and cyberbullying awareness and response. The plan shall be for all students to be provided education on these subjects. The Superintendent or the Superintendent's designee shall be responsible for identifying educational materials, lessons, and/or programs suitable for the age and maturity level of the students and for ensuring the delivery of such materials, lessons, and/or programs to students.

6. Parental Consent. The District shall obtain verifiable parental consent prior to students providing or otherwise disclosing personal information online.

7. Adoption. This Internet Safety Policy was adopted by the Board at a public meeting, following normal public notice.

8. The District shall comply with the Nebraska Student Online Personal Protection Act and will endeavor to take all reasonable and necessary steps to protect the online privacy of all students.

Section 5 Computer Acceptable Use Policy

This computer acceptable use policy is supplemental to the District's Internet Safety Policy.

1. Technology Subject to this Policy. This Computer Acceptable Use Policy applies to all technology resources of the District or made available by the District. Technology resources include, without limitation, computers and related technology equipment, all forms of e-mail and electronic communications, and the internet.

2. Access and User Agreements. Use of the District technology resources is a privilege and not a right. The Superintendent or designee shall develop appropriate user agreements and shall require that employees, students (and their parents or guardians), and others to sign such user agreements as a condition of access to the technology resources, as the Superintendent determines appropriate. Parents and guardians of students in programs operated by the District shall inform the Superintendent or designee in writing if they do not want their child to have access.

The Superintendent and designees are authorized and directed to establish and implement such other regulations, forms, procedures, guidelines, and standards to implement this Policy.

The technology resources are not a public forum. The District reserves the right to restrict any communications and to remove communications that have been posted.

3. Acceptable Uses. The technology resources are to be used for the limited purpose of advancing the District's mission.

The technology resources are to be used, in general, for educational purposes, meaning activities that are integral, immediate, and proximate to the education of students as defined in the E-rate program regulations.

4. Unacceptable Uses. The following are unacceptable uses of the technology resources:

   a. Personal Gain: Technology resources shall not be used, and no person shall authorize its use, for personal financial gain other than in accordance with prescribed constitutional, statutory, and regulatory procedures, other than compensation provided by law.

   b. Personal Matters: Technology resources shall not be used, and no person shall authorize its use, for personal matters unless the User has entered into a lease agreement or other similar agreement with the School District that makes such use permissible under law.

      Occasional use that the Superintendent or designee determines to ultimately facilitate the mission of the District is not prohibited by this provision. Examples of occasional use that may be determined to ultimately facilitate the mission of the District: sending an e-mail to a minor child or spouse; sending an e-mail related to a community group in which an employee is a member where the membership in the community group facilitates the District's mission.

      This occasional use exception does not permit use by employees contrary to the expectations of their position. For example, employees may not play games or surf the net for purposes not directly related to their job during duty time; nor may students do so during instructional time.

      The occasional use exception also does not permit use of the technology resources for private business, such as searching for or ordering items on the internet for non-school use; or sending an e-mail related to one's own private consulting business.

   c. Campaigning: Technology resources shall not be used, and no person shall authorize its use, for the purpose of campaigning for or against the nomination or election of a candidate or the qualification, passage, or defeat of a ballot question.

   d. Technology-Related Limitations: Technology resources shall not be used in any manner which impairs its effective operations or the rights of other technology users. Without limitation:
      1) Users shall not use another person's name, log-on, password, or files for any reason, or allow another to use their password (except for authorized staff members).
      2) Users shall not erase, remake, or make unusable another person's computer, information, files, programs or disks.
      3) Users shall not access resources not specifically granted to the user or engage in electronic trespassing.
      4) Users shall not engage in "hacking" to gain unauthorized access to the operating system software or unauthorized access to the system of other users.
      5) Users shall not copy, change, or transfer any software without permission from the network administrators.
      6) Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.
      7) Users shall not engage in any form of vandalism of the technology resources.
      8) Users shall follow the generally accepted rules of network etiquette. The Superintendent or designees may further define such rules.

   e. Other Policies and Laws: Technology resources shall not be used for any purpose contrary to any District policy, any school rules to which a student user is subject, or any applicable law. Without limitation, this means that technology resources may not be used:
      1) to access any material contrary to the Internet Safety Policy; or to create or generate any such material.
      2) to engage in unlawful harassment or discrimination, such as sending e-mails that contain sexual jokes or images.
      3) to engage in violations of employee ethical standards and employee standards of performance, such as sending e-mails that are threatening or offensive or which contain abusive language; use of end messages on e-mails that may imply that the District is supportive of a particular religion or religious belief system, a political candidate or issue, or a controversial issue; or sending e- mails that divulge protected confidential student information to unauthorized persons.
      4) to engage in or promote violations of student conduct rules.
      5) to engage in illegal activity, such as gambling.
      6) in a manner contrary to copyright laws.
      7) in a manner contrary to software licenses.

5. Disclaimer. The technology resources are supplied on an "as is, as available" basis. The District does not imply or expressly warrant that any information accessed will be valuable or fit for a particular purpose or that the system will operate error free. The District is not responsible for the integrity of information accessed, or software downloaded from the Internet.

6. Filter. A technology protection measure is in place that blocks and/or filters access to prevent access to Internet sites that are not in accordance with policies and regulations. In addition to blocks and/or filters, the District may also use other technology protection measures or procedures as deemed appropriate.

   Notwithstanding technology protection measures, some inappropriate material may be accessible by the Internet, including material that is illegal, defamatory, inaccurate, or potentially offensive to some people. Users accept the risk of access to such material and responsibility for promptly exiting any such material.

   The technology protection measure that blocks and/or filters Internet access may be disabled only by an authorized staff member for bona fide research or educational purposes: (a) who has successfully completed District training on proper disabling circumstances and procedures, (b) with permission of the immediate supervisor of the staff member requesting said disabling, or (c) with the permission of the Superintendent. An authorized staff member may override the technology protection measure that blocks and/or filters Internet access for a minor to access a site for bona fide research or other lawful purposes provided the minor is monitored directly by an authorized staff member.

7. Monitoring. Use of the technology resources, including but not limited to internet sites visited and e-mail transmitted or received, is subject to monitoring by the administration and network administrators at any time to maintain the system and insure that users are using the system responsibly, without notice to the users. Users have no privacy rights or expectations of privacy with regard to use of the District's computers or Internet system. All technology equipment shall be used under the supervision of the Superintendent and the Superintendent's designees.

8. Sanctions. Violation of the policies and procedures concerning the use of the District technology resources may result in suspension or cancellation of the privilege to use the technology resources and disciplinary action, up to and including expulsion of students and termination of employees. Use that is unethical may be reported to the Commissioner of Education. Use that is unlawful may be reported to the law enforcement authorities. Users shall be responsible for damages caused and injuries sustained by improper or non-permitted use.

Section 6 Care of School Property

Teachers are responsible for the proper care of all books, equipment, supplies and furniture supplied by the school. If an item is in need of maintenance or repair, report it to the Principal. If you learn that a student has damaged school property or equipment, or if you are responsible for damage to school property, promptly report it to the Principal so the item may be replaced or repaired if possible and appropriate responsibility for the cost of replacement or repair may be determined.

Section 7 Use of Telephone/Cell Phone

Staff members will have access to a school phone and voicemail at their teaching stations. This phone is provided for your convenience in completing contacts to parents, vendors, and other school- related functions. Staff members should use discretion in taking and making calls during the school day. Please be aware of the following regulations:

1. Place personal or school calls during planning periods or before or after school. This includes use of cell phone calls and texting placed or received. *Only emergency calls will be forwarded to you and/or should be sent or received by you during your obligated duty time.* Do not discuss student progress over the phone where other students could overhear the conversation.
2. Long distance business calls will be logged and submitted upon request.
3. Long distance personal calls should be completed using a personal calling card or your cell phone.
4. Students should not be allowed to use school phone for personal use.
5. Voice mail should be checked regularly during the school day; use planning periods, lunch break or before and after school times to answer mail. All incoming personal and professional calls will be forwarded to your voice mailbox.
6. Staff members should regularly update their personal messages as schedules change (such as sports seasons) to reflect their availability.
7. Student cell phones and other devices should be turned off, (please note; OFF does not mean vibrate) prior to entering the classroom, media center or study hall. At no time should a student's cell phone interrupt the educational process. Student cell phones should not be on during scheduled class time. This means that students should not use their cell phone if they are excused to the restroom or any location outside the classroom. If a student is caught in the hallway during class time using their cell phone it will be confiscated.
8. To ensure the privacy and confidentiality of student information, no person is authorized to record or transmit any sound or image of any person (including themselves) without the prior consent or authorization of either (1) the person or persons being recorded or whose image or sound is being transmitted or (2) the Superintendent or Superintendent's

designee. This prohibition applies to all persons, including staff, students and community members, regardless of the content or context of the image or sound; however, this provision shall not apply to District-sponsored athletic or activity events where the focus of the recording or transmission is on the student performances or activity. Nothing in this provision shall prohibit the recording of an Individualized Education Program meeting if the recording is necessary to ensure that the parent understands the IEP or the IEP process or to implement other parental rights guaranteed by the Individuals with Disabilities Education Act.

Section 8 Visitors

Teachers are not to have visitors on school property except on a short-term basis and only with permission of the principal. Included in the definition of visitors are family members of the teacher. Visitors should follow posted procedures for being on school property. Teachers are not to bring their children to school with them in lieu of taking them to childcare. **All visitors will be required to wear Identification badges during the scheduled day, while on school property.**

Section 9 Salespersons

Teachers need not allow, and should not permit, any salesperson or representative or agent of any commercial enterprise or theatrical presentation to contact the teacher while engaged in the teacher's duties except for such times as may be designated by the Superintendent or designee. By law, the hours of no solicitation are between 8:30 a.m. and 5:00 p.m. on all days school is in session. If you are required to be at work earlier than 8:30 a.m., the hours are extended to that earlier time as well.

Teachers shall not use classrooms, buildings or other school property for personal use or profit without specific approval from the Superintendent or designee. Teachers shall not use time for which the teacher is on duty or paid by the District to engage in any activity for personal financial profit. Any violation of this policy will be held to be willful insubordination.

Section 10 Security of Desks and Lockers

Offices, teacher desks, lockers, file cabinets and other such storage devices ("storage devices") are owned by the school and are to be properly cared for and maintained. Appropriate security measures should be used to protect school and personal property kept in storage devices from theft or vandalism and to protect confidential student records.

The school exercises exclusive control over school property and reserves the right to search offices and storage devices provided to or used by employees where permitted by law, such as where reasonable grounds exist for suspecting that a search will turn up evidence that the employee has committed work-related misconduct, or that a search is necessary for a non-investigatory work- related purpose, such as to retrieve a file. School-related documents or records must remain readily available to administration and other appropriate school staff. Any personal items a teacher wants to have kept private should be kept in a separate personal storage device, such as a brief case, purse or backpack.

The District is not responsible for any personal property teachers may bring to school. Teachers are cautioned not to bring large amounts of money or items of significant value to school.

Section 11 Bulletins and Announcements

Bulletin boards and display cases are available for school-related and approved materials to be posted and displayed. Posters to be used in the halls or materials for distribution will need to be approved by the Principal's office. The person or organization responsible for distributing the posters is responsible to see that all posters are removed within 48 hours after the event.

Section 12 Copyright and Fair Use Policy

It is the school's policy to follow the federal copyright law. Staff and students are reminded that, when using school equipment and when completing course work, they also must follow the federal copyright laws. The federal copyright law governs the reproduction of works of authorship. Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice.

The "fair use" doctrine allows limited reproduction of copyrighted works for educational and research purposes. The relevant portion of the copyright statute provides that the "fair use" of a copyrighted work, including reproduction "for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research" is not an infringement of copyright. The law lists the following factors as the ones to be evaluated in determining whether a particular use of a copyrighted work is a permitted "fair use," rather than an infringement of the copyright:

- the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- the nature of the copyrighted work;
- the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and

- the effect of the use upon the potential market for or value of the copyrighted work.

Although all of these factors will be considered, the last factor is the most important in determining whether a particular use is "fair." Students should seek assistance from a faculty member if there are any questions regarding what may be copied.

Section 13 Lost and Found

Teachers who find lost articles are asked to take them to the office, where the articles can be claimed by the owner.

Section 14 Safety

Safety Program and Safety Committee

The District has established a Safety and Security Management Plan which includes safety and security plans and procedures, including plans and procedures to address emergency and crisis situations. Teachers are expected to be familiar with and to comply with the Safety and Security Management Plan. The Plan may be obtained for review or copy from the Principal or the Superintendent.

The District also has a safety committee to address employee accidents, injuries and work place conditions. A representative from each bargaining group plus representatives appointed by administration serve on the committee. If you have a desire to serve on the committee, you should contact the President of the teachers' association. Teachers can make suggestions and/or report concerns to the safety committee in the following ways: (1) contact the teachers' association representative of the safety committee, (2) contact the President of the teachers' association, or (3) contact the Safety Committee in care of the Superintendent.

Safety Practices

Guidelines for safe work practices which teachers should follow include the following:

1. Never stand on chairs, counters, tables, etc. Only use step stools, ladders and locking stools to stand, climb, etc., to reach high places, put things on bulletin boards, etc.
2. Always wear protective equipment (i.e., goggles, aprons, gloves, and ear protection).
3. Wipe up spills or report promptly to appropriate personnel. DO NOT assume someone else will do it.
4. Be aware of your surroundings. Pick up clutter, keep your work area or room clean and free of clutter, debris, etc.
5. Identify and report all hazards (i.e., broken equipment, broken or uneven floor surfaces, non-operating tools, windows, doors, etc.). Follow up if not repaired.
6. Do not use equipment if you are not familiar with it or operate machinery without proper training.
7. Do not carry heavy or bulky objects. Get a cart, dolly or assistance. Know how to properly lift.
8. Report any injuries or medical problems to your supervisor immediately and complete the employee accident report.
9. Wear seatbelts when in vehicles where provided.
10. Do not do repetitive tasks for long periods of time (i.e., keyboarding, dipping cookies, cutting out things, filing, typing, etc.). Take breaks, learn and do stretching exercises, etc. Every accident in the school building, on the school grounds, at practice sessions, or at any athletic event sponsored by the school must be reported immediately to the Principal.

As required by law, approved safety glasses will be required of every student and teacher while participating in or observing vocational, technical, industrial technology, science, and art classes. All visitors to these areas must check out a pair of safety glasses when entering any of these areas.

Emergency Information Packets

Each classroom shall have an Emergency Information Packet visibly located near the exit. Teachers should ensure that the following items are in this packet: Emergency Response Manual, updated roster of students occupying the classroom, teacher identification badge, red and green card, paper and pencil. Teachers are to take these packets with them during emergency evacuations of any nature.

Fire and Severe Weather exit routes and safety areas are to be visibly posted near the exit in each classroom. Guidelines for these procedures can be found in the Emergency Response Manual.

Security Measures

All entrance doors will be locked from 8:15 a.m. - 3:30 p.m. All outer doors are to be closed during the school day (exceptions may be made due to environmental issues). Any teacher upon seeing a 'stranger' in the hallway will look for a visitor badge and if one is not visible you will direct and/or lead them to the high school office. The high school secretary will check in all visitors and issue a visitor badge to them.

Security System Procedures

Each individual staff member has been issued a key for entrance into the building and a security code to be used outside of school operational hours. Once in the building please make certain that the door shuts and locks behind you. At no time should the doors to the school be propped or left open. In an attempt to further ensure the safety of the staff and students,

video cameras have been placed throughout the interior and exterior of the building.

During the school day the doors will unlock in the morning at 6:30 am (secondary school) and 7:30 a.m. (elementary schools) and stay open until 8:15 am, with exception to the main entrances. After the school day, the building will remain locked down.

Use of Personal Vehicles

Teachers who drive school vehicles or volunteer to use their personal automobile to transport students must have a valid driver's license and proof of insurance. Teachers will be provided a Driver's Certification form to verify this information and to be given instruction on emergency evacuation and first aid. Teachers who drive school vehicles or transport students in their personal vehicles are responsible for following safe driving practices, including use of seat belts by all occupants. When driving your personal vehicle, you are assuming an additional degree of personal liability for any injury or accident. Teachers are not to use cell phones while driving a school vehicle or while transporting children.

Accidents

Every accident which results in a personal injury must be reported to the Principal immediately. In the event the injury involves a student, the teacher responsible for the student either as teacher, coach or sponsor is responsible for making the report. If the injury occurs in the presence of the teacher, the teacher is also responsible for making a report.

Workers Compensation

Teachers are required to immediately report any work-related injury and/or work-related medical condition to their supervisor and complete all appropriate paperwork.

Article 8 - State and Federal Programs

Section 1 NOTICE OF NONDISCRIMINATION

Students, parents, employees, volunteers, school patrons, applicants for student admission or employment, sources of referral of applicants for admission and employment, professional organizations holding collective bargaining or professional agreements with the Raymond Central Public Schools, and all others who interact with Raymond Central Public Schools are hereby notified that the Raymond Central Public Schools does not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status, in the admission oraccess to, its facilities or programs, treatment, or employment in its programs or activities.

Section 2 DESIGNATION OF COORDINATOR(S)

Any person having inquiries concerning this district's compliance with anti-discrimination laws or policies or other programs should contact or notify the following person(s) who are designated as the coordinator for such laws, policies or programs. The contact address for the coordinator is: Raymond Central Public Schools, 1800 W. Agnew Rd., Raymond, NE 68428.

Law, Policy 80or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment based on race, color, or national origin; harassment	Secondary Assistant Principal
Title IX	Discrimination or harassment based on sex; gender equity	Secondary Assistant Principal
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment or reasonable accommodations of persons with disabilities	Secondary Assistant Principal
Homeless student laws	Children who are homeless	Superintendent or designee
Safe and Drug Free Schools and Communities	Safe and drug free schools	Superintendent or designee

Section 3 ANTI-DISCRIMINATION, ANTI-HARASSMENT, AND ANTI-RETALIATION

A. <u>Elimination of Discrimination</u>.

The Raymond Central Public School District hereby gives this statement of compliance and intends to comply with all state and federal laws prohibiting discrimination. This school district intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination.

The Raymond Central Public School District does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: Building Principal
Employees and Others: Superintendent

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact OCR at One Petticoat Lane, 1010 Walnut Street, 3rd Floor, Suite 320, Kansas City, Missouri 64106, (816) 268-0550 (voice), Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

B. <u>Prohibited Harassment, Discrimination, and Retaliation of Employees, Students and Others</u>.

1. **<u>Purpose</u>**: The Raymond Central Public School District is committed to offering employment and educational opportunity to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination, harassment and retaliation of any kind by District employees, including, co-workers, non-employees (such as volunteers), third parties, and others is strictly prohibited and will not be tolerated.

   Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color,

religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, that is sufficiently serious to deny, interfere with, or limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

a. Conduct that is sufficiently severe or pervasive to create an intimidating, hostile, or abusive educational or work environment, or
b. Requiring an individual to endure the offensive conduct as a condition of continued employment or educational programs or activities, including the receipt of aids, benefits, and services.

Educational programs and activities include all academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school's facilities, on a school bus, at a class or training program sponsored by the school at another location, or elsewhere.

Discriminatory harassment because of a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, may include, but is not limited to:

a. Name-calling,
b. Teasing or taunting,
c. Insults, slurs, or derogatory names or remarks,
d. Demeaning jokes,
e. Inappropriate gestures,
f. Graffiti or inappropriate written or electronic material,
g. Visual displays, such as cartoons, posters, or electronic images,
h. Threats or intimidating or hostile conduct,
i. Physical acts of aggression, assault, or violence, or
j. Criminal offenses

The following examples are additional or more specific examples of conduct that may constitute sexual harassment:

a. Unwelcome sexual advances or propositions,
b. Requests or pressure for sexual favors,
c. Comments about an individual’s body, sexual activity, or sexual attractiveness,
d. Physical contact or touching of a sexual nature, including touching intimate body parts and inappropriate patting, pinching, rubbing, or brushing against another's body,
e. Physical sexual acts of aggression, assault, or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking), against a person’s will or where a person is incapable of giving consent due to the victim’s age, intellectual disability, or use of drugs or alcohol,
f. Requiring sexual favors or contact in exchange for aids, benefits, or services, such as grades, awards, privileges, promotions, etc., or
g. Gender-based harassment; acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex-stereotyping, but not involving conduct of a sexual nature.

If the District knows or reasonably should know about possible harassment, including violence, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred (see section entitled “Grievance Procedures,” below), and take appropriate interim measures, if necessary. If the District determines that unlawful harassment occurred, the District will take prompt and effective action to eliminate the harassment, prevent its recurrence, and remedy its effects, if appropriate. If harassment or violence that occurs off school property creates a hostile environment at school, the District will follow this policy and grievance procedure, within the scope of its authority.

All District employees are expected to take prompt and appropriate actions to report and prevent discrimination, harassment, and retaliation by others. Employees who witness or become aware of possible discrimination, including harassment and retaliation, must immediately report the conduct to his or her supervisor or the compliance coordinator designated to handle complaints of discrimination (designated compliance coordinator).

2. **<u>Anti-retaliation</u>:** The District prohibits retaliation, intimidation, threats, coercion, or discrimination against any person for opposing discrimination, including harassment, or for participating in the District's discrimination complaint process or making a complaint, testifying, assisting, or participating in any manner, in an investigation, proceeding, or hearing. Retaliation is a form of discrimination.

The District will take immediate steps to stop retaliation and prevent its recurrence against the alleged victim and any person associated with the alleged victim. These steps will include, but are not limited to, notifying students,

employees, and others, that they are protected from retaliation, ensuring that they know how to report future complaints, and initiating follow-up contact with the complainant to determine if any additional acts of discrimination, harassment, or retaliation have occurred. If retaliation occurs, the District will take prompt and strong responsive action, including possible discipline, including expulsion or termination, if applicable.

3. **Grievance (or Complaint) Procedures**: Employees or students should initially report all instances of discrimination, harassment or retaliation to their immediate supervisor or teacher or to the compliance coordinator designated to handle complaints of discrimination (designated coordinator). If the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student may report the alleged discrimination, harassment or retaliation ("discrimination") to the designated coordinator, or in the case of students, to another staff person (such as a counselor or principal).

Other individuals may report alleged discrimination to the designated coordinator. If the designated coordinator is the person alleged to have committed the discriminatory act, then the complaint should be submitted to the Superintendent for assignment. A discrimination complaint form is attached to this grievance procedure and is available in the office of each District building, on the District's website, and from the designated coordinators.

Under no circumstances will a person filing a complaint or grievance involving discrimination be retaliated against for filing the complaint or grievance.

i. Level 1 (Investigation and Findings):

Once the District receives a grievance, complaint or report alleging discrimination, harassment, or retaliation, or becomes aware of possible discriminatory conduct, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred. If necessary, the District will take immediate, interim action or measures to protect the alleged victim and prevent further potential discrimination, harassment, or retaliation during the pending investigation. The alleged victim will be notified of his or her options to avoid contact with the alleged harasser, such as changing a class or prohibiting the alleged harasser from having any contact with the alleged victim pending the result of the District's investigation. The District will minimize any burden on the alleged victim when taking interim measures to protect the alleged victim.

The District will promptly investigate all complaints of discrimination, even if an outside entity or law enforcement agency is investigating a complaint involving the same facts and allegations. The District will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this grievance procedure. If the allegation(s) involve possible criminal conduct, the District will notify the complainant of his or her right to file a criminal complaint, and District employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation.

The District will aim to complete its investigation within **ten (10) working days** after receiving a complaint or report, unless extenuating circumstances exist. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional time needed because of the complexity if the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. If extenuating circumstances exist, the extended timeframe to complete the investigation will **not exceed ten (10) additional working days without the consent of the complainant, unless the alleged victim agrees to a longer timeline.** Periodic status updates will be given to the parties, when appropriate.

The District's investigation will include, but is not limited to:

a. Providing the parties with the opportunity to present witnesses and provide evidence.
b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
c. For allegations involving harassment, some of the factors the District will consider include: 1) the nature of the conduct and whether the conduct was unwelcome, 2) the surrounding circumstances, expectations, and relationships, 3) the degree to which the conduct affected one or more students' education, 4) the type, frequency, and duration of the conduct, 5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, 6) the number of individuals involved, 7) the age (and sex, if applicable) of the alleged harasser and the alleged victim(s) of the harassment, 8) the location of the incidents and the context in which they occurred, 9) the totality of the circumstances, and 10) other relevant evidence.
d. A review of the evidence using a "preponderance of the evidence" standard (based on the evidence, is it more likely than not that discrimination, harassment, or retaliation occurred?)

The designated compliance coordinator (or designated investigator) will complete an investigative report, which will include:

a. A summary of the facts,

b. Findings regarding whether discrimination, harassment or other inappropriate conduct occurred, and
c. If a finding is made that discrimination, harassment or other inappropriate conduct occurred, the recommended remedy or remedies necessary to eliminate discrimination, harassment or other inappropriate conduct.

If someone other than the designated compliance coordinator conducted the investigation, the compliance coordinator will review, approve, and sign the investigative report. The District will ensure that prompt, appropriate, and effective remedies are provided if a finding of discrimination, harassment, or retaliation is made. The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings and any subsequent determinations, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings.

The District will send concurrently to the parties written notification of the decision (findings and any remedy) regarding the complaint within **one (1) working day** after the investigation is completed. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 11232g; 34 C.F.R. Part 99, permits the District to disclose relevant information to a student who was discriminated against or harassed.

ii. Level 2 (Appeal to the Superintendent):

If a party is not satisfied with the findings or remedies (or both) set forth in the decision, he or she may file an appeal in writing with the Superintendent within **five (5) working days** after receiving the decision. The Superintendent will review the appeal and the investigative documentation and decision, conduct additional investigation, if necessary, and issue a written determination about the appeal **within ten (10) working days** after receiving the appeal. The party who filed the appeal will be sent the Superintendent's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. [If the Superintendent is the subject of the complaint, the party will file the appeal directly with the Board.]

iii. Level 3 (Appeal to the Board):

If the party is not satisfied with the Superintendent's determination, he or she may file an appeal in writing with the Board of Education **within five (5) working days** after receiving the Superintendent's determination. The Board of Education will review the appeal, the Superintendent's determination, the investigative documentation and decision, and allow the party to address the Board at a Board meeting to present his or her appeal. The party will be allowed to address the Board at the Board's next regularly scheduled Board meeting (unless the Board receives the appeal within one week of the next regularly scheduled Board meeting) or at a time and date agreed to by the Board, designated compliance officer and the party. The Board will issue a written determination about the appeal **within thirty (30) days** after the party addresses the Board. The party who filed the appeal will be sent the Board's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. The Board's determination, and any actions taken, will be final on behalf of the District.

4. **Confidentiality:** The identity of the complainant will be kept confidential to the extent permitted by state and federal law. The District will notify the complainant of the anti-retaliation provisions of applicable laws and that the District will take steps to prevent retaliation and will take prompt and strong responsive actions if retaliation occurs.

If a complainant requests confidentiality or asks that the complaint not be pursued, the District will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or the request not to pursue an investigation, as long as doing so does not prevent the District from responding effectively to the harassment and preventing harassment of other students. If a complainant insists that his or her name or other identifiable information not be disclosed to the alleged perpetrator, the District will inform the complainant that its ability to respond may be limited. Even if the District cannot take disciplinary action against the alleged harasser, the District will pursue other steps to limit the effects of the alleged harassment and prevent its recurrence, if warranted,

5. **Training:** The District will ensure that relevant District employees, including but not limited to officials, administrators, teachers, substitute teachers, counselors, nurses and other health personnel, coaches, assistant coaches, paraprofessionals, aides, bus drivers, and school law enforcement officers, are adequately trained so they understand and know how to identify acts of discrimination, harassment, and retaliation, and how to report it to appropriate District officials or employees.

6. **Designated Compliance Coordinators** will be responsible for:
   a. Coordinating efforts to comply with anti-discrimination, anti-harassment, and anti-retaliation laws and regulations.
   b. Coordinating and implementing training for students and employees pertaining to anti-discrimination, anti-harassment and anti-retaliation laws and regulations, including the training areas listed above.
   c. Investigating complaints of discrimination (unless the coordinator designates other trained individuals to investigate).
   d. Monitoring substantiated complaints or reports of discrimination, as needed (and with the assistance of other District employees, if necessary), to ensure discrimination or harassment does not recur, and that retaliation conduct does not occur or recur.
   e. Overseeing discrimination complaints, including identifying and addressing any patterns or systemic problems, and reporting such patterns or systemic problems to the Superintendent and the Board of Education.
   f. Communicating regularly with the District's law enforcement unit investigating cases and providing current information to them pertaining to anti-discrimination, anti-harassment, and anti-retaliation standards and compliance requirements.
   g. Reviewing all evidence in harassment or violence cases brought before the District's disciplinary committee or administrator to determine whether the complainants are entitled to a remedy under anti-discrimination laws and regulations that was not available in the disciplinary process.
   h. Ensuring that investigations address whether other students or employees may have been subjected to discrimination, including harassment and retaliation.
   i. Determining whether District employees with knowledge of allegations of discrimination, including harassment and retaliation, failed to carry out their duties in reporting the allegations to the designated compliance coordinator and responding to the allegations.
   j. Recommending changes to this policy and grievance procedure.
   k. Performing other duties as assigned.

   The designated compliance coordinators will not have other job responsibilities that may create a conflict of interest with their coordinator responsibilities.

7. **Preventive Measures:** The District will publish and widely distribute on an ongoing basis a notice of nondiscrimination (notice) in electronic and printed formats, including prominently displaying the notice on the District's website and posting the notice at each building in the District. The District also will designate an employee to coordinate compliance with anti-discrimination laws (see Designated Compliance Coordinator section, above, for further information on compliance coordinator), and widely publish and disseminate this grievance procedure, including prominently posting it on the District's website, at each building in the District, reprinting it in District publications, such as handbooks, and sending it electronically to members of the school community. The District will provide training to employees and students at the beginning of each academic year in the areas (B.6.a-g) identified in the Training section, above.

   The District also may distribute specific harassment and violence materials (such as sexual violence), including a summary of the District's anti-discrimination, anti-harassment, and anti-retaliation policy and grievance procedure, and a list of victim resources, during events such as school assemblies and back to school nights, if recent incidents or allegations warrant additional education to the school community.

Anti-discrimination

A. Elimination of Discrimination.

The policy of Raymond Central Public Schools is to not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, in admission or access to, or treatment with regard to employment or with regard to its programs and activities.

Raymond Central Public Schools and its staff shall comply with all state and federal laws prohibiting discrimination. The Board of Raymond Central Public Schools intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination and directs its staff to take all actions necessary to meet this objective.

The Superintendent shall be the Coordinator for anti-discrimination laws (including Title VI, Title IX; the Americans with Disabilities Act of 1990 (ADA), and Section 504 of the Rehabilitation Act of 1973 (Section 504)) and complaints or concerns involving discrimination or compliance with those laws should be addressed to said Coordinator.

B. Preventing Harassment and Discrimination of Employees and Students.

1. Purpose: Raymond Central Public Schools is committed to offering employment and educational opportunity to its employees and students based on ability and performance in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, co-workers or other persons is prohibited. In addition, Raymond Central Public Schools will try to protect employees or students from reported discrimination or harassment by non-employees or others in the work place and educational environment.

   For purposes of this policy, discrimination or harassment based on a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, is prohibited. The following are general definitions of what might constitute prohibited harassment.

   a. In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, constitutes harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.

   b. Age harassment has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.

   c. Sexual harassment has been defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the work place, classroom or educational environment.

      Sexual harassment may exist when:
      - Supervisors or managers make submission to such conduct either an explicit or implicit term and condition of employment (including hiring, compensation, promotion, or retention);
      - Submission to or rejection of such conduct is used by supervisors or managers as a basis for employment related decisions such as promotion, performance evaluation, pay adjustment, discipline, work assignment, etc.
      - The conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working, class room or educational environment.

      Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing", "practical jokes", jokes about gender-specific traits, foul or obscene language or gestures, displays of foul or obscene printed or visual material, and physical contact, such as patting, pinching or brushing against another's body.

2. Procedures:

   a. Employees or students should initially report all instances of discrimination or harassment to their immediate supervisor or teacher. However, if the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student is encouraged to go to the next level of supervision.

   b. If the report is not satisfactorily resolved within ten calendar days, or if the discrimination or harassment continues, please report your complaint to the Superintendent of Raymond Central Public Schools.

   c. If a satisfactory arrangement cannot be obtained through the Superintendent, the complaint may be processed to the Board of Education.

   d. The person to whom the complaint is made is to thoroughly investigate the complaint and work with the person filing the complaint to seek an appropriate resolution so the discrimination or harassment can be remedied and put to an end.

   e. Complaints of discrimination or harassment will be treated with the utmost confidence, consistent with resolution of the problem.

   f. Based on the results of the investigation, appropriate corrective action, up to and including discharge of

offending employees, etc., may be taken.

g. Under no circumstances will a supervisor or a teacher or the Board threaten or retaliate against a person for alleging discrimination or harassment.

If the District knows or reasonably should know about possible harassment, including violence, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred (see section entitled "Grievance Procedures," below), and take appropriate interim measures, if necessary. If the District determines that unlawful harassment occurred, the District will take prompt and effective action to eliminate the harassment, prevent its recurrence, and remedy its effects, if appropriate. If harassment or violence that occurs off school property creates a hostile environment at school, the District will follow this policy and grievance procedure, within the scope of its authority.

All District employees are expected to take prompt and appropriate actions to report and prevent discrimination, harassment, and retaliation by others. Employees who witness or become aware of possible discrimination, including harassment and retaliation, must immediately report the conduct to his or her supervisor or the compliance coordinator designated to handle complaints of discrimination (designated compliance coordinator).

A. Complaint Procedure - Generally

1. Reporting Procedures: All employees are responsible for helping to prevent sexual harassment. Employees or students who believe they have been subjected to, or believe they have witnessed sexual harassment should follow these procedures:

   a. Directly inform the person engaging in the discrimination or harassment that such conduct is offensive and must stop.

   b. For employee reporters, contact your principal or supervisor, the principal or supervisor of the offending person, or the Title IX Coordinator if you do not wish to communicate directly with the person whose conduct is offensive or if direct communication with the offending person has been ineffective.

   c. Report the matter to the Title IX Coordinator if the offending conduct continues or has not been resolved to your satisfaction after you have reported the matter to a principal or supervisor.

   d. For student reporters, contact any teacher, counselor, or administrator, or the Title IX Coordinator.

   Report to the Title IX Coordinator if you are the adult to whom the student has made a report so that the matter can be properly resolved. The Title IX Coordinator is:

   TITLE IX COORDINATOR CONTACT INFORMATION:
   TONY KOBZA, ASSISTANT PRINCIPAL
   1800 W. AGNEW ROAD
   RAYMOND, NE 68428
   (402) 785-2685
   tony.kobza@rcentral.org

2. District Actions upon Report of Sexual Harassment or Sexual Misconduct: Upon receipt of a report of sexual harassment, the Title IX Coordinator, or designee, including but not limited to a building principal or assistant principal, will conduct an initial inquiry. The first step of the inquiry will typically include a preliminary meeting between the individual whom the reporting party alleges has been subjected to sexual harassment or sexual misconduct and the Title IX Coordinator, or designee. The initial inquiry may also include a meeting between the Title IX Coordinator, or designee, and the individual whom the reporting party alleges has committed sexual harassment or sexual misconduct. The purpose of these meetings is to gain a basic understanding of the nature and circumstances of the report, it is not intended to be a full investigative interview. During the initial assessment, the reporting party may also receive information about resources, rights, procedural options, and supportive measures. The Title IX Coordinator, or designee, may inquire into whether the person who has is alleged to have been subject to sexual harassment or misconduct requests resources, no further action, supportive measures, and/or initiation of the "Formal Complaint" process. The Title IX Coordinator will make a reasonable effort to respect the wishes of the person who experienced sexual harassment or sexual misconduct; however, if the reported incident constitutes an imminent or ongoing threat to school safety, based on the assessment of the Title IX Coordinator, then the Title IX Coordinator may file a Formal Complaint, on behalf of the District, with or without the consent or permission of the person who has experienced sexual harassment or sexual misconduct.

With or without a Formal Complaint, allegations of sexual harassment or discrimination shall be investigated and if substantiated, corrective or disciplinary action will be taken, up to and including dismissal from employment, if the offender is an employee, or suspension and/or expulsion, if the offender is a student. Retaliatory action will not be taken against any person for reporting discrimination or harassment. This policy does not limit or prohibit the District from instituting disciplinary measures pursuant to other Board Policy, rules, or other expectations if the District determines that a person violated District rules or expectations.

B. Formal Complaint Process

The following procedures apply only in the event that a Formal Complaint is filed. All other reports of sexual harassment shall be resolved using the general complaint procedure. Any timelines set forth in the following procedures may be extended by the Title IX Coordinator with notice to the parties.

1. Misconduct Which May Be Investigated Under a Formal Complaint: The Formal Complaint process is only available if the Formal Complaint alleges: (i) conduct which occurs on District grounds or property owned or controlled by the District; (ii) conduct which occurs in the context of District employment or an education program or District-sponsored activity within the United States, and (iii) conduct which occurs when the District has substantial control over both the Respondent and the context in which the sexual harassment or sexual misconduct occurs. The conduct must also fall within one of the following categories: (a) an employee of the District conditioning an aid, service, or benefit of the District on an individual's participation in unwelcome sexual contact; (b) unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the District's education program or activity; (c) sexual assault; (d) domestic violence; (e) dating violence; or (f) stalking.

2. Parties to a Formal Complaint: The only parties to a Formal Complaint are the Complainant, who is the person alleged to have been subject to misconduct, and the Respondent, the person who is alleged to have committed the misconduct.

3. Filing a Formal Complaint: A Formal Complaint may only be filed by a Complainant or the Title IX Coordinator. An employee or student Complainant may file a Formal Complaint in writing with the Title IX Coordinator in person or by mail, or by electronic mail. The Formal Complaint must be signed by the Complainant or by the Title IX Coordinator.

4. Immediate Actions Upon Receipt of Formal Complaint: Upon receipt of a Formal Complaint, the Title IX Coordinator will conduct an initial assessment of the allegations contained within the Formal Complaint to determine if the allegations in the Formal Complaint, if true, allege misconduct which may be investigated under the Formal Complaint process. If the allegations in the Formal Complaint do not allege misconduct which may be investigated under the Formal Complaint process, the Title IX Coordinator must dismiss the Formal Complaint and may proceed under other District policies or procedures. The Complainant will be provided notice in writing if the Formal Complaint is dismissed.

   If the allegations in the Formal Complaint allege misconduct which may be investigated under the Formal Complaint process, the Title IX Coordinator shall provide the following to all known parties: (1) The complaint procedure as outlined in this policy; and (2) Notice of the allegations of sexual harassment, known by the District at the time of filing the Notice, including (i) the identities of the parties involved, if known, (ii) the conduct allegedly constituting sexual harassment, and (iii) the date and location of the alleged incident.

   The Title IX Coordinator shall then provide the Formal Complaint and the Notice of the Formal Complaint to the District's Title IX Investigator.

5. Investigation of Formal Complaint: Upon receipt of a Formal Complaint, the Investigator will promptly investigate the allegations contained within, even if an outside entity or law enforcement agency is investigating a complaint involving the same facts and allegations. The Investigator will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this complaint procedure. If the allegation(s) involve possible criminal conduct, the District will notify the Complainant of his or her right to file a criminal complaint, and District employees will not dissuade the Complainant from filing a criminal complaint either during or after the District's investigation.

   The Investigator will contact the Complainant, Respondent, and relevant witnesses to schedule interviews. All parties may bring up to two people to this meeting: (1) Support Person and/or (2) Advisor of Choice. The Advisor of Choice may or may not be an attorney. Neither the Support Person nor the Advisor of Choice can direct questions or comments to the Investigator, nor may the Support Person or Advisor of Choice advise a student or employee how to answer the Investigator's questions.

The Investigator will also aim to collect all tangible evidence relevant to the investigation.

The Investigator will complete the investigation within a reasonable time frame, as determined by the Title IX Coordinator. The factors to determine a reasonable time frame include, but are not limited to, the allegations of the Formal Complaint and the number of witnesses that may need to be interviewed. The time frame originally set by the Title IX Coordinator may be extended by the Title IX Coordinator, upon notice to the parties, as deemed necessary to complete the investigation. Periodic status updates will be given to the parties, when appropriate.

(A) *Neutrality*: The Title IX Coordinator, Investigator, Decision-Maker, or any person designated by the District to facilitate this Formal Complaint process, shall not have any conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent. The District shall ensure that Title IX Coordinator, Investigator, Decision-Maker, and any person who facilitates this Formal Complaint process shall receive training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and complaint process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the fact at issue, conflicts of interest, and bias.

(B) *Burden of Production*: It shall be the Investigator's burden to gather evidence sufficient to reach a determination regarding the outcome of the Formal Complaint. To reach a determination, the investigation will include, but is not limited to:

i. Providing the parties with the opportunity to present witnesses and provide evidence.
ii. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
iii. A consideration of various factors, including: (1) the nature of the conduct and whether the conduct was unwelcome, (2) the surrounding circumstances, expectations, and relationships, (3) the degree to which the conduct affected one or more students' education, (4) the type, frequency, and duration of the conduct, (5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, (6) the number of individuals involved, (7) the age and sex, if applicable, of the alleged harasser and the alleged victim(s) of the harassment, (8) the location of the incidents and the context in which they occurred, (9) the totality of the circumstances, and (10) other relevant evidence.
iv. A review of the evidence using a "preponderance of the evidence" standard. To meet the "preponderance of the evidence" standard, the evidence must show that the discrimination, harassment, or retaliation more likely occurred than did not occur.

(C) *Rights of the Parties:* The Respondent is entitled to a presumption that the Respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the complaint process. The Investigator must provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence. The Investigator shall not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.

The District retains the right to place any person on administrative leave during the pendency of the investigation. The District also retains the right to remove a Respondent from the District's educational program prior to the conclusion of the investigation. In the event of a removal, the Respondent shall have the opportunity to challenge the decision for removal by meeting with the Title IX Coordinator to discuss the removal.

(D) *Conclusion of Investigation*: Prior to the conclusion of the investigation, the Investigator shall send each party the evidence that is subject to inspection and review in an electronic format or a hard copy. This information shall be known as the "Draft Investigative Report." The Draft Investigative Report shall include all evidence obtained as part of the investigation that is directly related to the allegations raised in the Formal Complaint, including the evidence upon which the Investigator does not intend to relay to the . The parties shall then have ten (10) calendar days to submit a written response, which the Investigator will consider. Responses may not be submitted by the parties' Advisor of Choice or Support Person, unless such person is the parent or guardian of the Complainant or Respondent. Responses may include corrections to the Investigator's summary of the parties' interviews, suggestions for additional investigation, or additional information not known at the time of the interviews. Any new information provided by the parties during the response period will not result in an additional time period for response by the other party unless determined necessary by the Title IX Coordinator. The Investigator is not obliged to respond to any question or requests for information in the parties' responses. The Investigator will consider the information provided by the parties and will incorporate relevant information into the Final Investigative Report. The Final Investigative Report will fairly summarize the relevant evidence. The Investigator shall then submit the Final Investigation Report to the

Decision-Maker. The parties shall each receive a copy of the Final Investigative Report at the same time as the Decision-Maker.

6. Actions Taken By Decision-Maker Upon Receipt of Final Investigative Report: Upon receipt of the Final Investigative Report, the Decision-Maker shall provide 10 days for each party to submit written, relevant questions that a party wants asked of any party or witness. Questions shall be submitted to the Title IX Coordinator who shall determine whether questions are relevant. The Title IX Coordinator shall contact parties or witnesses to request answers to the parties' relevant questions. The Title IX Coordinator will provide each party, and the Decision-Maker with the answers provided by the opposing party or witness and allow for additional, limited follow-up questions from each party.

7. Notice of Determination: Once the Decision-Maker has received the answers to relevant questions submitted by the parties, the Decision-Maker shall consider the answers and the Decision-Maker shall issue a written determination regarding responsibility by a preponderance of the evidence within a reasonable time frame, as determined by the Title IX Coordinator. The Decision-Maker shall consider all relevant evidence, including inculpatory and exculpatory evidence, and will not consider the credibility of the evidence to be based on a person's status, such as the Complainant, Respondent, or witness. The Decision-Maker shall provide the written determination to both parties simultaneously. The written determination shall include:

   (a) Identification of the allegations potentially constituting sexual harassment;
   (b) A description of the procedural steps taken from the receipt of the Formal Complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather evidence;
   (c) Findings of fact supporting the determination;
   (d) Conclusions regarding the application of each recipient's code of conduct to the facts;
   (e) A statement of, and rationale for, the results as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the Respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the Complainant; and
   (f) The recipient's procedures and permissible bases for the Complainant and Respondent to appeal.

   The Family Educational Rights and Privacy Act (FERPA) permits the District to disclose relevant information to a student who was discriminated against or harassed.

8. Sanctions: At the conclusion of the investigation, the Decision-Maker may institute disciplinary measures against the Respondent if the Decision-Maker determines that the Respondent engaged in sexual abuse or harassment. Disciplinary measures may include, but are not limited to, in-school suspension, out-of-school suspension, expulsion, and, in the case of an employee disciplinary action, up to and including immediate termination from employment.

   The Title IX Coordinator is responsible for coordinating the implementation of supportive measures for the victim(s).

C. Appeals

If either party is not satisfied with the outcome of the investigation and the decision of the Decision-Maker, they may appeal on the following bases:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
3. The Title IX Coordinator, Investigator, or Decision-Maker had a conflict of interest or bias for or against the Complainant or Respondent generally or the individual Complainant or Respondent that affected the outcome of the matter.

The request for an appeal shall be in writing and submitted on the appropriate document. The appeal document shall be submitted to the Superintendent.

Upon notice of an appeal by either party, the Superintendent of Schools shall notify the other party in writing when the appeal is filed and of the appeal procedures, which apply equally to both parties.

The Superintendent shall give both parties a reasonable, and equal opportunity to submit a written statement in support of, or challenging the outcome.

The Superintendent shall review the investigative report, Decision-Maker's determination, and written statements of the parties and then issue a written decision describing the result of the appeal and the rationale for the result. The Superintendent shall provide the written decision simultaneously to both parties.

D. Informal Resolution

If a Formal Complaint is filed, the District may offer the Complainant and Respondent the opportunity to participate in an informal resolution process. The informal resolution process may take place at any time prior to reaching a determination regarding responsibility. The informal resolution process shall only take place upon:

1. Written notice to both parties disclosing: the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a Formal Complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the resolution process and resume the complaint process with respect to the Formal Complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
2. The parties' voluntary, written consent to the informal resolution process; and
3. That the allegations of the Formal Complaint do not involve any allegations that an employee sexually harassed a student.

E. Record Keeping

The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings and any subsequent determinations, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings for a period of seven

Section 4 NOTICE TO PARENTS OF RIGHTS AFFORDED BY SECTION 504 OF THE REHABILITATION ACT OF 1973

The following is a description of the rights granted by federal law to qualifying students with disabilities. The intent of the law is to keep you fully informed concerning the decisions about your child and to inform you of your rights if you disagree with any of these decisions. You have the right to:

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of his/her disability.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation or placement of your child.
4. Have your child receive a free appropriate public education.
5. Have your child receive services and be educated in facilities which are comparable to those provided to every student.
6. Have evaluation, educational and placement decisions made based on a variety of information sources and by persons who know the student and who are knowledgeable about the evaluation data and placement options.
7. Have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the district) at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
6. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.
9. Examine all relevant records relating to decisions regarding your child's identification, evaluation and placement.
10. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. (You and your child may take part in the hearing. Hearing requests are to be made to the Superintendent).
11. File a local grievance.

Section 5 NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the District receives a request for access.

   Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.

   Parents or eligible students may ask the School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks.

   A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

   Upon request, the District discloses education records without consent to officials of another School District in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

   Kathleen Styles, Office of the Chief Privacy Officer
   U.S. Department of Education
   400 Maryland Avenue, S.W.
   Washington, D.C. 20202

Notice Concerning Directory Information

The types of personally identifiable information that the district has designated as directory information are as follows: student's name, address, telephone listing, electronic mail address, photograph, date of and place of birth, major fields of study, dates of attendance, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and most recent previous educational agency or institution attended. A parent or eligible student has the right to refuse to let the district designate any or all of those types of information about the student as directory information. The period of time within which a parent or eligible student has to notify the district in writing that he or she does not want any or all of those types of information about the student designated as directory information are as follows: two weeks from the time this information is first received. The district may disclose information about former students without meeting the conditions in this section.

Additional Notice Concerning Directory Information

The District's policy is for education records to be kept confidential except as permitted by the FERPA law, and the District does not approve any practice which involves an unauthorized disclosure of education records. In some courses student work may be displayed or made available to others. Also, some teachers may have persons other than the teacher or school staff, such as volunteers or fellow students, assist with the task of grading student work and returning graded work to students. The District does not either approve or disapprove such teaching practices, and designates such student work as directory information and/or as non-education records. Each parent and eligible student shall be presumed to have accepted this designation in the absence of the parent or eligible student giving notification to the District in writing in the manner set forth above pertaining to the designation of directory information. Consent will be presumed to have been given in the absence of such a notification from the parent or eligible student.

Notice Concerning Designation of Law Enforcement Unit

The District designates the Saunders County Sheriff's Dept. for Elementary and Lancaster County Sheriff's Dept. for Grades 6-12 as the District's "law enforcement unit" for purposes of (1) enforcing any and all federal, state or local law, (2)

maintaining the physical security and safety of the schools in the District, and (3) maintaining safe and drug free schools.

Section 6 NOTICE CONCERNING DISCLOSURE OF STUDENT RECRUITING INFORMATION

Federal law requires Raymond Central Public Schools to provide military recruiters and institutions of higher education access to secondary school students' names, addresses, and telephone listings. Parents and secondary students have the right to request that Raymond Central Public Schools not provide this information (i.e., not provide the student's name, address, and telephone listing) to military recruiters or institutions of higher education, without their prior written parental consent. Raymond Central Public Schools will comply with any such request.

Section 7 NOTICE TO PARENTS OF STUDENTS IN PROGRAMS RECEIVING TITLE I FUNDING

Staff Qualifications. Parents may request, and the District will provide the parents of students attending any school receiving Title I funds on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including, at minimum, the following:

1. Whether the student's teacher—
    a. has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
    b. is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
    c. is teaching in the field of discipline of the certification of the teacher.
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Testing Opt-Out. Parents may request, and the District will provide the parents of students attending any school receiving Title I funds on request (and in a timely manner), information regarding any State or District policy regarding student participation in any State or District assessments, including the District's policy and procedure on the parental right to opt the child out of such assessment(s). The District shall also make widely available through public means (including by posting in a clear and easily accessible manner on the District's website) information on each State or District assessment, including:

1. the subject matter addressed;
2. the purpose for which the assessment is designed and used;
3. the source of the requirement for the assessment;
4. the amount of time students will spend taking the assessment, and the schedule for the assessment, and;
5. the time and format for disseminating results.

Language Instruction Programs. If the District receives Title I funds, parents of English learners will be informed regarding how the parents can:

1. be involved in the education of their children; and
2. be active participants in assisting their children to –
    a. attain English proficiency;
    b. achieve at high levels within a well-rounded education; and
    c. meet the challenging State academic standards expected of all students.

The District will also inform parents of an English learner identified student of opportunities to participate in various school programs, as set forth in ESSA. Please contact the administrative office to receive the foregoing information.
The Superintendent shall take or cause other staff to take such action as required by law for the District to maintain compliance with ESSA and specific ESSA grant programs in which the District participates.

Section 8 STUDENT PRIVACY PROTECTION POLICY

It is the policy of Raymond Central Public Schools to develop and implement policies which protect the privacy of students in accordance with applicable laws. The District's policies in this regard include the following:

Right of Parents to Inspect Surveys Funded or Administered by the United States Department of Education or Third Parties: Parents shall have the right to inspect, upon the parent's request, a survey created by and administered by either the United States Department of Education or a third party (a group or person other than the District) before the survey is administered or distributed by the school to the parent's child.

Protection of Student Privacy in Regard to Surveys of Matters Deemed to be Sensitive: The District will require, for any survey of students which contain one or more matters deemed to be sensitive (see section headed "Definition of Surveys of Matters Deemed to be Sensitive"), that suitable arrangements be made to protect student privacy (that is, the name or other identifying information about a particular student). For such surveys, the District will also follow the procedures set forth in the section entitled: "Notification of and Right to Opt-Out of Specific Events."

Right of Parents to Inspect Instructional Materials: Parents shall have the right to inspect, upon reasonable request, any instructional material used as part of the educational curriculum for their child. Reasonable requests for inspection of instructional materials shall be granted within a reasonable period of time after the request is received. Parents shall not

have the right to access academic tests or academic assessments, as such are not within the meaning of the term "instructional materials" for purposes of this policy. The procedures for making and granting a request to inspect instructional materials are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal. The building principal, within five (5) school days, shall consult with the teacher or other educator responsible for the curriculum materials. In the event the request can be accommodated, the building principal shall make the materials available for inspection or review by the parent, at such reasonable times and place as will not interfere with the educator's intended use of the materials. In the event there is a question as to the nature of the curriculum materials requested or as to whether the materials are required to be provided, the building principal shall notify the parent of such concern, and assist the parent with forming a request which can reasonably be accommodated. If the parent does not formulate such a request, and continues to desire certain curriculum materials, the parent shall be asked to make their request to the Superintendent.
Rights of Parents to be Notified of and to Opt-Out of Certain Physical Examinations or Screenings. The general policy and practice of the District is to not administer physical examinations or screenings of students which require advance notice or parental opt-out rights under the applicable federal laws, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law; and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act. For physical examinations or screenings which do not fit into the applicable exceptions, the District will follow the procedures set forth in the section entitled: "Notification of and Right to Opt-Out of Specific Events."

Protection of Student Privacy in Regard to Personal Information Collected from Students: The general policy and practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. The District will make reasonable arrangements to protect student privacy to the extent possible in the event of any such collection, disclosure, or use of personal information. "Personal information" for purposes of this policy means individually identifiable information about a student including: (1) a student or parent's first and last name, (2) home address, (3) telephone number, and (4) social security number. The term "personal information," for purposes of this policy, does not include information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions. This exception includes the following examples: (i) college or postsecondary education recruitment, or military recruitment; (ii) book clubs, magazines, and programs providing access to low-cost literary products; (iii) curriculum and instructional materials used by elementary schools and secondary schools; (iv) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about student, or to generate other statistically useful data for the purpose of securing such tests and assessments, and the subsequent analysis and public release of the aggregate date from such tests and assessments; (v) the sale by student of products or services to raise funds for school-related or education-related activities; (vi) student recognition programs.

Parental Access to Instruments used in the Collection of Personal Information: While the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, parents shall have the right to inspect, upon reasonable request, any instrument which may be administered or distributed to a student for such purposes. Reasonable requests for inspection shall be granted within a reasonable period of time after the request is received. The procedures for making and granting such a request are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal and shall identify the specific act and the school staff member or program responsible for the collection, disclosure, or use of personal information from students for the purpose of marketing that information. The building principal, within five (5) school days, shall consult with the school staff member or person responsible for the program which has been reported by the parent to be responsible for the collection, disclosure, or use of personal information from students. In the event such collection, disclosure, or use of personal information is occurring or there is a plan for such to occur, the building principal shall consult with the Superintendent for determination of whether the action shall be allowed to continue. If not, the instrument for the collection of personal information shall not be given to any students. If it is to be allowed, such instrument shall be provided to the requesting parent as soon as such instrument can be reasonably obtained.

Annual Parental Notification of Student Privacy Protection Policy: The District shall provide parents with reasonable notice of the adoption or continued use of this policy and other policies related to student privacy. Such notice shall be given to parents of students enrolled in the District at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies.

Notification to Parents of Dates of and Right to Opt-Out of Specific Events: The District shall directly notify the parents of the affected children, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when any of the following activities are scheduled, or are expected to be scheduled:

The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. (Note: the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information).

Surveys of students involving one or more matters deemed to be sensitive in accordance with the law and this policy; and,

Any non-emergency, invasive physical examination or screening that is required as a condition of attendance; administered by the school and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student or of other students. (Note: the general practice of the District is to not engage in physical examinations or screenings which require advance notice, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions to the advance notice requirement and parental opt-out right: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law, (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act)

If the District receives Title I funding, the District shall notify the parents of each student attending any school receiving Title I funds that the parents may request, and the District will provide the parents on request (and in a timely manner), information regarding any State or District policy regarding student participation in any State or District assessments, including the District's policy and procedure on the parental right to opt the child out of such assessment(s), and (5) for mental health assessment the District shall obtain informed consent from the parent of each child who is under 18 years of age to participate in any mental-health assessment or service that is funded under the Every Student Succeeds Act ("ESSA"). Before obtaining the consent, the District shall provide the parent written notice describing in detail such mental health assessment or service, including the purpose for such assessment or service, the provider of such assessment or service, when such assessment or service will begin, and how long such assessment or service may last.

Parents shall be offered an opportunity in advance to opt their child out of participation in any of the above listed activities.

In the case of a student of an appropriate age (that is, a student who has reached the age of 18, or a legally emancipated student), the notice and opt-out right shall belong to the student.

Definition of Surveys of Matters Deemed to be Sensitive: Any survey containing one or more of the following matters shall be deemed to be "sensitive" for purposes of this policy:

1. Political affiliations or beliefs of the student or the student's parent;
2. Mental or psychological problems of the student or the student's parent;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Critical appraisals of other individuals with whom the student has close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the students or the student's parent;
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Section 9 PARENTAL INVOLVEMENT POLICIES

A. General - Parental/Community Involvement in Schools:

Raymond Central Public Schools welcomes parental involvement in the education of their children. We recognize that parental involvement increases student success. It is Raymond Central Public Schools' policy to foster and facilitate, to the extent appropriate and in their primary language, parental information about, and involvement in, the education of their children. Policies and regulations are established to protect the emotional, physical and social well-being of all students.

1. Parental involvement is a part of the ongoing and timely planning, review and improvement of district and building programs.
2. Parents are encouraged to support the implementation of district policies and regulations.
3. Parents are encouraged to monitor their student's progress by reviewing quarterly report cards and attending parent-teacher conferences.
4. Textbooks, tests and other curriculum materials used in the district are available for review by parents upon request.
5. Parents are provided access to records of students according to law and school policy.
6. Parents are encouraged to attend courses, assemblies, counseling sessions and other instructional activities with prior approval of the proper teacher or counselor and administrator. Parents' continued attendance at such activities will be based on the students' wellbeing.
7. Testing occurs in this school district as determined to be appropriate by district staff to assure proper measurement of educational progress and achievement.
8. Parents submitting written requests to have their student excused from testing, classroom instruction and other school experiences will be granted that request when possible and educationally appropriate. Requests should be submitted to the proper teacher or administrator within a reasonable time prior to the testing, classroom instruction or other school experience and should be accompanied by a written explanation for the request. A plan for an

acceptable alternative shall be approved by the proper teacher and administrator prior to, or as a part of, the granting of any parent request.

9. Participation in surveys of students occurs in this district when determined appropriate by district staff for educational purposes. Parents will be notified prior to the administration of surveys in accordance with district policy. Timely written parental requests to remove students from such surveys will be granted in accordance with district policy and law. In some cases, parental permission must be given before the survey is administered.
10. Parents are invited to express their concerns, share their ideas and advocate for their children's education with board members, administrators and staff.
11. School district staff and parents will participate in an annual evaluation and revision, if needed, of the content and effectiveness of the parental involvement policy.

B. Title I Parental Involvement Policy:

This Title I Parental Involvement Policy is established in compliance with Federal law. Raymond Central Public Schools has a parental involvement policy applicable to parents of all children. The parental involvement policy applicable to parents of all children is not replaced by this Title I Parental Involvement Policy and shall continue to be applicable to all parents, including parents participating in Title I programs.

It is the policy of Raymond Central Public Schools to implement programs, activities, and procedures for the involvement of parents in Title I programs consistent with the Title I laws. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

Expectations for Parental Involvement: It is the expectation of [Insert Name of School] that parents of participating children will have opportunities available for parental involvement in the programs, activities, and procedures of the District's Title I program. The term "parental involvement" means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring–(A) that parents play an integral role in assisting their child's learning; (B) that parents are encouraged to be actively involved in their child's education at school; (C) that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and (D) the carrying out of other activities, such as those described in this parental involvement policy. The District intends to meet this expectation through the following activities:

1. Involving parents in the joint development of the District's Title I plan and the processes of school review and school improvement.
2. Providing coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
3. Building the schools' and parents' capacity for strong parental involvement.
4. Coordinating and integrating parental involvement strategies under Title I with parental involvement strategies under other programs.
5. Conducting, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under the Title I program, including identifying barriers to greater participation by parents in Title I programs, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background, and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies of the District.
6. Involving parents in the activities of the schools served under Title I.

Policy Involvement: Each school served under the Title I program shall:

1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under the Title I program and to explain the requirements of the Title I program.
2. Offer a flexible number of meetings, such as meetings in the morning or evening. If sufficient funds are provided for this purpose, the District may assist parental involvement in such meetings by offering transportation, child care, or home visits.
3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs.
4. Provide parents of participating children: (1) timely information about programs under Title I, (2) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and (3) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

5. If the District operates a school wide program under Title I and such plan is not satisfactory to the parents of participating children, submit any parental comments on the plan when the school makes the plan available to the District.

Shared Responsibilities for High Student Academic Achievement: As a component of the District's parental involvement policy, each school served under the Title I program shall jointly develop with parents for all children served under the Title I program a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall: (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the State's student academic achievement standards and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum: (i) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; (ii) frequent reports to parents on their children's progress; and (iii) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

Building Capacity for Involvement: To ensure effective involvement of parents and to support a partnership among the District, parents, and the community to improve student academic achievement, each school participating in the Title I program and the District: (1) shall provide assistance to participating parents, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I and how to monitor a child's progress and work with educators to improve the achievement of their children; (2) shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement; (3) shall educate teachers, student service personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teacher Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; (6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training; (7) may provide necessary literacy training from funds received under Title I if the District has exhausted all other reasonably available sources of funding for such training; (8) may pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions; (9) may train parents to enhance the involvement of other parents; (10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation; (11) may adopt and implement model approaches to improving parental involvement; (12) may establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I; (13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and (14) shall provide such other reasonable support for parental involvement activities under Title I as parents may request.

Accessibility: In carrying out the parental involvement activities for this Title I Parental Involvement policy, the District shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Title I in a format and, to the extent practicable, in a language such parents understand.

Use, Distribution, and Updating of this Policy: This Title I Parental Involvement Policy shall be incorporated into the District's Title I plan, shall be distributed to parents of participating children, shall be made available to the local community, and shall be updated periodically to meet the changing needs of the parents and the school.

Section 10 TRANSPORTATION NOTIFICATION

Parents or guardians of option students who qualify for free lunches shall be eligible for transportation reimbursement as described in state law 79-611 in situations where the distance from the residence to the schoolhouse exceeds three miles. Please contact the district office for additional information.

Section 11 HOMELESS STUDENTS POLICY

This School District will comply with the federal and state law related to homeless students.

A. General Policy Statement

The District shall ensure that homeless children and youths shall have equal access to the same free, appropriate public education, including public preschool education, as provided to other children and youths.

B. Definitions

"School of Origin" shall mean the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including preschool. School of origin shall also include any designated receiving school for the next grade level for all feeder schools when a student completes the final grade level served by the school of origin.

"Homeless children and youths" shall mean any individuals who lack a fixed, regular, and adequate nighttime residence; and includes:

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;

3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

4. Migratory children who qualify as homeless because they are living in circumstances described in (1-3).

"Unaccompanied youth" shall mean a homeless child or youth not in the physical custody of a parent or guardian.

C. School Stability

1. School Selection: Each school shall presume that keeping a homeless child or youth enrolled in the child's or youth's school of origin is in the child's or youth's best interest, except when doing so is contrary to the request of the child's or youth's parent or guardian or, in the case of an unaccompanied youth, the youth.

   To overcome the presumption that a child or youth should remain in his/her school of origin, the school shall consider student-centered factors including: the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or, in the case of an unaccompanied youth, the youth.

2. Enrollment: Once the school is selected in accordance with the child's or youth's best interest, that child or youth shall be immediately enrolled even if the child or youth is unable to produce records normally required for enrollment including, but not limited to, previous academic records, immunization or other health records, proof of residency or has missed any application or enrollment deadlines during any period of homelessness.

3. Transportation: If the child or youth continues to attend his or her school of origin, transportation shall be provided promptly even if there is a dispute pending regarding which school is in the child's or youth's best interest to attend. Transportation will continue to be provided to and from the school of origin for the remainder of any academic year during which the child or youth becomes permanently housed.

D. Records

Any record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless child or youth shall be maintained:

1. Such that all records are available, in a timely fashion, when a child or youth enrolls in a new school or school district;

2. Any information about a homeless child's or youth's living situation shall be treated as a confidential student

education record, and shall not be deemed to be directory information; and

3. In a manner consistent with the Federal Education Rights and Privacy Act.

E. Services

The Local Education Agency Liaison shall identify an appropriate staff person to be the Local Educational Liaison (LEL) for all homeless children and youth attending school in the District. The LEL responsibilities shall include, but are not limited to:

1. Ensure homeless children and youth are identified through outreach and coordination activities including coordination with the Nebraska Department of Education Homeless Education Liaison, community, and school personnel responsible for education and related services to homeless children and youths;

2. Receive appropriate time and training in order to carry out the duties required by law and this policy;

3. Ensure homeless families and homeless children and youths are referred to health care, dental, mental health, substance abuse, housing and any other appropriate services;

4. Ensure that homeless children and youths:
   a. Are enrolled in school which includes attending classes and participating fully in school activities;
   b. Have a full and equal opportunity to meet the same challenging State academic standards as other children and youths;
   c. Receive individualized counseling from counselors to prepare and improve their readiness for college, including college selection, application, financial aid, and on-campus support.
   d. Unaccompanied youths are informed of their status as independent students under the Higher Education Act of 1965 and may obtain assistance from the LEL to receive verification of such status for purposes of the Free Application for Federal Student Aid.

5. Ensure that public notice of the educational rights and available transportation services of the homeless children and youths is disseminated in locations frequented by parents or guardians of such youths and unaccompanied homeless youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form that is easily understandable.

6. Ensure the dispute resolution process identified below is carried out in accordance with the law and district policy.

F. Dispute Resolution

1. The dispute procedure must be available for disputes over eligibility, as well as school selection or enrollment.

2. In the event of a dispute regarding where a child or youth should enroll, the child or youth shall be immediately enrolled in the school in which enrollment is sought pending final resolution of the dispute, including all available appeals. The district shall immediately provide the child's parent or guardian or, in the case of an unaccompanied youth, a written explanation of the decision made regarding the school selection including the right to appeal such decision. Said writing shall be provided in a manner and form understandable to such parent, guardian, or unaccompanied youth and also include the LEL contact information. The LEL shall carry out the dispute resolution process within 30 calendar days from the date of said writing pursuant to 92 Nebraska Administrative Code 19-005.02.

3. Appeals: Any parent, guardian or other person having legal or actual charge of a homeless child or youth that is dissatisfied with the decision of a school district after the dispute resolution process may file an appeal with the Commissioner within thirty calendar days of receipt of the decision by following the process in 92 Nebraska Administrative Code 19-005.03 and 19-005.03C.

Section 12 MULTICULTURAL POLICY

Raymond Central Public Schools incorporates multicultural education in all curriculum areas at all grades. Multicultural education includes, but is not limited to, studies relative to the culture, history, and contributions of African Americans, Asian Americans, Hispanic Americans, European Americans, and Native Americans with special emphasis on human relations and sensitivity toward all races.

The philosophy of the multicultural education program is that students will have improved ability to function as productive members of society when provided with:

- an understanding of diverse cultures and races, the manner in which the existence of diverse cultures and races have affected the history of our Nation and the world, and of the contributions made by diverse cultures and races;
- the ability and skills to be sensitive toward and to study, work and live successively with persons of diverse cultures and races.

The mission of the multicultural education program is to be implemented as follows:

- Multicultural education shall be included in goals established for educational programs;
- Multicultural education shall be included in the district curriculum guides, frameworks, or standards;
- The process for selecting appropriate instructional materials shall include assuring that the instructional materials at all grade levels include studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans with special emphasis on human relations and sensitivity toward all races;
- Staff development shall be provided on the District's multicultural education policy. The staff development shall include professional development for administrators, teachers, and support staff which is congruent with the District and program goals;
- Periodic assessment of the multicultural education program shall be conducted by the Superintendent. Teachers and other staff upon request shall have the responsibility to provide the administration with reports on: 1) the instructional materials used and programs or methods implemented with their students which are supportive of the multicultural education program philosophy and mission, b) programs or materials to be implemented in the future or which teachers or other staff feel should be implemented to further advance such philosophy and mission, and c) with their professional assessment on the successes of or deficiencies in achieving the multicultural education program philosophy and mission. The Superintendent shall provide an annual status report on the assessment to the Board of Education.

Section 13 BREAKFAST AND LUNCH PROGRAMS

The Raymond Central Public Schools has agreed to participate in the National School Lunch Program and accepts responsibility for providing free and reduced price meals to eligible children in the schools under its jurisdiction.

A minimum balance of $6.00 is recommended. If at the end of the school year a positive balance is in the account, the balance will be held over for the following school year providing there are children enrolled for the upcoming year. Families who have school lunch accounts that are negative will be notified in writing, by telephone or in person in a timely manner.

Meal Charge Policy

The district's policy on charged meals is:

If a student has no funds available to pay for a meal, the student will be provided and charged for up to five meals. Thereafter, if a student has no funds available to pay for a meal, the student is provided a 'courtesy meal,' such as a plain sandwich and milk at no cost.

Students who qualify for free meals will not be denied a reimbursable meal, even if they have accrued a negative balance from other food purchases. School staff may prohibit any students from charging a la carte or extra items if they do not have cash in hand or their account has a negative balance.

If a student repeatedly lacks funds to purchase a meal, has not brought a meal from home, and is not enrolled in a free meal program, the district will use its resources and contacts to protect the health and safety of the student. Failure or refusal of parents or guardians to provide meals for students may require mandatory reporting to child protection agencies as required by law.

RC agrees in the operation of child nutrition programs, that in accordance with Federal Law and U.S. Department of Agriculture policy, this institution is prohibited from discrimination against its customers, employees and applicants for employment on the basis of race, color, national origin, age, disability, sex, gender identity, religion, reprisal and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment, or in any program or activity conducted or funded by the Department. (Not all prohibited basis will apply to all programs and/or employment activities.

Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and

policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410
(2) Fax: (202) 690-7442; or
(3) Email: program.intake@usda.gov

This institution is an equal opportunity provider.

APPENDIX A

Notice of COBRA Continuation Coverage Rights
**** Continuation Coverage Rights Under COBRA****
Introduction

You are receiving this notice because you have recently become covered under [Insert Name of School] health plan (the "Plan"). This notice contains important information about your right to COBRA continuation coverage, which is a temporary extension of coverage under the Plan. The right to COBRA continuation coverage was created by a federal law, the Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA). COBRA continuation coverage can become available to you and to other members of your family who are covered under the Plan when you would otherwise lose your group health coverage. **This notice generally explains COBRA continuation coverage, when it may become available to you and your family, and what you need to do to protect the right to receive it.** This notice gives only a summary of your COBRA continuation coverage rights. For more information about your rights and obligations under the Plan and under federal law, you should either review the Plan's Summary Plan Description or get a copy of the Plan Document from the Plan Administrator.

The Plan Administrator is [enter name, address and telephone number of Plan Administrator]. The Plan Administrator is responsible for administering COBRA continuation coverage.

COBRA Continuation Coverage
COBRA continuation coverage is a continuation of Plan coverage when coverage would otherwise end because of a life event known as a "qualifying event." Specific qualifying events are listed later in this notice. COBRA continuation coverage must be offered to each person who is a "qualified beneficiary." A qualified beneficiary is someone who will lose coverage under the Plan because of a qualifying event. Depending on the type of qualifying event, employees, spouses of employees, and dependent children of employees may be qualified beneficiaries. Under the Plan, qualified beneficiaries who elect COBRA continuation must pay for COBRA continuation coverage.

If you are an employee, you will become a qualified beneficiary if you will lose your coverage under the Plan because either one of the following qualifying events happens:
1. Your hours of employment are reduced, or
2. Your employment ends for any reason other than your gross misconduct.

If you are the spouse of an employee, you will become a qualified beneficiary if you will lose your coverage under the Plan because any of the following qualifying events happens:
1. Your spouse dies;
2. Your spouse's hours of employment are reduced;
3. Your spouse's employment ends for any reason other than his or her gross misconduct;
4. Your spouse becomes enrolled in Medicare (Part A, Part B, or both); or
5. You become divorced or legally separated from your spouse.

Your dependent children will become qualified beneficiaries if they will lose coverage under the Plan because any of the following qualifying events happens:
1. The parent-employee dies;
2. The parent-employee's hours of employment are reduced;
3. The parent-employee's employment ends for any reason other than his or her gross misconduct;
4. The parent-employee becomes enrolled in Medicare (Part A, Part B, or both);
5. The parents become divorced or legally separated; or
6. The child stops being eligible for coverage under the plan as a "dependent child."

Sometimes, filing a proceeding in bankruptcy under title 11 of the United States Code can be a qualifying event. If a proceeding in bankruptcy is filed with respect to the employer and that bankruptcy results in the loss of coverage of any retired employee covered under the Plan, the retired employee is a qualified beneficiary with respect to the bankruptcy. The retired employee's spouse, surviving spouse, and dependent children will also be qualified beneficiaries if bankruptcy results in the loss of their coverage under the Plan.

The Plan will offer COBRA continuation coverage to qualified beneficiaries only after the Plan Administrator has been notified that a qualifying event has occurred. When the qualifying event is the end of employment or reduction of hours of employment, death of the employee, commencement of a proceeding in bankruptcy with respect to the employer to the extent retiree health coverage is provided, or enrollment of the employee in **Medicare (Part A, Part B, or both), the employer must notify the Plan Administrator of the qualifying event within 30 days of any of these events.**

For the other qualifying events (divorce or legal separation of the employee and spouse or a dependent child's losing eligibility for coverage as a dependent child), you must notify the Plan Administrator. The Plan requires you to notify the Plan Administrator within 60 days after the qualifying event occurs. You must send this notice to the Plan Administrator. Any additional Plan procedures for this notice must also be provided.

Once the Plan Administrator receives notice that a qualifying event has occurred, COBRA continuation coverage will be offered to each of the qualified beneficiaries. For each qualified beneficiary who elects COBRA continuation coverage, COBRA continuation coverage will begin on the date of the qualifying event.

COBRA continuation coverage is a temporary continuation of coverage. When the qualifying event is the death of the employee, enrollment of the employee in Medicare (Part A, Part B, or both), your divorce or legal separation, or a dependent child losing eligibility as a dependent child, COBRA continuation coverage lasts for up to 36 months. When the qualifying event is the end of employment or reduction of the employee's hours of employment, COBRA continuation coverage lasts for up to18 months. There are two ways in which this 18-month period of COBRA continuation coverage can be extended.

Disability extension of 18-month period of continuation coverage

If you or anyone in your family covered under the Plan is determined by the Social Security Administration to be disabled at any time during the first 60 days of COBRA continuation coverage and you notify the Plan Administrator in a timely fashion, you and your entire family can receive up to an additional 11 months of COBRA continuation coverage, for a total maximum of 29 months. You must make sure that the Plan Administrator is notified of the Social Security Administration's determination within 60 days of the date of the determination and before the end of the 18-month period of COBRA continuation coverage. This notice should be sent to the Plan Administrator. Any additional Plan procedures for this notice must also be provided.

Second qualifying event extension of 18-month period of continuation coverage

If your family experiences another qualifying event while receiving COBRA continuation coverage, the spouse and dependent children in your family can get additional months of COBRA continuation coverage, up to a maximum of 36 months. This extension is available to the spouse and dependent children if the former employee dies, enrolls in Medicare (Part A, Part B, or both), or gets divorced or legally separated. The extension is also available to a dependent child when that child stops being eligible under the Plan as a dependent child. In all of these cases, you must make sure that the Plan Administrator is notified of the second qualifying event within 60 days of the second qualifying event. This notice must be sent to the Plan Administrator. Any additional Plan procedures for this notice must also be provided.

If You Have Questions

If you have questions about your COBRA continuation coverage, you should contact the Superintendent or Plan Administrator or you may contact the nearest Regional or District Office of the U.S. Department of Labor's Employee Benefits Security Administration (EBSA). Addresses and phone numbers of Regional and District EBSA Offices are available through EBSA's web site at www.dol.gov/ebsa**.**

Keep Your Plan Informed of Address Changes

In order to protect your family's rights, you should keep the Plan Administrator informed of any changes in the addresses of family members. You should also keep a copy, for your records, of any notices you send to the Plan Administration.

Raymond Central Public Schools
Addition to Employee Code of Conduct

ACCEPTABLE USE OF COMPUTERS AND NETWORKS

ADMINISTRATORS, FACULTY AND STAFF AGREEMENT

In order to make sure that all members of Raymond Central Public School's community understand and agree to these rules of conduct for use of the e-mail and Internet systems of the school district, the Raymond Central School District asks that you, as an administrator, faculty member, or staff member user, sign the following statement:

I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by the Raymond Central Public Schools, and I understand and will abide by those district guidelines and conditions for the use of the facilities of Raymond Central Public Schools and access to the Internet. I further understand that any violation of the district guidelines is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges will be revoked. School disciplinary action and/or appropriate legal action will be taken.

I agree not to hold the Raymond Central Public Schools, any of its employees, or any institution providing network access to Raymond Central Public Schools responsible for the performance of the system or the content of any material accessed through it.

Employee's Name_____

Employee's Signature_____ Date_____

This form will be retained on file by authorized faculty designee for duration of applicable computer/network/Internet use.

RECEIPT OF 2025-2026 TEACHER HANDBOOKS

FACULTY/STAFF AND TEACHER EVALUATION SYSTEM
RAYMOND CENTRAL PUBLIC SCHOOLS

This signed receipt acknowledges receipt (electronically and/or manually) of the 2023-24 Teacher Evaluation and Performance Framework of Raymond Central Public School. This receipt acknowledges that it is understood that I am to read and be familiar with the framework, that I understand the handbook contain a disclaimer of contract and that I understand that the handbook includes the District's policies of non-discrimination and equity, bullying and that specific complaint and grievance procedures exist in the handbook which should be used for responding to harassment or discrimination.

Teacher's Signature_____ Date_____

Return to: Building Principal

Raymond Central Public Schools
PRESCHOOL HANDBOOK
2025-2026

1800 W. Agnew Rd.
Raymond, NE 68428
(402) 785-2615

https://www.rcentral.org/

Welcome to Raymond Central Public Schools Preschool

We are excited to have you and your child be part of our program! This handbook is designed to answer some of your questions and give you an overview of our policies and procedures. Feel free to contact your child's teacher or the office with questions or concerns you may have.

The Raymond Central Preschool is part of Raymond Central Public Schools District 161. All policies set forth by the District or Board of Education in the District's Parent Handbook are in effect for preschool. The additional guidelines set forth in this Handbook are solely for our preschool and address issues that only pertain to preschool students and the program.

State funded early childhood education programs must adhere to age eligibility guidelines set by the State as stated in Rule 11.

Preschool Staff

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	Preschool 3 Para	
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Board of Education

Cathy Burklund	President
Larry Heyen	Vice President
Mary Benes	Treasurer
Bill Lange	Secretary
Derek Matulka	Member

Who may attend?

Preschool students must be at least three years old on or before July 31, 2025. Priority will be given to students who will enroll in Kindergarten in August of 2026.

Where is Preschool located?

The Raymond Central Preschool is located at the north end of the Jr-Sr High School Building, 1800 W Agnew Rd, Raymond.

When is Preschool?

Two preschool sessions will be offered for the 4-year-old classroom: either Monday/Wednesday or Tuesday/Thursday. One preschool session will be offered on Tuesday/Thursday for the 3-year-old classroom. Preschool is in session 8:15am-3:15pm. Students may be dropped off at 8:00 am.

What will my child learn?

The preschool program uses Connect 4 Learning (C4L) and Creative Curriculum. Both are research and evidence-based comprehensive curriculums designed for early childhood. It addresses all areas of early learning: language and literacy, math, science, physical skills, and social skills. It provides children an opportunity to learn in a variety of ways - through play, problem solving, movement, art, music, drawing and writing, listening, and storytelling.

Curriculum is a framework for learning opportunities and experiences. It is a process by which learners obtain knowledge and understanding, while developing life skills. It is continually revised and evaluated to make learning fun and exciting.

What services are provided at Raymond Central Preschool?

Each class is taught by a teacher who is certified to teach young children. Support to the teacher and the children is provided by two paraprofessionals in each classroom and other staff which includes but is not limited to Supervisors, Special Education Providers, Speech Language Pathologist, Occupational Therapist, District Special Education Director, and a School Psychologist.

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ABSENCES - If your child is ill or will be absent, please call 402-665-3651 to inform us. The secretary at this number will let your child's teacher know your child will be gone.

If your child is not in preschool and the teacher has not been informed of the absence, school personnel will make a reasonable effort to contact the parents to ensure that your child is safe and where they are supposed to be.

If your child is a bus rider, please also contact the bus driver to let them know your child will not be riding.

ADMINISTERING MEDICATION (Guidelines) - Whenever possible, your child should be provided medications by you outside of school hours. In the event it is necessary that the child take or have medication available at school, parents/guardians must provide a signed written consent for the child to be given medication at school. A consent form is available at the school health office. Repackaged medications will not be accepted. All medications also require a physician's authorization to be given at school. The school nurse may limit medications to those set forth in the Physician's Desk Reference (PDR).

ARRIVAL AND DEPARTURE TIMES

- Drop Off
  - Families may drop their child off between 8:00am and 8:15am at the classroom door.
  - The arrival routine should be the same each day. These predictable routines will reduce separation anxiety and will allow your child to gain independence and practice responsibility.
  - If your child is having trouble separating from you, signal the teacher and let her take care of it. A quick "good-bye" and exit from the parent is best. Please trust that the teacher will handle your child appropriately in an event such as this.
  - Preschool parents are expected to come to the exterior door of the school building each time they drop off and pick up their child. Preschool students are not allowed to walk through the parking lot without an adult.
- Pick Up
  - Families must pick up their child at 3:15pm from the preschool classroom.
  - You will be required to provide a listing of the people you authorize the school to release your child to. Your child will never be released to someone not on the list unless we receive a note or phone call from parents. If the staff does not know the person, he or she will be asked to show identification. Please let the office know if there will be any changes made to your child's daily drop-off or pick-up routine.

BATHROOM ISSUES - Potty training is an important time in a child's development. For children who are unable to use the toilet consistently, the following procedures are in place:

- Diapering be done in the designated diaper area (in student bathrooms).
- Staff will check children for signs of a soiled diaper or pull up at least every two hours.
- At all times, staff will have a hand on the students if being changed on an elevated surface.
- Surfaces involved in diapering will be sanitized after each use.

- Potty chairs will not be used due to the risk of spreading infectious diseases unless it is a student's specific goal according to his/her IEP.

BIRTHDAYS - We recognize birthdays are a significant event in children's lives. Children may bring treats in to celebrate their birthday. If the treats are edible, they must follow the "Smart Snack" guidelines. Children with a summer birthday are welcome to choose a day during the school year to celebrate if they wish. Invitations to parties outside of school will not be distributed at school.

BIRTH CERTIFICATES - State law requires that a certified copy of a student's birth certificate be used when enrolling a new student in school. If your child is registering with Raymond Central Public 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, PO 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.

CALENDAR - Preschool has their own calendar that is designed to meet the needs according to Rule 11 and the needs of the preschool program. Any changes to the calendar will be communicated with parents throughout the year.

CHILD ASSESSMENT - It is the preschool program's belief that assessment of young children should be purposeful, developmentally appropriate, and take place in the natural setting by familiar adults. These results will be used for planning experiences for the children and to guide instruction.

Teaching Strategies GOLD online creates a developmental profile for each child based on teacher observations and checklists. Teacher Strategies GOLD is based on 38 research based objectives that include predictors of school success and are aligned with the Common Core State Standards and state early learning guidelines.

Information gathered from assessment is used in the following ways:

- To provide information about children's needs, interests, and abilities in order to intentionally plan developmentally appropriate experiences and instruction
- To provide information to parents about their child's developmental milestone and progress
- To indicate possible areas that require additional assessment

If, through observation or data collected, the teacher feels that there is a possible concern related to a developmental delay or other special need, she/he will communicate this to the family during a

conference, sharing documentation of concern. Suggestions for next steps may include the following, with the knowledge and consent of the parents:

- The teacher requests assistance from the ESU2 team
- A request for special education evaluation can be made

The preschool teacher would assist in arranging for developmental screening and referral for diagnostic assessment when indicated. The family is encouraged to advocate for services for their child and be actively involved in the eligibility process.

If a child is determined to need special accommodations or modifications by the preschool team, those accommodations/modifications occur within the materials, environment, and lesson plans for that child. Examples include sign language and visuals, behavior plans, etc.

CHILD PROTECTION POLICIES - The health and wellbeing of every child is of the utmost importance, and protection of children is our responsibility. The program has a written school board policy for reporting child abuse and neglect as well as procedures in place that comply with applicable federal, state, and local laws. Staff who report suspicions of child abuse or neglect where they work are immune from discharge or other disciplinary actions. All teaching staff completes "Mandatory Reporter: Child and Dependent Adult Abuse" at least every five years.

CLASS SIZE - The Raymond Central Public School District values a proper student:adult ratio. Each classroom which serves early childhood students receiving services has a teacher who is certified in Early Childhood Education and Early Childhood Special Education. Each classroom also employs additional adult staff to aid in the education process.

We wish we could enroll every child, but our program does have a capacity based on class size enrollment. A quality early childhood program keeps the teacher:pupil ratio low and matches enrollment to the physical size of the facility.

CLOTHING

- Children should wear **comfortable play clothes** with simple fastenings and comfortable, soft-soled shoes.
- Children will **play outside everyday** unless there is inclement weather or if the wind chill is 15 degrees or lower. Please send appropriate clothing for the weather.
- Children should keep a **complete set of clothing** at school in case of accidents.
- Label all clothing items with child's name.
- Check your child's school backpack regularly for possible soiled clothing.
- Clothing should follow school age guidelines for appropriateness.

COMMUNICATION - The preschool program prompts positive communication between families and staff by written notes, classroom technology pages, emails, phone calls, home visits, parent teacher conferences, and in person meetings. Parents are encouraged to maintain regular, on-going, two-way communication with the teacher.

Raymond Central Preschool invites families to be involved in one or all of the following ways:

- Support your child by keeping the teacher informed of changes and events that might affect your child (i.e. family death, moving homes, etc.)
- Attend family meetings
- Check your child's daily folder
- Attend Parent Teacher Conferences
- Attend and/or help with special events

CONTACTING THE TEACHER - If there is anything you need to know about a situation involving your child, the teacher will provide this information to you through a brief conversation at pick-up time, via a phone call, email, or a short note. This would include things like minor injury (more than a band-aid), behavior issues, concerns with a situation, etc. Please don't hesitate to let your child's teacher know of any concerns, questions, or confusion over anything. If you wish to visit with the teacher in depth, it would be best to set up a conference or call when preschool is not in session.

DAILY SCHEDULE - A consistent daily schedule is planned to offer a balance of learning activities. Learning is both formal and informal. Play is planned for every day. Children will have the opportunity for the following types of activities every day:

- Large and Small Group Activities
- Self-directed Play
- Learning Center Activities: Art, Science, Writing, Book Center, Blocks, Pretend/Dramatic Play, Sensory play, and more
- Story Time
- Individual Activities
- Outdoor Activities
- Music and Movement

DISCIPLINE (Permissible Methods) - For acts of aggression and fighting (biting, scratching, hitting), staff will set appropriate expectations for children and guide them in problem solving problems. Positive guidance will be the technique for managing children with challenging behaviors rather than punishing them for having problems they have not yet learned to solve.

DISTRICT WEBSITE - District information can be found in the monthly district newsletter or the school's webpage at http://www.rcentral.org.

EARLY CHILDHOOD ADVISORY COMMITTEE - At Raymond Central Preschool, we believe it is important to have a cooperative partnership with our parents and the community to ensure continued development and expansion of our preschool program. Through this committee, we hope to develop recommendations to the Board of Education and provide information to the public and future parents regarding the rules and expectations of our preschool program.

Parents will be asked by their child's teacher to participate in the Early Childhood Advisory Committee. We strive to have a variety of students and parents represented including, but not limited to stay at home parents and working parents, students with identified needs and students meeting age appropriate milestones, etc.

ENROLLMENT POLICY - Enrollment procedures used to determine the preschool class list are based on the following list of criteria in order of priority:

1. Those students that are required by law to participate or be given a preference in the preschool enrollment;
2. Resident students who are or will turn four-years old by July 31 and otherwise not eligible to enroll in kindergarten, based on when the application was received;
3. Non-resident students who are or will turn three years old by July 31, based on when the application was received;
4. If there is still available space, non-district students may be selected with priority given to staff children and those who have siblings enrolled in the district who are or will turn three or four years old respectively, and lastly, those that can evidence an intent to enroll in the District as a first child of their family, based on when the application was received.
5. If there is still available space, resident students who are eligible to enroll in kindergarten followed by non-resident children who are eligible to enroll in kindergarten, based on when their application was received.

EMERGENCY DRILLS - Regular emergency fire, tornado, and lockdown drills are conducted throughout the year. All students, staff, and visitors are expected to take part in the drills.

FIRST AID KIT - Our First Aid Kit is not accessible to children, but readily available to use. It is fully equipped. Following each use of the First Aid Kit, the contents will be inspected and missing items will be replaced.

FAMILY - Families play the central role in their child's development. Engaging families into their child's preschool experience is essential to maximize learning. We will strive to actively partner with parents and guardians. There will be many opportunities for families to work with their preschoolers throughout the year.

HAND WASHING PRACTICES - Frequent hand washing is important toward preventing the spread of infectious diseases. Teachers will teach children how to wash their hands effectively.

Children and adults wash their hands:

- Upon arrival each day
- After diapering or using the toilet
- After handling bodily fluids (i.e. wiping a nose, coughing on a hand, etc.)
- Before meals and snacks
- After handling animals

HOME VISITS - Home visits are held twice a year. The first home visit is made prior to the start of the school year. This is an opportunity for the preschool teacher to get to know you, your child, and your family, and begin to create a partnership between home and school. It allows your child to become familiar with his/her teacher and answer any questions you may have. This is a time to share how you prefer to communicate with your child's teacher, family interests, any concerns you may have, and what goals you have for your child.

The second home visit is held in the spring in conjunction with Parent Teacher Conferences.

ILLNESSES - If a child becomes ill during class time, we will notify parents that the student needs to be sent home. Conditions requiring a student be sent home include: Temperature greater than 100°F, vomiting, diarrhea, unexplained rashes, live head lice, or on determination by the school nurse that the child's condition prevents meaningful participation in the educational program, presents a health risk to the child or others, or that medical consultation is warranted unless the condition resolves. Please include emergency daytime phone numbers on your child's registration information so that you can be reached if your child becomes ill or injured while at school. If your child experiences any of the above conditions or symptoms, please keep them home from Preschool and notify the office of their absence. A child should stay home for at least 24 hours after the last symptom is seen. Some illnesses may require a doctor's note upon returning to school.

IMMUNIZATIONS - State law requires that students age 2 through 5 years enrolled in a school based program not licensed as child care provider have the following immunization prior to attending:

- 4 doses of Dtap, or DT vaccine
- 3 doses of Polio vaccine
- 3 doses of Hib vaccine or 1 doses 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
- 4 doses of pneumococcal or 1 dose of pneumococcal given on or after 15 months of age

You must show proof of immunization(s) upon enrollment in school. Any student who does not comply with the immunization requirements will not be allowed to continue in school. Students with medical conditions or personal beliefs that do not allow immunizations may complete a waiver statement which is held in the elementary office.

INCLUSION - The preschool program serves all children, including those with disabilities and unique learning needs. Modifications are made in the environment and staffing patterns in order to include children with special needs. Staff are aware of the identified needs of individual children and are trained to follow through on specific intervention plans. It is our belief that inclusion in our program will enrich the experience for the teachers, students, other children and their families.

LATE REGISTRATION - Families who would like to register their child after the beginning of the school year are welcome to do so, provided there are still openings available. If no openings are available, the student will be placed on a waiting list and the family will be contacted as openings occur.

LUNCH - Students may bring their lunch or participate in the hot lunch program. Lunch will be provided at 11:00 a.m. We serve our lunch "Family Style." This means preschoolers will be able to set the table, use child-sized serving utensils to serve themselves food, pass the dish to classmates sitting next to them, and pour their own beverage from a child-sized pitcher. Lunch is not included in the monthly tuition fee; however, we highly encourage all students to eat school lunch.

- Student Lunch - $2.80 per day
- Milk only (with cold lunch) - $0.50 per day
- Reduced Price Lunch - $0.40 per day
- Free Lunch - No Cost

Forms are available for verification and participation in the Federal Free and Reduced Lunch Program at both the elementary office and online. Questions about this program should be directed to the Superintendent's Office at (402) 785-2615.

Snacks will be provided to all preschool children and are included in the monthly fee.

Food brought from home:

- The teacher will provide families a list of foods meeting the "Smart Snack" guidelines
- Food requiring refrigeration will be refrigerated until served
- Food that comes from home for sharing among children must be either whole fruits or prepackaged foods in factory sealed containers

For children with special health care needs, food allergies, or special nutrition, the child's health care provider should provide the program with an individualized care plan. Children with food allergies shall be protected from contact with the problem food.

Raymond Central Preschool does not use food or beverage as reward for academic performance or good behavior. Likewise, food or beverages will not be withheld as a punishment.

OPEN HOUSE - Prior to the first day of school, families are invited to attend an Open House. The purpose of Open House includes:

- Allowing the child to see the preschool classroom
- Staff can answer any questions
- Family can bring their child's school supplies

OUTDOOR PLAY - We are outdoors daily as weather permits. This allows children to develop their gross motor skills, get exercise, and be active. If the "feels like temperature" is 15 or above, we will be going outside. If the conditions prevent us from going outdoors, alternative gross motor activities will be offered indoors.

It is important to dress your child according to the weather. When it is cold outside, children need a warm coat, mittens or gloves, and a hat. For warmer weather, dress your children in light, breathable clothing. For inbetween weather days, dress your child in layers. It is expected that all children go outside unless there is a doctor's note stating a reason why the child cannot go outside.

PARENT-TEACHER CONFERENCES - Parent Teacher Conferences are held twice a year, fall and spring. During the conference, the teacher will share results of classroom assessments and samples of your child's work. Conferences will allow you the opportunity to share any progress you have seen from your child and ask any questions you may have.

PERSONAL POSSESSIONS - We do not allow toys to be brought from home. If your child brings an item from home, it will need to remain in his/her backpack. Please do not allow children to bring gum, candy, money, toy guns, etc. to school unless requested by the classroom staff. RC Preschool is not responsible for lost or broken toys brought from home.

PICTURES AND VIDEOS - Pictures and videos of our students, activities, and classroom will be taken and used for various learning opportunities. These same pictures are positive additions to articles posted on the district website, in the classroom newsletter, or submitted to the local paper.

SCHOOL CLOSINGS - The Superintendent may close school in case of severe weather. In the event of inclement weather, school cancellations will be broadcasted on local television channels. All families with children enrolled in Raymond Central Public Schools will be enrolled in the School Closing Notification System.

- The School will use the phone number given on the child's preschool forms.
- Families should notify the school if their phone number changes or if they want the call to go to a different number.

SCHOOL HEALTH SCREENING - Children in Preschool are screened for vision, hearing, dental defects, height and weight. Parents who do not wish their child to participate in the school screening program must communicate this in writing to the school health office where their child attends at the start of the school year. Because Nebraska statutes require school-age screening, parents who remove their child from the screening program must submit findings from an alternate medical provider to the school by December 1.

STUDENT BEHAVIOR - Teaching staff will equitably use positive guidance, redirection, and planning ahead to prevent problems. They will encourage appropriate behavior through the use of consistent clear rules and involving children in problem solving to foster the child's own ability to become self-disciplined. When the child understands words, discipline will be explained to the child before and at the time of any disciplinary action. Teaching staff will encourage children to respect other people, to be fair, respect property, and learn to be responsible for their actions. Teaching staff will use discipline that is consistent, clear, and understandable to the child. They will help children learn to persist when frustrated, play cooperatively with other children, use language to communicate needs, and learn turn taking.

The teaching staff in the preschool is highly trained, responsive, respectful, and purposeful. The teachers anticipate and take steps to prevent potential challenging behaviors. They evaluate and change their responses based on individual needs. When children have challenging behaviors, teachers promote prosocial behavior by:

- Interacting in a respectful manner with all children
- Modeling turn taking and sharing as well as caring behaviors
- Helping children negotiate their interactions with one another and with shared materials
- Engaging children in the care of their classroom and ensuring that each child has an opportunity to contribute to the group
- Encouraging children to listen to one another and helping them to provide comfort when others are sad or distressed

Teaching staff will guide children to develop self-control and orderly conduct in relationship to peers and adults. Children will be taught social, communication, and emotional regulation skills. If a child displays persistent, serious, and challenging behavior, the teaching staff, parents, and ESU support staff will work as a team to develop and implement an individualized plan that supports the child's inclusion and success.

Aggressive physical behavior toward staff or children is unacceptable. Teaching staff will intervene immediately when a child becomes physically aggressive to protect all of the children and encourage more acceptable behavior.

SUPPORT SERVICES

- The school psychologist provides assessment, consultation, and counseling services to meet the academic and behavioral needs of students.
- Parents will be contacted any time school psychological services are offered to a student in an individual or small group setting.
- Additionally, the school psychologist is part of the student support staff that assists teachers in planning classroom instruction and monitoring its effectiveness.
- This includes but is not limited to consultation with teachers and parents, classroom observations, student progress monitoring, and collaboration with administrators regarding curriculum and instruction.
- These services are provided for the benefit of all students and offered as part of general education services.

TRANSPORTATION - Resident children who are identified with a disability and are receiving early childhood services have the option to receive transportation that is provided by the district; however, a few guidelines will be discussed with families.

If your child is not identified with a disability, then transportation will be determined based on the following criteria:

- Whether there is available space on the preschool bus.
- Four-year-old resident students enrolled in the 4-year-old preschool program will be given first consideration and the preschool bus will pick-up and drop-off only from state licensed childcare centers.

- The district reserves the right to eliminate services to students who are not identified with a disability at any time based on bus capacity limitations.

If transportation is not provided by the district, parents are required to make transportation arrangements for their child to get to and from preschool on a regular basis and in a timely manner.

TUITION - It is our goal to provide quality, affordable early childhood experiences for all children. The Raymond Central Preschool adheres to the Rule 11 guidelines put forth by the Nebraska Department of Education and works in cooperation with the NDE to establish a fee schedule and guidelines for all preschool families.

Tuition costs for the 2024-2025 school year are as follows:

Full Tuition	$100 per month for 9 months (September-May) or $900 per year
Reduced Meal Program Eligibility	$50 per month for 9 months (September-May) or $450 per year
Free Meal Program Eligibility	No Cost
Special Education (IEP)	No Cost

Payment is due prior to the 1st of every month. Parents/guardians can send a check with their child or payments can be made online.

The monthly fee will include preschool tuition and a snack. Lunch is not included in this fee.

NOTICE OF NONDISCRIMINATION - The Raymond Central Public School District does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: Building Principals
Employees and Others: Superintendent

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the OCR at One Petticoat Lane, 1010 Walnut Street, 3rd Floor, Suite 320, Kansas City, Missouri 64106, (816) 268-0550 (voice), Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

Raymond Central Public Schools

Preschool Handbook Parent Form

Please sign below and return with your child

YES	NO	
		I have reviewed and agree to follow the rules and regulations as defined in the Raymond Central Public Schools Preschool Handbook.
		I give permission for my child to be photographed or videotaped at preschool for use in the classroom, for publication in the media, or for other professional use to promote Raymond Central Public Schools.
		I give permission for my child to accompany his/her preschool class on field trips, walking or school van.
		I allow my child to use the Internet with supervision of staff members.

_____ _____

(Parent/Guardian Name Printed) (Student Name)

_____ _____

(Parent/Guardian Signature) (Date)

13. New Business

13.1. Discuss, Consider, and take Action to approve the contract with Shaw, Hull, & Navarrette Certified Public Accountants for the 2024-25 SY Audit.

13.2. Discuss, Consider, and Take Necessary Action to Appoint a New Board Member.

BE IT RESOLVED by the Board of Education of this school district, pursuant to Neb. Rev. Stat. §32-570, that, based upon the ballots cast by the members of the Board of Education, the Board of Education should and does hereby temporarily appoint _____, a qualified registered voter of the Raymond Central Public School District, to fill the vacancy created by _____'s resignation; said appointment is effective upon the passage of this resolution and shall commence upon administration of the oath of office, and shall continue for the remainder of the unexpired term of _____.

The above Resolution having been read in its entirety, member _____ moved for its passage and adoption. Member _____ seconded the same. After discussion and roll call vote, a vote was taken:

The following members voted in favor of passage and adoption of said Resolution:_____
_____
_____.

The following members voted against the same: _____
_____
_____.

The following members were absent or not voting: _____
_____
_____.

The above Resolution having been consented to by a majority of the members of the Board of Education was declared as [passed and adopted][not passed and not adopted].

DATED this ____ day of _____, 2025.

BOARD OF EDUCATION OF RAYMOND CENTRAL PUBLIC SCHOOLS

By: _____
President

ATTESTED:

_____
Board Member

13.3. Discuss, Consider and Take Necessary Action to renew board membership in NRCSA (Nebraska Rural Community School Association)

--YOUR ANNUAL MEMBERSHIP PROVIDES SUPPORT FOR --

Nebraska Rural Community Schools Association

STATE LEGISLATIVE ADVOCACY NRCSA is active in representing rural public schools in the Unicameral. The Executive Director is the main spokesperson for NRCSA, but is also represented by the lobbying firm of Nowka and Edwards. NRCSA's Legislative Committee includes 20 Superintendents/ ESU Administrators and 6 Board of Education members from member schools/ESUs. Former NRCSA Presidents serve as ex officio members.	**RURAL ADVOCACY** NRCSA is the only organization that speaks solely on behalf of public rural schools in the State of Nebraska. Other groups do a great job of representing their members, but at times cannot take a stand as they represent both very large and smaller districts. NRCSA is not necessarily tied down along those lines.	**SUPERINTENDENT/PRINCIPAL SEARCHES** NRCSA's Superintendent and Principal Search Servics are conducted by veteran Superintendents whose professional lives were involved in rural education in Nebraska. The service is available to all Nebraska school districts, with member districts paying a lower rate than non-member districts. A professional cost effective proposal and fee structure is available upon request.
PLANNING WORKSHOPS The NRCSA Planning Support Service is an elective service that assists districts in planning and goal-setting. The service is conducted by veteran Superintendents whose professional lives were involved in rural education in Nebraska.	**NATIONAL ADVOCACY** NRCSA is a member of the National Rural Education Advocacy Consortium (NREAC), which represents the interests of rural public schools in national forums where education issues are decided.	**DISTRICT MEETINGS** Each fall NRCSA conducts a meeting in each of the six membership districts. These meetings provide an opportunity for rural schools to connect with NRCSA leadership on a face-to-face basis.
COMMUNICATIONS NRCSA provides regular updates from the Executive Director to member schools. A more in-depth update is provided to all members just prior to monthly Board of Education meetings. The NRCSA webpage is www.nrcsa.net. NRCSA also has a social media presence on Twitter (@ NRCSA1980) and on Facebook (www.facebook. com/nrcsahome).	**SPRING CONFERENCE** NRCSA offers an annual conference in Kearney in March. The conference targets issues and interests of rural schools. An opportunity is created to network with other rural school districts and to interact directly with policymakers and NRCSA leaders.	**TEACHER SCHOLARSHIPS** New for this year, NRCSA provies six $1,000 scholarship to employees of member districts/ ESUs who are working to attain teacher certification either through a recognized "para to teacher" program such as offered by the state colleges or a transitional program such as offered by UNK.
DIGITAL CITIZENSHIP NRCSA recently partnered with ***a-plum creative*** to provide an opportunity for rural districts to provide monthly digital citizenship materials to their students, parents, and staff. This is a purchased service.	**US BANK ONE CARD PROGRAM** NRCSA has partnered with US Bank to provide this unique purchase card program for school districts. Individual school districts decide which staff members receive purchase cards. The district has control over where purchases can be made and for what amounts. This can be especially helpful when sending sponsors out with student groups.	**NRCSA AWARDS** NRCSA annually recognizes individuals who are outstanding at serving member districts. At the Spring Conference each year NRCSA recognizes an Outstanding Elementary Teacher, Secondary Teacher, Classified Staff Member, ESU Staff Member, Music Teacher, Principal, Board of Education Member, and Superintendent/ESU Administrator.
NRCSA EXECUTIVE BOARD The 10-member Executive Board provides leadership and direction for the organization. Each of the six NRCSA districts is represented by at least one Superintendent from a district within the district.	**NRCSA SCHOLARSHIPS** NRCSA annually awards 20 $2,000 scholarships to high school seniors from NRCSA-member schools who are entering college with the goal of becoming school teachers. NRCSA also presents two $2,000 Gary Fisher Scholarships to high school seniors going into the fine arts	**EXCESS EQUIPMENT CLEARINGHOUSE** A free service to member districts and ESUs is the opportunity to post items for sale to all other members. Items such as vehicles, scoreboards, weight equiqment, school furniture, and text books have been posted on behalf of members.
NEBRASKANS UNITED NRCSA is a strong member of this group which includes most education and ag-related organizations in the State. The purpose is to work to provide property tax relief, as well as to protect and promote funding to public education.	**NEW LEAF TELETHERAPY** Beginning with the 2023-24 school year, NRCSA has partnered with New Leaf to provide another tool in helping to provide cost effective Mental Health teletherapy services for their staff and students.	**LEADERSHIP OPPORTUNITIES** Each year there are over 70 leadership positions on the Executive Committee or other NRCSA committees that provide opportunities for member Superintendents/ESU Administrators.
EDUCATION ASSOCIATIONS COALITION NRCSA is an active member of this group that is comprised of all of the major education associations in the state. The purpose of the group is to work together on legislative issues facing public education.	**NATIONAL RURAL EDUCATION ASSOCIATION** NRCSA is a strong member of the NREA. The NREA provides leadership on issues facing rural education on the national level.	**RURAL TEACHER SHORTAGE** NRCSA has started a Rural Teacher Committee that was established to find ways to address the shortage of teachers in rural schools. Twelve member Superintendents work with representatives from Chadron State College, Wayne State College, and Peru State College in this work.

Nebraska Rural Community Schools Association

Invoice

Nebraska Rural Community Schools Association
440 S.13th St, Ste B
Lincoln, NE 68508

Invoice #: 1166

Date: 7/1/2025

Bill To:

Raymond Central Public Schools
1800 W Agnew Rd
Raymond NE 68428

For: 2025-26 NRCSA Membership Dues

Item	Amount
2025-26 NRCSA Dues Renewal	*$850.00*

Invoice Total *$850.00*

Make all checks payable to **NRCSA**

If you have any questions concerning this invoice, contact Jeff Bundy at (402) 202-6028
or e-mail:jbundy@nrcsa.net

13.4. Discuss, Consider and Take Necessary Action to accept upon review Parental-Community Involvement in Schools Policy 6400 and Student Fee Policy 5416

Student Fees Policy

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

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

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

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

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

   The District will provide or make available to students such safety equipment and attire as may be required by law, specifically including appropriate industrial-quality eye protective devices for courses of instruction in vocational, technical, industrial arts, chemical or chemical-physical classes which involve exposure to hot molten metals or other molten materials, milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials, heat treatment, tempering, or kiln firing of any metal or other materials, gas or electric arc welding or other forms of welding processes, repair or servicing of any vehicle, or caustic or explosive materials, or for laboratory classes involving caustic or explosive materials, hot liquids or solids, injurious radiations, or other similar hazards. Building administrators are directed to assure that such equipment is available in the appropriate classes and areas of the school buildings, teachers are directed to instruct students in the usage of such devices and to assure that students use the devices as required, and students have the responsibility to follow such instructions and use the devices as instructed.

2. Personal or consumable items & miscellaneous.
   (a) Extracurricular Activities. Students have the responsibility to furnish any personal or consumable items for participation in extracurricular activities.
   (b) Courses
      (i) General Course Materials. Items necessary for students to benefit from courses will be made available by the District for the use of students during the school day. Students may be

encouraged, but not required, to bring items needed to benefit from courses including, but not limited to, pencils, paper, pens, erasers, notebooks, trappers, protractors and math calculators. A specific class supply list will be published annually in a Board-approved student handbook or supplement or other notice. The list may include refundable damage or loss deposits required for usage of certain District property.

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

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

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

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

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

4. Extracurricular Activities-Fees for participation. Any fees for participation in extracurricular activities are further specified in Appendix "1." Admission fees are charged for extracurricular activities and events.

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

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

7. Copies of Student Files or Records. The Superintendent or the Superintendent's designee shall establish a schedule of fees representing a reasonable cost of reproduction for copies of a student's files or records for the parents or guardians of such student. A parent, guardian or student who requests copies of files or records shall be responsible for the cost of copies reproduced in accordance with such fee schedule. The imposition of a fee shall not be used to prevent parents of students from exercising their right to inspect and review the students' files or records and no fee shall be charged to search for or retrieve any student's files or records. The fee schedule shall permit one copy of the requested records be provided for or on behalf of the student without charge and shall allow duplicate copies to be provided without charge to the extent required by federal or state laws or regulations.

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

9. Participation in Summer School or Night School. Students are responsible for fees required for participation in summer school or night school. Students are also responsible for correspondence courses.

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

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

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

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

CERTIFICATION

On the _____ day of _____, 20___, the School Board held a public hearing at a meeting of the school board on a proposed student fee policy. Such public hearing followed a review of the amount of money collected from students pursuant to, and the use of waivers provided in, the student fee policy for the preceding school year. The foregoing student fee policy was adopted after such public hearing by a majority vote of the school board at an open public meeting in compliance with the public meetings in compliance with the public meetings laws.

_____
Superintendent or Other Authorized School Official

Legal Reference: Neb. Rev. Stat. §§ 79-2,125 to 79-2,135 and Laws 2003, LB 249 (The Public Elementary and Secondary Student Fee Authorization Act)
Neb. Constitution, Article VII, section 1.
Neb. Rev. Stat. §§ 79-241, 79-605, and 79-611(transportation)
Neb. Rev. Stat. § 79-2,104 (student files or records)
Neb. Rev. Stat. § 79-715 (eye-protective devices)
Neb. Rev. Stat. § 79-737 (liability of students for damages to school books)
Neb. Rev. Stat. § 79-1104 (before-and-after-school or pre-kindergarten services)
Neb. Rev. Stat. §§ 79-1106 to 79-1108.03 (accelerated or differentiated curriculum program)

Date of Adoption: June 21, 2010
Date of Revision: July 8, 2019
Reviewed with No Changes: July 12, 2023, July 16, 2025

Elementary Program	**General Description of Fee or Material**	**$ Amount of Fee (Anticipated or Maximum) or Specific Material Required**
K-5 Technology Fee	For utilization of technology devices	$20.00
Physical Education classes	Appropriate clothing (non-	Tennis shoes and white socks, running shorts,
Art classes and special projects or	Appropriate clothing (non-	Old shirt for painting; other clothing which may get paint
Music-Optional band Courses Music Honor Choir	Musical instruments Coordinating group attire	Musical instruments and accessories (reeds, valve oil, TBD
Classroom supplies	General supplies, such as writing	None--necessary classroom supplies will be made
Field Trips	Transportation and admission costs of field trips	None-costs of school sponsored, class-related field trips will be paid for by the school. Parents may be encouraged but not required to pay for field trip costs of up to $5.00 per student for each field trip to defray costs. (With administrative approval, the requested donation may be up to $100.00 for special field trips.) Meals on field trips will be at the expense of the student. School lunches will be provided as needed for free-reduced lunch eligible students.
Summer school courses	Credit Recovery	No Charge for summer school classes deemed as credit rec
Copies	Use of school copiers (except for one	Ten cents ($0.10) per page when charges apply.
6-12 Program	**General Description of Fee or**	**$ Amount of Fee (Anticipated or Maximum) or**
6-12 Technology Fee	For utilization of technology	$20.00
Physical Education Classes	Appropriate clothing (non-specialized	Tennis shoes and white socks, running shorts, T-shirt
Art Classes, Science Classes, and	Appropriate clothing (non-specialized	Old shirt for painting; other clothing which may get paint

Art Class Beginning	Art Supplies	$10.00/Semester
Art Class Advanced	Art Supplies	$15.00/Semester
Art Independent Study	Art Supplies	$15.00/Semester
Ceramics	Materials for projects	$25.00/Semester
Digital Photography	Materials for projects	$20.00/Semester
Foods I/Textiles/Culinary I&II	Materials for projects	$25.00/Semester
Drama Class		$10.00
Agriculture and Industrial		
Ag Ed Labs	Supplies	$20.00/Semester
Crop & Food Science	Supplies and materials	$15.00/Semester
Horticulture/Plant Science	Seed and materials	$15.00/Semester
Metal Fabrication	Metal and materials	$25.00/Semester
Welding	Metal and materials	$30.00/Semester
Industrial Tech Labs	Wood and other materials	$30.00/Semester
Introduction to Construction	OSHA Fee and materials	$45.00/Semester
Construction Projects	Wood and materials	$30.00/Semester but may vary based on
Classroom supplies	General supplies, such as writing instruments (pens, pencils, crayons, markers), notebooks, etc.	None--necessary classroom supplies will be made available by the school. Students will be responsible for the replacement cost of damaged or lost supplies. Students are encouraged but not required to bring items from class supply lists.
Advanced Math or Science Classes	Specialized calculators	Some calculators will be available at school. If lost or
College Now	Tuition and fees for college courses	Any postsecondary education costs are to be paid directly
Dual Credit-Secondary Education	Tuition and fees for college courses	$ xx Tuition
End of year lost or damaged books	Damage fee or replacement cost	Fees and fines up to $5.00 for damaged books.
Yearbooks - Optional	School Book	Yearbooks are published and made available for purchase
College entrance tests and	Prep programs & tests	Costs of college entrance tests or prep courses, such as

Summer school courses	Classes offered during the summer or	$50.00 to $200.00 per class
Locker usage	Use of school locker	Student will be responsible for replacement or repair cost
Extracurricular & Athletic	**General Description of Fee or**	**Dollar Amount of Fee (Anticipated or Maximum) or**
Activity Fee for participants	Participation fee will also cover	$40.00/annually for anyone participating in the following
Athletic Physicals	NSAA required athletic physicals	Cost varies; payable directly to student's physician or
Equipment and attire	Students are responsible for required equipment and attire appropriate to the sport or activity which are not provided by the school, and are responsible for any optional clothing, equipment, or other items associated with the sport or activity. Uniform items are checked out to students. If lost or damaged, students will be assessed fees in the amount of replacement cost.	Required items include athletic undergarments (supporter, bra, socks and undershirts), practice attire, including shorts, shirts, socks and shoes suitable for the activity, and dress attire suitable for team travel. Optional items for which students are responsible include: personal athletic bags, hair ties, sweat bands, non- required gloves, towels, forearm pads and personal medical devices (braces, orthopedic inserts, etc.). Additional required items for particular sports or activities include:
	Basketball	No additional
	Football	No additional
	Speech	Dress attire; copies of research
	Golf	Golf bag & clubs
	Track	No additional
	Volleyball	Kneepads
	Wrestling	Headgear
	Baseball	Hat & glove
	Cheer/Dance	Shoes, approved uniforms (top & skirt; jacket), poms and
Camps and clinics	Registration and other costs of	Students are responsible for the cost of all clinics, camps
Travel meals	Meals	
Locker use	Padlock for locker	
Marching Band and Musical Groups	Band Repair/Rental	
Choir Class	Dry Cleaning Robes	$12.00
Music Optional Show Choir	Coordinating group attire	Students will pay for outfits selected by the
Clubs/Organizations	State & National dues, meals and	Annual dues not to exceed $50.00 per club.
All organizations	Clothing/camps	
FFA		$25.00
FBLA		$25.00
Spanish Club		$8.00
Mock Trial		$10.00
SkillsUSA		$25.00
Dance Squad	Admission to events	$10.00 per play or activity
Social & Recognition Activities	Admission to prom, homecoming,	Up to $25.00 per event
Class dues		Each of the six secondary classes may assess its
Picture packets	Optional - Pictures are still taken for	Students purchase packets as desired and pay directly to
Senior recognition assessment	Optional graduation activities	Participation in class activities attendant to graduation
Trips	Transportation, lodging, meals,	For the extracurricular and options trip - students are
* Cooperative Programs		Fees are established by the host school and paid to the

:overy

Instruction

Parental/Community Involvement in Schools

Raymond Central Public Schools, after having conducted a public hearing concerning parental involvement and participation, declares that it shall be the policy of the District:

1. In the event any parent, guardian, or educational decisionmaker of a student has a complaint or objection to textbooks, tests, curriculum materials, activities, digital materials, websites or applications used for learning, training materials for teachers, administrators, or staff, and any other instructional materials, the parent, guardian, or educational decisionmaker may request a personal conference with appropriate school personnel to discuss such concerns. The Superintendent or designee shall prepare a complaint form which may be used by a parent, guardian, or educational decisionmaker to express objections to any such instructional material. Such complaint forms shall seek information including, but not limited to, the specific instructional material complained of, the reason for the complaint, and a proposed resolution of the complaint by the parent, guardian, or educational decisionmaker.

2. Upon reasonable advance request, a parent, guardian, or educational decisionmaker will be permitted to attend and monitor courses, assemblies, counseling sessions, and other instructional activities unless the school determines that such attendance would substantially interfere with a legitimate school interest, which includes the interests of the child, other students, and the educational staff.

3. Parents, guardians, and educational decisionmakers are encouraged to communicate to school staff when the parent, guardian, or educational decisionmaker believes it to be appropriate for their child to be excused from testing, classroom instruction, learning materials, activities, guest speaker events, and other school experiences that the parent, guardian, or educational decisionmaker finds objectionable. The Superintendent or designee shall make a provision on the complaint form hereinabove referenced for receiving information from a parent, guardian, or educational decisionmaker concerning what specific testing, classroom instruction, or other school experience the parent finds objectionable, the basis for the objection, and a proposed solution for dealing with the objection that would be satisfactory to the parent, guardian, or educational decisionmaker and consistent with the mission of the District and legitimate school interests. Parents, guardians, and educational decisionmakers are encouraged to contact the building principal with any questions about any test, curriculum, or surveys.

4. Upon request of a parent, guardian, or educational decisionmaker the District will provide access to the education records of their child consistent with applicable law. Access will be provided during regular business hours of the school.

5. The District will notify parents, guardians, and educational decisionmakers when their child may be subjected to a standard norm referenced or criterion referenced test or standardized tests. When reasonable to do so or required by law, the parents, guardians, or educational decisionmakers will be notified of where a sample of such test might be observed and the date upon which such test will be administered. As to all testing by the District, experimental evaluation methodologies, experimental testing instruments and any testing instrument which would tend to inquire into the values, beliefs, or privacy rights of any student, or parent, guardian, or educational decisionmaker of such student shall be prohibited unless a parent, guardian, or educational decisionmaker requests in writing that such tests be administered to their child.

6. Parents, guardians, and educational decisionmakers will be notified in advance of any school-sponsored survey administered to students of the District when the survey concerns one or more of the following areas:

    - Political affiliations or beliefs of the student or the student's parent, guardian, or educational decisionmaker;
    - Mental or psychological problems of the student or the student's family;
    - Sex behavior or attitudes;
    - Illegal, anti-social, self-incriminating, or demeaning behavior;
    - Critical appraisals of other individuals with whom respondents have close family relationships;
    - Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
    - Religious practices, affiliations, or beliefs of the student or student's parent, guardian, or educational decisionmaker; or
    - Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Any survey administered by the District that asks a student to disclose any of the aforementioned topics, including any non-anonymous survey requesting a student provide information relating to drug, vape, alcohol, or tobacco use, then the District will, at least fifteen days prior to the administration of the survey, notify parents, guardians, and educational decisionmakers that their students will receive the survey. This notice must describe the nature and types of questions included in the survey, the purposes and age-appropriateness of the survey, how information collected by the survey will be used, who will have access to such information, the steps that will be taken to protect student privacy, and whether and how any findings or results of such survey will be disclosed. After receiving such notice, parents, guardians, and educational decisionmakers may request a copy of the survey, review the survey, and/or exempt their student from participating in the survey.

No survey requesting sexual information of a student shall be administered to any student in kindergarten through grade six.

No personally identifiable information of any student survey shall be disclosed unless permitted or required by state and federal law.

7. As a general matter substantive decision-making processes will be left to the judgment of the professional staff, administration and the Board of Education, subject to an effort to receive information from parents, guardians, or educational decisionmakers as to any concerns, objections, or other information such parents, guardians, or educational decisionmakers would wish to provide to the school district concerning a parent's, guardian's, or educational decisionmaker's access, involvement, and participation in activities of the school.

Legal Reference: Neb. Rev. Stat. Sections 79-530 to 79-533
Family Educational Rights and Privacy Act, 20 U.S.C. 1232g
Protection of Pupil Rights Amendment, 20 U.S.C. 1232h

Date of Adoption: [7/16/2025]

13.5. Discuss, Consider, and Take Necessary Action to Approve the purchase of an Asclepius Virtual Science Table.

www.3BScientific.com

American 3B Scientific, LP

2189 Flintstone Drive
Suite O
Tucker, GA 30084
United States
1-888-326-6335

Quote: SQ2427782

Date: 5/13/2025
Expiration Date: 8/31/2025

Account#
C896202 Raymond Central Public Schools

Bill To:
Byron Hansen Superintendent
Raymond Central Public Schools
1800 W. Agnew Road
Raymond, NE 68428
United States

PO#: RFQ Byron Hanson

Sales Representative
Paul Allen
paul.allen@a3bs.com
(636) 328-9268

Ship To:
Byron Hansen Superintendent
Raymond Central Public Schools
1800 W. Agnew Road
Raymond, NE 68428
United States

Shipping Terms:
FOB Atlanta

SN	Item No.	Product Details	Quantity	Est. Ship Date	List Price	Unit Price	Extended Amount
1	**1023468**	1023468 TBK 43LT +Standard 2 Year Warranty TBK 43 With the smaller size, portable, it is easy to be used in classrooms to be used by the students to have a hands-on experience on virtual anatomy.	1	9/15/2025	$27,000.00	$26100.00	$26,100.00
2		FREIGHT CHARGES	1	9/15/2025		$500.00	$500.00
					Sub Total		$26,600.00
					Tax		$0.00
					Grand Total		**$26,600.00**

www.3BScientific.com

American 3B Scientific, LP

2189 Flintstone Drive
Suite O
Tucker, GA 30084
United States
1-888-326-6335

Quote: SQ2427782

Date: 5/13/2025
Expiration Date: 8/31/2025

This offer is subject to final confirmation, and the following stipulations must be observed prior to the remittance of funds, and prior to shipment.

1. Validity: Prices valid until 8/31/2025
2. Price and Quantities: The stated prices are calculated on the basis of the requested quantities of all products mentioned and can differ if partial orders are taken.
3. Acceptable Terms of Payment: By wire transfer (T/T) of funds in advance to our bank account, by credit card, COD or direct debit.
   Bank Account Information:
   Bank of America, 600 Peachtree St. NE., Atlanta, GA. 30308, USA
   Account No: 4451283595
   Domestic Wire Routing No.: 026009593
   ACH/EFT Routing No.: 111000012
   International Wires Swift Code: BOFAUS3N (USD) BOFAUS65 (Foreign Currency)
4. Legalization: If legalization is required, the cost will be charged to the purchaser.
5. Delivery Terms: FOB Atlanta
6. Packing and Packaging: Goods are supplied in 3B customary export packing and packaging. Extra packing/packing requirements are to be negotiated and are subject to additional charges.
7. Delivery Time: Approximately 6 weeks after receipt of confirmed, irrevocable order. Delivery time is quoted on the basis of an up-to-date production schedule and is therefore subject to change.
8. Product Alteration: 3B Scientific reserves the right to make minor alterations to the offered items, without prior notification to the customer.
   If it is necessary to obtain an approval in accordance with German or European foreign trade regulations or US export control regulations to fulfill the offered legal transactions, consignments or services, then completion of the contract will depend upon receiving this approval. If approval is not given or adhered to or if collateral clauses are not fulfilled the contract ceases to be effective. Delivery only possible if no legal regulations prevent shipment on exporting day.

13.6. Discuss, Consider and Take Necessary Action to Approve 2025-2026 Propane Bid

RAYMOND CENTRAL PUBLIC SCHOOLS
2025-2026 PROPANE QUOTE

The following bid is for propane tanks to be filled for one year beginning September 1, 2025 thru August 31, 2026 for all Raymond Central sites (Ceresco, Valparaiso, High School, Bus Barn).

Ceresco Elementary School (1,500 gallon)
Valparaiso Elementary School (1,000 gallon)
Jr-Sr High School Bus Barn (1,000 gallon)
Jr-Sr High School East Tank (18,000 gallon)

BID* 1.149

*Please note that the bid for propane should include a comprehensive safety check.

Comments: This will include all comprehensive safety checks.

Date 07/09/2025

Contact Person Jake Otte

Name of Business Otte Oil & Propane, Inc

Address 3435 Maple St PO Box 38

City, State, Zip Davey, NE 68336

Phone Number 402-785-2365

Fax Number

Signature Jessica Schwarting

Please complete and return to my office by Wednesday, July 9, 2025. If you have any questions, please feel free to call me at 402-785-2615.

Thank you,

Bryon Hanson, Superintendent
Raymond Central Public Schools
1800 W Agnew Road
Raymond, NE 68428

Propane Bid History

	Farmers Coop	Frontier Coop	Otte Oil
2025-26			1.149
2024-25	1.400	1.270	1.249
2023-24	1.230	1.090	0.999
2022-23	1.665	1.749	1.679
2021-22	1.440	1.400	1.389
2020-21	0.919	0.850	0.819
2019-20	1.010	0.949	0.939
2018-19	0.990	0.909	x
2017-18	0.930	0.939	0.939
2016-17	0.780	0.900	0.780
2015-16	0.900	1.099	0.940
2014-15	1.500	1.499	1.549
2013-14	1.040	1.269	1.250
2012-13	1.040	1.329	1.389
2011-12	1.789	1.799	1.879

13.7. Discuss, Consider, and Take Necessary Action to Approve SEL Resources for the Elementary and Secondary Levels.

CharacterStrong
1402 Lake Tapps Pkwy SE Ste F104 #128
Auburn, WA 98092
billing@characterstrong.com
characterstrong.com

Estimate

ADDRESS
Kristine White
Raymond Central Public School
1800 W. Agnew Road
Raymond, NE 68428

SHIP TO
Kristine White
Raymond Central Public School
1800 W AGNEW RD
RAYMOND, NE 68428-4315
US

ESTIMATE # 27653
DATE 01/21/2025
EXPIRATION DATE 06/21/2025

PRODUCT/SERVICE	QTY	RATE	AMOUNT
Elementary Tier 1 PurposeFull People PurposeFull People Pre-K through 5th Curriculum - A Social, Emotional, and Character Development Curriculum	1	2,999.00	2,999.00
Sales Tax Sales Tax calculated by AvaTax on Tue Jan 21 09:12:00 UTC 2025	1	0.00	0.00

Annual renewal of $1999 for PurposeFull People

Name: Kristine White
Email: krwhite@rcentral.org
Schools: 1
Renewal: Upon Purchase

SUBTOTAL	2,999.00
TOTAL	**$2,999.00**

Our payment terms are net 30 days. If payment requires board approval or you have other unique circumstances, please reach out to billing@characterstrong.com and we'd be happy to discuss options

Accepted By

Accepted Date

Contracts, purchase orders, and payments can be mailed to CharacterStrong, LLC at the address above, or emailed to billing@characterstrong.com

EIN: 81-4174372 UBI: 604-043-554

CharacterStrong's Cancellation Policies can be found at:
https://characterstrong.com/resources/cancellation-policies/

RAYMOND CENTRAL PUBLIC SCHOOL PROFESSIONAL GROWTH FORM

Each professional employee shall secure 24 professional growth credits within each six year period of employment by the district.

1. Formal Classwork:	Points
a. College Credit (1 semester hour)	5 Points
b. Auditing Master Level College Course (1 semester hour)	5 Points
c. Non-credit Adult Class related to education (9 clock hours)	5 Points

2. Professional Meetings and Activities:	
a. Conferences and Conventions (1 day or 6 hours)	1.5 Points
b. In-service Workshops (½ day or 3 hours)	1.5 Points
c. System-wide Committees (9 clock hours)	1 Point
d. Service on professional committees, directed by recognized professional educational organizations (1 day)	1 Point
e. Service on District Curriculum Committees (½ day)	1 Point
f. School Visitations (1day)	1 Point
g. Supervising Student Teachers	2 Points
h. Attendance at PLC or Inservice	1 point/16 hours

3. Credit for Other Activities:	
a. Innovation projects, research and publication	30 Points
b. Educational Travel 1-8 days (1 day)	1 Point
c. Membership in Professional Organizations (1 year)	1 Point
d. Service appointive or elective officer of Professional Organ. (1 year)	6 Points
e. Post-Secondary Teaching (1 class)	4 Point

Form to be completed by Raymond Central Public School employees at the end of school year.

Teacher's Name: Kristine M White School Year: 2024-25

Date:	Description of Professional Growth Activity:	Location:	Category: ex. 3a	Total Points:
24/25	ASCA Membership		3C	*1*
July 24	ASCA Convention	Kansas City	2A	3
April 25	SEL Curriculum Day	ESU 2	2B	3
Mar 25	Crisis Training	ESU 2	2B	3
Sept 24	DV Training		2B	3
24-25	Teacher Leadership Team		2H	1
Jan 25 24-25	School Improvement ½ day Instructional Model 10 hours		2B 2C	1.5 1

Professional Growth Chairperson: Superintendent: Date:

THE SOCIAL INSTITUTE

LICENSE AND SERVICES AGREEMENT

This License and Services Agreement (the "**Agreement**"), effective as of June 12, 2025 (the "**Effective Date**"), is by and between Win At Social, Inc. d/b/a The Social Institute, P.O. Box 3755, Chapel Hill, NC 27515 ("**TSI**") and Raymond Central Public Schools, 1800 West Agnew Road, Raymond, NE 68428 ("**School**"). TSI and School may each be referred to herein as a "**Party**" and collectively as the "**Parties**."

WHEREAS, TSI provides social media education, teaching and ancillary products and services with a goal towards empowering students, parents and faculty to navigate social media and technology in positive, healthy and high character ways; and

WHEREAS, School wishes to obtain certain of those social media education, teaching and ancillary products and services for use in its curricula, and TSI wishes to provide such products and services, on the terms and conditions set forth herein.

NOW, THEREFORE, in consideration of the undertakings, commitments, covenants and mutual promises herein, and for other good and valuable consideration, the receipt and sufficiency of which hereby is acknowledged, the Parties mutually agree as follows:

1. DEFINED TERMS. Capitalized terms not otherwise defined in the body of this Agreement shall have the meanings ascribed to them in the index of defined terms set forth in **Exhibit A**, attached hereto and incorporated herein by reference.

2. GRANT OF RIGHTS AND RESTRICTIONS.

a. License to Access Platform(s) and Content. Conditioned upon School's compliance with the terms and conditions set forth in this Agreement, TSI hereby grants to School a non-exclusive, non-sublicensable, non-transferable limited license during the applicable Term of the Agreement for Authorized Users to access and use the applicable Platform(s) identified in **Exhibit C**, attached hereto and incorporated herein by reference, and the Content contained therein, in connection with the receipt of the #WinAtSocial Program under this Agreement, subject to compliance by the Authorized Users with this Agreement. TSI may update the features and functions of the #WinAtSocial Program, or any element thereof, from time to time. Any right to use any Platform or Content shall be solely for the elements of the #WinAtSocial Program for which the School has purchased access and licenses. If specified in **Exhibit C**, TSI will also provide Coaching Services, consisting of one or more TSI Coaches to train Students, Parents, and/or Faculty in person. If Coaching Services are not specified in **Exhibit C**, then School shall have sole responsibility to teach the Lessons and to provide any other necessary support to Students, Parents, and Faculty. TSI shall also provide other educational services if specified in **Exhibit C**.

b. Permitted and Prohibited Uses. All rights not expressly granted to School and Authorized Users pursuant to this Agreement are reserved to TSI, and any uses of the applicable Platform or any Content by School and Authorized Users not expressly permitted in this Agreement are strictly prohibited. Specifically, School will not, and will not permit any third party (whether or not an Authorized User) to:

(i) access the #WinAtSocial Program, including without limitation the Platforms and Content, except in connection with Lessons for which a Student is enrolled; (ii) use the Platforms and Content except in strict compliance with this Agreement; (iii) copy, reproduce, modify, alter, transfer, transmit, perform, publish, display, sub-license, distribute, circulate, provide access to, rent, or create Derivative Works from the Content or any portion thereof, except as specifically permitted by this Agreement; (iv) decompile, reverse engineer, disassemble, or otherwise determine or attempt to determine the source code (or the underlying ideas, algorithms, structure or organization) of the Platforms or Content; (v) upload files that contain viruses, Trojan horses, worms, time bombs, cancelbots, corrupted files, or any other similar software or programs that may damage the operation of the Platforms or the Content; (vi) take any actions, whether intentional or unintentional, that may circumvent, disable, damage or impair the control or security systems of the Platform or the Content, nor allow or assist a third party to do so; (vii) use the Content in a manner that disparages the #WinAtSocial Program or TSI in any manner that TSI may, in its sole discretion, deem harmful or inappropriate; or (viii) disclose Log-In Information or permit access to the Platforms and/or the Content by unauthorized persons using an Authorized User's Log-In Information. School agrees that any Derivative Works which School develops during the term of this Agreement, regardless of whether such are in violation of this Agreement, shall belong solely to TSI, and School hereby assigns all ownership of any and all rights in such Derivative Work to TSI. In the event TSI believes School has made an unauthorized Derivative Work, TSI shall provide School with notice of same, and School shall have thirty (30) days to cure prior to any transfer of ownership pursuant to this Section 2(b).

c. Usage Guidelines and Rules of Conduct. School and Authorized Users may use the applicable Platform(s) and the Content solely for bona fide educational and any other purpose agreed upon in writing by School and TSI. School will comply, and assure its employees, agents and the Authorized Users comply, with this Agreement, Privacy Policy, Confidentiality Agreement and other applicable TSI policies, as updated from time to time by TSI in its sole discretion. School shall be responsible and liable to TSI for any act or omission of its employees, agents or Authorized Users that would be a breach or violation of this Agreement, Privacy Policy or Confidentiality Agreement had School performed such act or omission itself. School acknowledges that TSI may also institute basic rules for academic and personal conduct for Authorized Users' use of the Content and the Platforms, and that TSI will enforce those rules in its sole discretion, including without limitation by terminating access for Authorized Users in the event of their failure to adhere to those rules. School shall ensure that Authorized Users do not (i) make or attempt to make inappropriate communication or contact with any other Authorized Users through the Platform, or (ii) hack, infect, or undertake any other technical attempts to gain unauthorized access to or cause damage to the Platforms or Content. School shall immediately provide TSI with written notice of any actual or suspected unauthorized use or distribution of the Content of which School becomes reasonably aware and shall take all necessary steps to ensure that such unauthorized use or distribution is terminated.

d. Security and Use of School Code. TSI will issue to School a unique code that enables School's Parents and Faculty to create Family Toolkit accounts (the "**School Code**"). School and its Authorized Users must keep the School Code strictly confidential, and the School Code may be used only by School's Authorized Users. School is responsible for maintaining and ensuring the Authorized Users maintain the

security and confidentiality of the School Code, and for preventing access to the Platform(s) and Content by unauthorized persons using the School Code.

e. Security and Use of Log-In Information. Parents and Faculty, as Authorized Users, will create unique usernames and passwords (using the School Code) for the purpose of accessing the Platform(s) and the Content (the "**Log-In Information**"). Students will not have Log-In Information. School and its Authorized Users must keep all Log-In Information strictly confidential, and all Log-In Information may be used only by the assigned Authorized User. School is responsible for ensuring that its Authorized Users maintain the security and confidentiality of Log-In Information, and for preventing access to the Platform and/or the Content by unauthorized persons using an Authorized User's Log-In Information. Unauthorized access to or use of the Platform and/or the Content by someone using an Authorized User's Log-In Information may be attributed to School and such Authorized User.

f. Communications from TSI. School acknowledges and agrees that TSI may periodically contact Authorized Users for purposes related to the delivery of the #WinAtSocial Program under this Agreement. TSI will comply with the terms of its Privacy Policy in making such communications.

3. SCHOOL RESPONSIBILITIES.

a. Fees and Taxes. School will pay all fees incurred under the Agreement (collectively, the "**Fees**") within thirty (30) days after the date of invoice or pursuant to such other payment terms as may be specified in **Exhibit C**. Any payments made past their due date shall bear interest at the lesser of one and one-half percent (1.5%) per month or the maximum amount allowed by applicable law. School will be responsible for all forms of tax in connection with #WinAtSocial Program provided by TSI under this Agreement, other than taxes on TSI's income. If School claims tax exempt status, School agrees to provide TSI with evidence of such tax exemption upon TSI's request. To the extent that such tax exemption cannot be properly claimed or does not extend to certain taxes or transactions, School shall be responsible for any and all taxes that arise from the Agreement and related transactions (excluding taxes on TSI's income). All pricing set forth in this Agreement and in any invoice is in United States dollars unless otherwise specified.

b. Compliance with Laws. In receiving and participating in the #WinAtSocial Program under this Agreement, School agrees to comply with all applicable federal, state and local privacy laws, including, but not limited to, FERPA, COPPA, PPRA and the regulations promulgated under each of the foregoing, and other similar federal, state or local laws, administrative rules and regulations restricting commercial use of, or otherwise regulating, student information. School further agrees to limit access by its employees and agents to educational records containing personally identifiable information to solely those of its employees and agents who have a legitimate educational interest for such information. By designating an individual as authorized to have access to educational records and other student related information, School represents such access is in compliance with all such federal and state privacy laws.

c. Designate Dream Team. Upon execution of this Agreement, School shall designate a Dream Team of several educators for the Term. Should members of the Dream Team leave School, School shall designate new Dream Team members, and shall inform TSI promptly, but in any event within fourteen (14) days

after, of the departure. School shall designate new Dream Team members within seven (7) days of the prior Dream Team member's departure, and TSI shall update its system accordingly.

d. Account Creation. The Dream Team shall create #WinAtSocial accounts for Facilitators using their School email addresses. Personal email addresses are prohibited for Facilitator accounts.

e. Inform Faculty and Parents. School shall inform Faculty and Parents that all materials received from TSI or otherwise relating to the #WinAtSocial Program, including any and all Content and Log-In Information, cannot be shared with any third party and are considered the Confidential Information of TSI.

f. Lesson Facilitation. School is responsible for selecting and educating Facilitators about the facilitation of the #WinAtSocial Program in accordance with any and all best practices provided by TSI. School is also responsible for ensuring that the #WinAtSocial Program is facilitated by student or faculty Facilitators in an appropriate and thoughtful manner. TSI shall not be responsible for the manner in which any Facilitator facilitates the #WinAtSocial Program. School acknowledges and agrees that TSI is providing the #WinAtSocial Program in its standard format. Without limiting the terms and conditions set forth in Section 2 of this Agreement, School shall be responsible for tailoring the Lessons to best accommodate any students with special needs.

4. AUDIT. TSI will have the right, with ten (10) days prior notice, to audit School's use of the Platforms and the Content at School's location(s). If any such audit determines that School has not complied with the terms and conditions of this Agreement, and such non-compliance (were it accounted for under this Agreement such that it would be considered compliance) would result in an increase in the Fees, School will promptly pay TSI any such additional amount that is due. School will also reimburse TSI for its cost in conducting the audit in the event of such non-compliance.

5. TERM AND TERMINATION.

a. Term. The Initial Term of the Agreement will be as specified in **Exhibit C**. Following the expiration of the Initial Term, this Agreement will automatically renew for successive renewal terms, each the length of the Initial Term (each, a "**Renewal Term**" and together with the Initial Term, the "**Term**"), unless either Party provides written notice of nonrenewal to the other Party at least ninety (90) days prior to the end of the then-current Initial Term or Renewal Term.

b. Fee Increases. The Fees set forth in Schedule B are the Fees due during the Initial Term. TSI may elect, in its sole discretion, to increase the Fees due in each Renewal Term. If TSI elects to increase the Fees, TSI shall provide to School a notice of such increase at least one hundred and twenty (120) days prior to the end of the Initial Term or the then-current Renewal Term, as applicable.

c. Terminations for Cause. Except as otherwise provided in this Agreement, TSI and School may each terminate the Agreement at any time for cause upon thirty (30) days' prior written notice, unless the circumstances constituting the basis for the for-cause termination have been cured (if capable of being cured) by the other Party within such notice period. For purposes of the preceding sentence, a termination

by one Party will be deemed for "cause" if: (i) the other Party materially breaches any provision of this Agreement; or (ii) the other Party violates any law or regulation material to this Agreement. Notwithstanding the foregoing, TSI may terminate the Agreement immediately upon written notice to School in the event of a breach by School of its confidentiality obligations or a violation by School of TSI's Intellectual Property rights. Such remedy shall not be deemed to be the exclusive remedy for a breach of the Agreement but shall be in addition to all other remedies available at law or in equity.

d. Termination or Suspension For Failure to Make Timely Payment. TSI may, at its option, immediately terminate this Agreement or, at its option, suspend Schools' access to the #WinAtSocial Program, any time School is more than thirty (30) days in arrears on its payment obligations to TSI. In the event of termination or suspension by TSI under this Section 5(d), School's access to the Platforms, Content, and Coaching Services (including all Authorized Users whose right of access to the Platform, Content, and Coaching Services is derived from TSI's contractual relationship with School under this Agreement) shall be discontinued without further notice. In the event of a suspension of access to the #WinAtSocial Program, access may, at the sole discretion of TSI, be restored when School's payment obligations are brought current and TSI has received adequate assurances that School's payment obligations to TSI shall remain current for the remainder of the term of the Agreement. Such remedies shall not be deemed to be the exclusive remedy for School's failure to make timely payment but shall be in addition to all other remedies available at law or in equity.

e. Termination due to Change in the Law or Costs. TSI reserves the right to terminate this Agreement upon thirty (30) days prior written notice in the event (i) any new legal obligation is imposed upon TSI during the Term and as a result of such new legal obligation, there is a material change to TSI's responsibilities under the terms of this Agreement, or (ii) there is an increase in the cost to TSI of providing the contracted products and services under this Agreement, as determined by TSI. During the notice period under this Section 5(e), the Parties will negotiate in good faith regarding possible alternatives to termination; provided, however, that if the Parties are unable to agree on a mutually acceptable alternative, the termination notice shall remain in full force and effect.

f. Obligations on Expiration or Termination. Upon expiration or termination for any reason of this Agreement: (i) School shall promptly, but in any event not later than ten (10) days after the effective date of termination, return to TSI any and all TSI Confidential Information, Content, or other material of any type in School's possession, including but not limited to, electronic versions, hard copies and reproductions of all such materials and shall not retain copies of any such materials except as may be expressly permitted in the Agreement, and all electronic copies shall be permanently removed from all electronic data storage devices; (ii) all access to the Platforms and Content by School and its Authorized Users shall be immediately discontinued; (iii) each Party shall cease the use of the other Party's trademarks, service marks, name, logos and other indicia (except as expressly permitted hereunder); and (iv) School shall pay TSI all remaining amounts due under this Agreement (if any) upon the earlier of their due dates or thirty (30) days after the effective date of termination. Termination of the Agreement shall not relieve the Parties of any applicable obligation or liability under the Agreement, nor shall it affect or impair the rights of a Party arising prior to such termination.

6. CONFIDENTIALITY; STUDENT INFORMATION PRIVACY.

a. Confidential Information. The receiving Party shall use the Confidential Information only in connection with the exercise of its rights and performance of its obligations under this Agreement, and the receiving Party shall make no further use, in whole or in part, of any such Confidential Information. The receiving Party agrees not to disclose, deliver or provide access to the Confidential Information of the disclosing Party to a third party or to permit a third party to inspect, copy, or duplicate the same; provided that the receiving Party may disclose Confidential Information to its employees, agents and subcontractors who need access to such Confidential Information in connection with the performance of this Agreement and who are under a written obligation to protect the confidentiality of such Confidential Information no less protective than the terms of this Agreement. The receiving Party will treat the Confidential Information with the same degree of care and confidentiality that the receiving Party provides for similar information belonging to the receiving Party that the receiving Party does not wish disclosed to the public, but not less than holding it in strict confidence. Confidential Information, in whatever form provided, shall remain the exclusive property of the disclosing Party at all times. Except as specifically provided for herein, nothing contained in the Agreement or herein shall be construed as granting or conferring any rights in any Confidential Information disclosed to the receiving Party, by license or otherwise.

b. Exceptions. The foregoing obligations shall not prevent the receiving Party from disclosing Confidential Information that must be disclosed by operation of law, provided (i) the receiving Party shall promptly notify the disclosing Party of any such request for disclosure in order to allow the disclosing Party full opportunity to seek the appropriate protective orders, and (ii) the receiving Party complies with any protective order (or equivalent) imposed on such disclosure. It is understood and agreed that this Section 6(b) is not intended to permit the disclosure of any education records unless permitted by applicable law.

c. Return of Confidential Information. The receiving Party agrees that it will, within ten (10) days after written request by the disclosing Party, return to the disclosing Party, or at the option of the disclosing Party, destroy and certify in writing the destruction of, all Confidential Information received from the disclosing Party, including copies, reproductions, electronic files or any other materials containing Confidential Information. This provision shall not apply to the extent that the receiving Party is required to retain any such Confidential Information by any applicable law, rule or regulation, or by any internal record retention policy, or by any competent judicial, governmental, supervisory or regulatory body or by any backup computer systems that cannot be reasonably deleted, as determined by TSI.

d. Student Information Privacy. The Student Information Privacy Addendum attached hereto as **Exhibit B** is incorporated into this Agreement by reference. TSI will store, use and otherwise process all Student Personal Information in accordance with the Student Information Privacy Addendum, and the Parties will otherwise comply with their respective obligations set forth in the Student Information Privacy Addendum.

7. INTELLECTUAL PROPERTY

a. Ownership of Intellectual Property. School acknowledges and agrees that TSI or its Affiliates and/or their third party vendors are the sole owners of all elements of the #WinAtSocial Program, including without limitation the Platforms, Content and any other materials contained in or delivered to School through by or on behalf of TSI or otherwise in connection with this Agreement, and any and all Intellectual Property rights therein (collectively "**TSI IP**"). Except for the limited rights granted in the Agreement, this Agreement does not constitute a license or other transfer or assignment by TSI to School of any TSI IP. All right, title, and interest in and to the TSI IP, including, but not limited to, copyright, patent, trade secret, and trademark rights will remain with TSI and its third party vendors, and School will use TSI IP only as authorized under the Agreement and will not otherwise violate any Intellectual Property rights of TSI. Any attempted sublicense, assignment or transfer by School of any rights hereunder or in the Agreement without TSI's prior written consent shall be void. School shall not remove any copyright, patent, trademark, or any other proprietary rights legends from any Platform, Content or other materials. The placement of a copyright notice on any portion of Confidential Information does not mean that such portion has been published and will not derogate any claim of trade secret or confidentiality protection for the same.

b. Trademarks. TSI and School each grants to the other Party during the Term a non-exclusive, non-transferable license to use the logos, trademarks, service marks and/or trade names of such Party, as specified in the Agreement (the "**Licensed Marks**"), but solely in connection with performance of obligations and exercise of rights under this Agreement or for purposes of marketing the use of the #WinAtSocial Program to School's Students and prospective Students in accordance with the requirements of this Agreement, and subject to any pre-approval rights set forth in this Agreement. All use of the other Party's Licensed Marks shall be in accordance with any trademark usage guidelines provided by the other Party. TSI's current Trademark Usage Guidelines can be found at http://bit.ly/tsiguidelines2019. Each Party retains all right, title and interest in and to its Licensed Marks and any related proprietary rights not expressly granted to the other Party hereunder. All goodwill attributable to the Licensed Marks will insure exclusively to the benefit of the owner of such Licensed Marks. A Party may revoke the other Party's license to the Licensed Marks upon written notice in the event the other Party breaches any of the terms of this paragraph.

8. REPRESENTATIONS AND WARRANTIES. School represents and warrants that: (i) it has full power and authority to enter into this Agreement, and to agree to all the terms and conditions contained therein, and has received all parental and other permissions required to permit TSI to obtain and retain information (including personal information) from Authorized Users; (ii) only Authorized Users will access the Platforms and the Content; (iii) School and its Authorized Users will at all times use the Platforms and the Content only as expressly permitted by this Agreement; and (iv) any and all content, materials and/or information contributed by Authorized Users, and any revisions (whether or not permitted under this Agreement) to the Content by Authorized Users, do not and will not contain any libelous, unlawful or infringing materials or content, will not infringe upon any party's Intellectual Property or proprietary rights, including, without limitation, statutory or common-law copyright, trademark and right of privacy, and will not violate any law, regulation or right of any kind whatsoever or give rise to any actionable claim or liability.

9. INDEMNIFICATION.

a. School will defend, indemnify and hold TSI, its Affiliates, agents and content providers, and the directors, officers, shareholders, employees, agents, trustees and representatives of each of the foregoing, (collectively, the "**TSI Indemnitees**") harmless against and from any and all third-party liabilities, claims, suits, losses, damages, costs, fees and expenses (including reasonable attorneys' fees) brought against or incurred by any TSI Indemnitee that arise from or relate to: (i) any breach or alleged breach by School of any of its representations, warranties or covenants under this Agreement; (ii) the use of any portion of the #WinAtSocial Program with products or services not supplied by TSI; (iii) the disclosure or use of any Content or Log-In Information or other Confidential Information by School or Authorized Users; (iv) noncompliance with any privacy or other laws applicable to Student Records or personally identifiable information; or (v) any act or omission of School, its employees or contractors, agents or the Authorized Users.

b. Subject to Section 11, TSI will defend, indemnify and hold School, its officers, directors, employees, trustees and agents harmless from and against any and all third-party liabilities, claims, suits, losses, damages, costs, fees and expenses (including reasonable attorneys' fees) brought against or incurred by School that solely arise from or solely relate to: (i) a material breach by TSI of its representations, warranties or covenants under this Agreement, or (ii) the negligence or intentional misconduct of TSI or any of its employees, contractors and agents.

10. WARRANTY DISCLAIMER. SCHOOL CANNOT ASSUME THE PERFORMANCE OF THE PLATFORM OR OTHER SUCH TECHNOLOGY WILL BE UNINTERRUPTED OR ERROR-FREE, OR THAT ANY PROBLEMS RELATED THERETO WILL BE CORRECTED, DESPITE TSI'S REASONABLE EFFORTS. ACCORDINGLY, EXCEPT FOR ANY EXPRESS WARRANTIES GIVEN IN THE AGREEMENT: (a) THE #WINATSOCIAL PROGRAM IS PROVIDED UNDER THE AGREEMENT ARE PROVIDED "AS IS" TO THE MAXIMUM EXTENT PERMITTED BY LAW; AND (b) TSI AND ITS LICENSORS DISCLAIM ANY AND ALL WARRANTIES OF ANY KIND, EITHER EXPRESS OR IMPLIED, INCLUDING, WITHOUT LIMITATION, IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, SECURITY, TITLE, NONINFRINGEMENT, COURSE OF DEALING, OR COURSE OF TRADE. EXCEPT AS SPECIFICALLY PROVIDED IN THE AGREEMENT, NEITHER TSI NOR ITS LICENSORS WARRANT THAT THE FUNCTIONS OR INFORMATION CONTAINED IN THE #WINATSOCIAL PROGRAM PROVIDED UNDER THE AGREEMENT WILL MEET ANY REQUIREMENTS OR NEEDS THAT SCHOOL OR THE AUTHORIZED USERS MAY HAVE, OR THAT THE PLATFORMS AND THE CONTENT WILL OPERATE ERROR-FREE, OR IN AN UNINTERRUPTED FASHION, OR THAT ANY DEFECTS OR ERRORS IN THE PLATFORM AND THE CONTENT WILL BE CORRECTED, OR THAT THE PLATFORM AND THE CONTENT ARE COMPATIBLE WITH ANY PARTICULAR OPERATING SYSTEM. FURTHER, EXCEPT AS EXPRESSLY PROVIDED IN THE AGREEMENT, TSI MAKES NO GUARANTEE OF ACCESS TO OR ACCURACY OF THE CONTENT ACCESSED THROUGH THE PLATFORM. IN NO EVENT WILL TSI BE LIABLE FOR ANY UNAUTHORIZED ACCESS TO, OR ALTERNATION, THEFT OR DESTRUCTION OF INFORMATION DISTRIBUTED OR MADE AVAILABLE FOR DISTRIBUTION VIA THE PLATFORM.

11. LIMITATION OF LIABILITY. FOR ANY BREACH OR DEFAULT BY TSI OF ANY OF THE PROVISIONS OF THIS AGREEMENT, OR WITH RESPECT TO ANY CLAIM ARISING THEREFROM OR RELATED THERETO, TSI'S ENTIRE LIABILITY, REGARDLESS OF THE FORM OF ACTION, WHETHER BASED ON CONTRACT, TORT, OR OTHERWISE INCLUDING NEGLIGENCE, WILL IN NO EVENT EXCEED THE LESSER OF: (a) THE AMOUNT PAID BY SCHOOL FOR THE SPECIFIC LESSONS OR PRODUCTS AND SERVICES THAT ARE THE SUBJECT OF THE CLAIM; OR (b) IN THE AGGREGATE WITH RESPECT TO ALL CLAIMS UNDER OR RELATED TO THIS AGREEMENT, THE AMOUNT PAID BY SCHOOL UNDER THE AGREEMENT. IN NO EVENT WILL TSI BE LIABLE FOR SPECIAL, INCIDENTAL, INDIRECT, OR CONSEQUENTIAL LOSS OR DAMAGE, LOST BUSINESS REVENUE, LOSS OF PROFITS, LOSS OF DATA, FAILURE TO REALIZE EXPECTED PROFITS OR SAVINGS OR ANY CLAIM AGAINST SCHOOL OR THE AUTHORIZED USERS BY ANOTHER PERSON, EVEN IF TSI, ITS AFFILIATES, OR ITS THIRD PARTY VENDORS HAVE BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES OR THEY ARE OTHERWISE FORESEEABLE. TSI WILL BE LIABLE TO SCHOOL AS EXPRESSLY PROVIDED IN THIS AGREEMENT, BUT WILL HAVE NO OTHER OBLIGATION, DUTY, OR LIABILITY WHATSOEVER IN CONTRACT, TORT OR OTHERWISE TO SCHOOL INCLUDING ANY LIABILITY FOR NEGLIGENCE. NOTWITHSTANDING ANYTHING TO THE CONTRARY IN THE AGREEMENT OR ELSEWHERE, THE LIMITATIONS, EXCLUSIONS AND DISCLAIMERS IN THE AGREEMENT WILL APPLY IRRESPECTIVE OF THE NATURE OF THE CAUSE OF ACTION, DEMAND, OR ACTION, BY SCHOOL, INCLUDING, BUT NOT LIMITED TO, BREACH OF CONTRACT, NEGLIGENCE, TORT, OR ANY OTHER LEGAL THEORY, AND WILL SURVIVE A FUNDAMENTAL BREACH OR BREACHES OR THE FAILURE OF THE ESSENTIAL PURPOSE OF THIS AGREEMENT OR OF ANY REMEDY CONTAINED THEREIN. THE AUTHORIZED USERS WILL NOT BE CONSIDERED A THIRD PARTY BENEFICIARY OF ANY OBLIGATION OF TSI TO SCHOOL.

12. INSURANCE. Each Party will maintain and keep in force no less than the amounts of insurance as are reasonable to cover insurable risks associated with operations under this Agreement in minimum amounts required by law or customary for that Party's business.

13. GENERAL PROVISIONS.

a. Independent Contractors. The Parties to the Agreement are independent contractors, and no agency, partnership, joint venture, franchise, or employee-employer relationship is intended or created by the Agreement and neither Party shall have a right to bind the other Party.

b. Assignment. School shall not assign or otherwise transfer any of its rights, or delegate or otherwise transfer any of its obligations or performance under this Agreement, in each case whether voluntarily, involuntarily, by operation of law or otherwise, without TSI's prior consent. No assignment, delegation or transfer will relieve School of any of its obligations or performance under this Agreement. Any purported assignment, delegation or transfer in violation of this Section 13(b) is void. This Agreement is binding on and ensures to the benefit of the Parties hereto and their respective successors and permitted assigns.

c. Complete Agreement; Modifications. The Agreement, together with the Exhibits attached hereto, constitutes the entire agreement among the Parties with respect to the transactions contemplated hereby and supersedes all prior agreements and understandings, written or oral, with respect to the subject matter hereof. The Agreement may not be amended or modified in any way except pursuant to a written instrument signed by the Parties.

d. Severability. If any provision of this Agreement is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provision or the remaining provisions of the Agreement.

e. No Third Party Rights. The Agreement is made for the sole benefit of the Parties. Except as otherwise expressly provided, nothing in the Agreement shall create or be deemed to create a relationship among the Parties or any of them, and any third party, including a relationship in the nature of a third party beneficiary or fiduciary.

f. Waiver. Any waiver by a Party of any default or breach hereunder shall not constitute a waiver of any provision of the Agreement or of any subsequent default or breach of the same or a different kind.

g. Venue and Applicable Law. The Agreement shall be governed by the laws of the State of North Carolina, without regard to conflict of laws principles. Any legal actions prosecuted or instituted by any Party under the Agreement shall be brought in a court of competent jurisdiction located in Raleigh, North Carolina. School hereby consents to the jurisdiction and venue of any such courts for such purposes. The United Nations Convention on Contracts for the International Sale of Goods shall not apply to the Agreement.

h. Surviving Obligations. All accrued payment obligations under the Agreement, any remedies for breach of the Agreement, and the following Sections will survive any expiration or termination of the Agreement: Section 3(a) (Fees and Taxes), Section 4 (Audit), Section 5.g. (Obligations on Termination), Section 6 (Confidentiality), Sections 7(a) and 7(d), Section 8 (Representations and Warranties), Section 9 (Indemnification), Section 10 (Warranty Disclaimer), Section 11 (Limitation of Liability), and Section 13 (General Provisions).

i. Force Majeure. If the performance of the Agreement, or any obligation under the Agreement, except the making of payments and compliance with Intellectual Property rights and confidentiality obligations of a Party, is prevented, restricted, interfered with or delayed by reason of any law, natural disaster, labor controversy, government action or failure to act, war or any similar event beyond its reasonable control ("**Force Majeure Event**"), failure to perform shall not be deemed a breach of or default under the Agreement, and neither Party shall be liable to the other. Upon a Force Majeure Event, the non-performing Party will: (i) immediately notify the Party affected; (ii) take reasonable steps to resume performance as soon as possible; and (iii) not be considered in breach during the duration of the Force Majeure Event. In the event a Force Majeure Event continues for a period of ninety (90) calendar days, School or TSI may elect to terminate the Agreement upon notice to the other Party.

j. Headings. All captions and headings in the Agreement or herein are for purposes of convenience only and shall not affect the construction or interpretation of any of its provisions.

k. Electronic Signatures. This Agreement and related documents may be accepted in electronic form (e.g., by scanned copy of the signed document, an electronic or digital signature or other means of demonstrating assent) and each Party's acceptance will be deemed binding on the Parties. Each Party acknowledges and agrees it will not contest the validity or enforceability of the Agreement and related documents, including under any applicable statute of frauds, because they were accepted and/or signed in electronic form. Each Party further acknowledges and agrees that it will not contest the validity or enforceability of a signed facsimile copy of the Agreement and related documents on the basis that it lacks an original handwritten signature. Facsimile signatures shall be considered valid signatures as of the date hereof. Computer maintained records of the Agreement and related documents when produced in hard copy form shall constitute business records and shall have the same validity as any other generally recognized business records.

l. Publicity. Neither Party will issue any press releases or other public information about the existence of or specific details regarding the Agreement without the prior written consent of the other Party. Notwithstanding Section 7(b), School agrees that TSI may make reference to its business relationship with School in TSI's marketing or sales materials.

m. Remedies. The Parties acknowledge and agree that monetary damages may not be a sufficient remedy for a breach of Sections 2 (Grant of Rights and Restrictions), 6 (Confidentiality) or 7 (Intellectual Property) and that in the event of a breach or threatened breach of Sections 2, 6 and/or 7, the non-breaching Party shall be entitled to seek, without waiving any other rights or remedies, such injunctive or equitable relief as may be deemed proper by a court or administrative institution of competent jurisdiction. The Parties hereby waive the posting of a bond or other security in connection with any such action. Such remedy shall not be deemed to be the exclusive remedy for a breach of the Agreement, but shall be in addition to all other remedies available at law or in equity.

n. Attorneys' Fees. If, for any reason, a successful Party incurs costs of collection and/or attorneys' fees in otherwise enforcing the Agreement, the unsuccessful Party shall be responsible for and shall pay all attorneys' fees, costs of collection and all other expenses associated with such collection or enforcement efforts.

[Signature page follows]

[Signature Page to The Social Institute License and Services Agreement]

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement as of the Effective Date.

Raymond Central Public Schools 1800 West Agnew Road Raymond, NE 68428	**Win At Social, Inc.** **d/b/a The Social Institute** PO Box 3755 Chapel Hill, NC 27515
_____	_____
Signature	Signature
_____	Shayna Heinrich
Printed Name	Printed Name
_____	Vice President of Operations
Title:	Title:
_____	_____
Date:	Date:

SCHOOL TO COMPLETE

Before returning the contract to TSI, please complete the information below.

Is your organization tax-exempt? _____

Please send your tax exemption certificate shayna.heinrich@thesocialinst.com after signing this agreement.

Total No. of Students: _____

No. of Students in Grades 6th-12th to participate in #WinAtSocial Program: _____

No. of Parents across all grades: _____

No. of Faculty across all grades: _____

EXHIBIT A

"**#WinAtSocial Program**" means, collectively, the Platform, Content, and Coaching Services provided by TSI pursuant to the terms and conditions of this Agreement.

"**Academic Year**" means the school year (as defined by the school calendar) under which School operates, not including any portion of the year allocated to "summer school" or any similar period, however designated, as set forth in **Exhibit C**.

"**Affiliate**" means any entity controlling, controlled by or under common control with another entity. For the purposes of this definition, "control" means the possession, directly or indirectly, of the power to direct the management and policies of an entity, whether through the ownership of voting securities, registered capital, contract or otherwise.

"**Authorized Users**" means the Students, Parents, Faculty, Facilitators, and Dream Team members who are authorized to access the Platform, the Content and Lessons pursuant to this Agreement.

"Coaching Services" means those coaching services provided by TSI Coaches, as well as any other therapeutic and/or educational services provided by TSI to Students, in each case under the terms of this Agreement.

"**Confidential Information**" means the proprietary business, technical and financial information of each of the Parties, whether marked as "confidential" or would reasonably be understood to be confidential due to the nature of the information or the circumstances of the disclosure. Confidential Information includes, for example and without limitation, each Party's respective information concerning: (a) business strategy and operations such as business plans, methods, marketing strategies, outreach plans and sales information, pricing information, and the identities and locations of vendors and consultants providing services or materials to or on behalf of the disclosing Party; (b) product development such as product designs and concepts; (c) financial information such as budget and expense information, economic models, pricing, cost and sales data, operating and other financial reports and analysis; (d) human resource information such as compensation policies and schedules, employee recruiting and retention plans, organization charts and personnel data; (e) educational content, curricula, teaching outlines, lesson plans, testing processes and procedures, including without limitation the Content; (f) Student Records and other Student-related or Parent-related personal information; (g) the terms of the Agreement; (h) Log-In Information; (i) technical information such as development methods, computer software, research, inventions, the design and operation of the Platform; and (j) other similar non-public information that is furnished, disclosed or transmitted to the receiving Party or to which the receiving Party is otherwise given access by the disclosing Party, orally, in written form, in any type of storage medium, or otherwise. For the avoidance of doubt, all Content is the Confidential Information of TSI under this Agreement, and all Student Personal Information (as defined in the Privacy Addendum), Student Records and other Student-related or Parent-related personal information is the Confidential Information of School under this Agreement.

"**Content**" means the Lessons (and any portions thereof), the Survey Results, and the In-Game Data, in each case delivered in an online format or in an offline format (e.g., handouts and other materials), each via the Platform. Without limiting the generality of the foregoing, Content may include courseware, data, documentation, text (including, without limitation, in Google Document form), audio, video, graphics, animation, drawings, programming, icons, images, pictures, and charts.

"**COPPA**" means the Children's Online Privacy Protection Act and its corresponding implementing regulations, as amended from time to time.

"**Derivative Works**" means any translation, editorial revision, annotation, elaboration, or other modification, correction, addition, enhancement, extension, condensation, upgrade, improvement, compilation, abridgement or other form in which the Content may be recast, transformed or adapted, including but not limited to all forms in which such Derivative Works may or may not infringe any of the copyrights in the Content.

"**Dream Team**" means the persons employed and selected by School who are responsible for implementing the program throughout the Academic Year, training the Facilitators, and onboarding Students, Parents, Facilitators, and Faculty.

"**Faculty**" means any and all individuals employed by or otherwise providing services for or on behalf of School.

"**FERPA**" means the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232 (g), and its corresponding implementing regulations, as amended from time to time.

"**#WinAtSocial Lessons"** means the educational curriculum accessible at https://winatsocial.com, or such other URL as TSI may designate from time to time, through which Students and Facilitators access certain Content.

"**In-Game Data**" means the aggregated and anonymized data collected as a result of Students' participation during the #WinAtSocial Lessons..

"Initial Term" means the initial term set forth in **Exhibit C**.

"**Intellectual Property**" means, collectively, rights under all applicable patent, trademark, copyright and trade secret laws, and any other intellectual property or proprietary rights recognized in any country or jurisdiction worldwide now or in the future, including but not limited to, moral rights and similar rights.

"**Lesson**" means an educational program making up part of the #WinAtSocial Lessons, which may require facilitation by Facilitators and/or TSI Coaches, as further specified by TSI.

"**Parent**" means a parent or legal guardian of the Student or another adult specifically designated by the Student's parent or legal guardian, or the Student where over the age of 18 or otherwise legally emancipated.

"**Platform**" means the each of (and collectively, if School is obtaining access to both) the #WinAtSocial and the Family Toolkit, that is used to deliver Content to Authorized Users under this Agreement.

"**PPRA**" means the Protection of Pupil Rights Amendment and its corresponding implementing regulations, as amended from time to time.

"**Privacy Policy**" means that certain statement of TSI's practices for handling personally identifiable and non-personally identifiable information gathered by TSI through the Platform, the Websites or any other means from time to time, other than any Student Personal Information (the handling of which is described in the Student Privacy Notice and as described in the Privacy Addendum). TSI's Privacy Policy is accessible at https://thesocialinstitute.com/privacy-policy/.

"**Family Toolkit**" means the portal accessible at https://thesocialinstitute.com/parent-toolkit/, or such other URL as TSI may designate from time to time, through which Parents and Faculty access certain Content.

"**Survey Results**" shall mean the aggregated and anonymized pre-assessment results of those pre-assessment surveys and post-assessment surveys provided as part of the #WinAtSocial Lessons..

"**Student**" means any person who is enrolled at the School and participates in one (1) or more Lessons offered by TSI under the terms of this Agreement.

"**Student Records**" means those "educational records," as defined in subsection (a)(4)(A) of FERPA (as defined above), which School or TSI is required to retain in accordance with state law.

"**TSI Coaches**" means the persons provided educational instruction, including Coaching Services, on behalf of TSI in person.

"**Facilitators**" means persons employed by School or students enrolled in School who are involved in supporting, facilitating or assisting in the provision of instruction, assessment and/or other Services to Students. Facilitators are responsible for all of the instructional aspects of the Student's learning that contribute to a Student's success, including but not limited to monitoring Student attendance, monitoring Student progress, encouraging Students to participate in discussion, encouraging students to complete assignments and turn in work, communicating with parents and notifying TSI Coaches when Students are struggling or experience academic or personal issues that might inhibit academic achievement. Facilitators shall be responsible for receiving materials from the Dream Team and distributing them to Students.

"**Websites**" means https://winatsocial.com or https://thesocialinstitute.com and any and all subpages connected thereto.

EXHIBIT B

Student Information Privacy Addendum

TSI and School commit to the following additional terms and conditions with respect to any Student information in personally-identifiable form that is collected, used or otherwise processed by TSI (or by its service providers and subcontractors) under and in connection with this Agreement ("**Student Personal Information**").

1. TSI will collect, use and disclose Student Personal Information consistent with its Notice of Privacy Practices for Student Information, available online at https://thesocialinstitute.com/privacy-notice/ (the "**Student Privacy Notice**").

2. TSI will collect and use any persistent identifiers that comprise Student Personal Information—such as an ID number held in a cookie, an IP address, a processor or device serial number, or a unique device identifier that can be used to recognize a user over time and across different websites or online services—to provide support for the internal operations of the Platform(s) including:

    a. analyzing and compiling statistical reporting on the functioning of the Platform(s) and/or debugging it or optimizing its performance;

    b. performing network communications;

    c. authenticating users or providing user-driven personalization of the content served to them on the Platform(s);

    d. protecting the security or integrity of, or TSI's intellectual property rights in, the Platform(s);

    e. estimating TSI's audience size and usage patterns and improving the "flow," organization, or user interfaces of the Platform(s);

    f. ensuring legal or regulatory compliance; and

    g. fulfilling requests by School, parents or Students to exercise privacy rights related to Student Personal Information, in the manner described in the Student Privacy Notice.

    Aside from the foregoing, TSI will limit its use and disclosure of any and all Student Personal Information to any School-authorized education purpose (including, specifically, as necessary for providing the Platform(s) to School and for performing Coaching Services and other services for School under this Agreement), in each case for the use and benefit of School and for no other commercial purpose.

3. In furtherance of the foregoing, TSI will ***not*** use Student Personal Information for:

    a. marketing to Students;

    b. engaging in targeted or online behavioral advertising, whether on the Platform(s) or on any other site, service or application;

c. amassing profiles of specific individual Students for commercial purposes unrelated to the purpose of providing the Platform(s), Coaching Services and other services School has engaged TSI to provide under and in connection with this Agreement;

d. selling, renting or licensing Student Personal Information to third parties (other than in connection with a sale, merger or other acquisition of TSI's business);

e. otherwise disclosing Student Personal Information to any third parties, except to TSI's service providers and subcontractors under a contract that (i) similarly limits use of the Student Personal Information to those uses permitted by this Agreement and only as necessary to provide the contracted services, (ii) prohibits further onward disclosure of the Student Personal Information in a manner that is inconsistent with this subsection, and (iii) requires the service provider or subcontractor to utilize reasonable measures to protect the Student Personal Information from unauthorized acquisition, access, use or disclosure; or

f. sending push notifications to students or otherwise prompting them or encouraging them to use the Platform(s) more.

4. TSI acknowledges and agrees that it is under School's direct control with regard to the use, disclosure and maintenance of Student Personal Information collected from any Students pursuant to School's authorization under this Addendum. As between TSI and School, School will own and retain all right, title and interest in and to all Student Personal Information, subject only to the rights to use Student Personal Information granted to TSI under and pursuant to this Agreement.

5. At all times School may access and review all Student Personal Information, correct any Student Personal Information, refuse to permit any further use or collection of Student Personal Information, and/or direct TSI to delete (and upon such direction TSI will delete) any Student Personal Information, and in each case School may exercise these rights in accordance with and in the manner described in the Student Privacy Notice; provided, however, that (x) to the maximum extent permitted by applicable law, and to the extent it is not reasonably practicable for TSI to delete Student Personal Information persisting in its backups, archives and disaster recovery systems, TSI may retain Student Personal Information in such backups, archives and disaster recovery systems until such Student Personal Information is deleted in the ordinary course (so long as it remains subject to all confidentiality and other applicable requirements of this Agreement), and (y) School acknowledges that TSI's destruction of certain Student Personal Information may affect the quality or functionality of the Platform(s), and TSI will not be liable to School for any resulting issues due to insufficient or incomplete data or inputs. In addition, TSI will delete Student Personal Information when it is no longer needed for the permitted uses described in this Addendum.

6. TSI will reasonably cooperate with School in responding to requests from parents or Students (where Students themselves are of eligible age under applicable law) to access, review, correct and/or delete Student Personal Information as necessary to satisfy FERPA, COPPA and/or state law requirements.

7. TSI reserves the right to use aggregated and de-identified statistics derived from Student information (but which do not contain and cannot reasonably be linked to any Student Personal Information) for research purposes, to improve and demonstrate the effectiveness of the Platform(s) and TSI's services, and as otherwise described in the Student Privacy Notice, and this right will survive any expiration or termination of this Agreement. TSI will not (and any

transferees of such materials will not) attempt in any way to re-identify any such aggregated and de-identified data except with School's prior written consent.

8. TSI will establish, implement and maintain—and not less than annually TSI will evaluate and (as appropriate) revise and update—a written comprehensive security program with administrative, technical and organizational controls and safeguards designed to protect against anticipated threats or hazards to the security, confidentiality or integrity of Student Personal Information, including the unauthorized acquisition, access, use or disclosure of Student Personal Information.

9. TSI will promptly report to School any unauthorized acquisition, access, use or disclosure of Student Personal Information of which TSI becomes aware (each, a "**Security Breach**"). TSI will also use diligent efforts to, and will cooperate with School to, investigate, contain and counteract any such Security Breach in a timely manner and prevent a recurrence of any such Security Breach.

10. School represents and warrants to TSI that: (a) the name and title of the person authorizing TSI to use Student Personal Information as described in this Agreement is indicated on the signature page hereto, and such person is fully and duly authorized to grant such authorization on behalf of School; (b) School owns, or has the legal right to use and permit TSI to access and use as contemplated by this Agreement, all Student Personal Information; (c) School has been provided with such opportunity as it deems adequate to discuss with and obtain from TSI's representatives such information as is necessary for School to evaluate and make an informed decision regarding TSI's policies and practices with respect to the collection, use and disclosure of Student Personal Information, including via School's receipt, careful review and evaluation of the terms and conditions of this Agreement and the Student Privacy Notice; (d) through such evaluation School has determined that TSI's Platform(s) and services under this Agreement comply with the "school official" exception under FERPA; (e) prior to providing any Student Personal Information to TSI, School has obtained all necessary parental consent to such disclosures as required by applicable federal, state and local laws, rules and regulations, including but not limited to FERPA, COPPA and PPRA, to the extent applicable; and (f) the collection and use of all Student Personal Information as contemplated by this Agreement is otherwise consistent with and in compliance with School's own privacy policies and all applicable federal, state and local laws, rules and regulations, including but not limited to FERPA, COPPA and PPRA, to the extent applicable. School will immediately notify TSI in writing if it becomes aware of any changes, inaccuracies or failures on School's part to comply with the foregoing representations and warranties in this paragraph, and cooperate with TSI in every reasonable way in TSI's and School's resulting mutual efforts to ensure full compliance with applicable laws, rules and regulations.

EXHIBIT C

Initial Term	**3-years:** Effective Date through **June 30, 2028**
Definition of Years	**Year 1:** July 1, 2025 - June 30, 2026 **Year 2:** July 1, 2026 - June 30, 2027 **Year 3:** July 1, 2027 - June 30, 2028
Payment Schedule	**Year 1:** #WinAtSocial Lessons & Insights: **$5,392** Ongoing Support: **$1,500** Family Toolkit Educator & Family Access: **$500** *Includes access for 1 School, approx 395 students in 6th-12th grades* **Year 2:** #WinAtSocial Lessons & Insights: **$5,392** Ongoing Support: **$1,500** Family Toolkit Educator & Family Access: **$500** *Includes access for 1 School, approx 395 students in 6th-12th grades* **Year 3:** #WinAtSocial Lessons & Insights: **$5,392** Ongoing Support: **$1,500** Family Toolkit Educator & Family Access: **$500** *Includes access for 1 School, approx 395 students in 6th-12th grades* ***Invoices are due and payable within thirty (30) days of receipt of invoice**.* ***Payment Options:** ACH payment, credit card, or check. Make checks payable to Win At Social, Inc. d/b/a The Social Institute at PO Box 3755, Chapel Hill, NC 27515 unless otherwise directed by TSI.*
Payment Due Date	Year 1 – $7,392 - 100% due July 31, 2025 Year 2 – $7,392 - 100% due July 31, 2026 Year 3 – $7,392 - 100% due July 31, 2027
What's Included	**Ongoing Support:** ● Annual planning call for your Dream Team of key stakeholders ● Co-created Implementation Plan, updated annually ● Asynchronous Onboarding Course for educators ● Resources and virtual trainings for faculty learning & advancement ● Ongoing email support ● Check-in calls as needed or as recommended by The Social Institute **Empowering Students:** ● #WinAtSocial Lessons for 6th-12th grade ● Trending Lessons for 6th-12th grade ● Student Assessment Survey ● #WinAtSocial Insights from Students **Equipping Families:** ● Family Toolkit access: Platform Playbooks, Family Huddles, and Wall of Wins ● Monthly email with the latest trends **Energizing Educators:** ● #WinAtSocial Insights - a data-driven tool that captures actionable insights about

	your students' wellness, social media and tech use, and school culture ● Professional Development ● Actionable insights and data ● Turnkey, flexible technology platform ● Year-round partner support as needed **Ongoing Collaboration:** ● Student Ambassador Program access (4 seats) ● Educator Roundtable access (4 seats)

13.8. Discuss, Consider, and Take Necessary Action to Approve CommonLit a 9-12 ELA Curriculum Resource.

SCHOOL ESSENTIALS PRO PLUS

SY25-26

*Prepared for **Raymond Central High School, NE** on 2025-06-16*

Grades 9-12
1 school building(s)

CommonLit Representative: *Tobi Erwin, at tobi.erwin@commonlit.org*

Quote for SY25-26

Package	Number of Schools	Length of contract	Cost per school per year	Total Cost
School Essentials PRO Plus	1 school(s)	1 year	$6,500 / school / year	$6,500

Payment Terms

Date	Payment Due
Net 30 from invoice date	100% of contract for SY25-26

Description of Services: CommonLit School Essentials PRO Plus

The CommonLit School Essentials PRO Plus package enables schools to implement CommonLit 360 for grades 6-12. CommonLit 360 is a full-year secondary English Language Arts curriculum (EdReports Green rated for grades 6-8) designed to support student growth in reading, writing, speaking, and listening. Our curriculum is grounded in research-based practices and is built around the idea that students learn best when they are engaged in meaningful, relevant, and challenging work. By providing educators with rigorous content and instructional support, CommonLit 360 enables students to reach their full potential.

School Essentials PRO Plus Pricing

CommonLit's standard per school price for the CommonLit School Essentials PRO Plus package is **$6,500 per school per year**. This cost does not include in-person professional development sessions.

Service	Description
Professional Learning	The dedicated Account Manager for Raymond Central High School will provide **strategic implementation support** and planning for professional learning as it pertains to the CommonLit 360 Curriculum. The CommonLit School Essentials PRO Plus package includes **four live, virtual professional development sessions** per contract, per year. Sessions are up to 60 minutes and led by 1 facilitator. You can choose from sessions which cover the CommonLit Text Library, Target Lessons, and Assessment Series or our CommonLit 360 curriculum. Additionally, teachers and leaders will have unlimited access to our **on-demand Professional Development Portal** (featuring over 80 self-paced training modules) and ongoing **CommonLit kickoff webinars** that teachers can sign up to attend individually. *Note: CommonLit's curriculum implementation support for CommonLit 360 does not include custom curriculum design or data analysis.*
Assessments & Data	Teachers will gain access to **CommonLit's Assessment Series** and **CommonLit 360's Unit Skills Assessments**. The Assessment Series includes three easy-to use benchmark assessments (a Pre-, Mid-, and Post-Assessment) are standardized, grade-level exams. They are designed to assess

If you have any questions, please reach out to Tobi Erwin, at tobi.erwin@commonlit.org

	the key grade-level standards that students will be practicing throughout the school year. The assessments are administered directly through CommonLit's online platform and provide instant data for teachers. Additionally, the CommonLit 360 curriculum includes two Unit Skills Assessments per unit. Unit Skills Assessments are standards-aligned assessments featuring cold read passages that are connected to the unit's theme, topic, and focus skills. School and district leaders will gain access to CommonLit's **Administrator Data Dashboard** to track student performance on all CommonLit 360 lessons, formative assessments, and benchmark assessments.
Premium Support & Integrations	Raymond Central High School will have a **dedicated Account Manager** who will coordinate technical setup of accounts for the duration of the partnership. Raymond Central High School can choose from our **premium rostering and integration solutions** to set-up accounts: Clever, ClassLink, Canvas LMS. The CommonLit User Support team is available for teachers and leaders via email through help@commonlit.org or live chat during business hours. As a partner, Raymond Central High School will receive **priority user support**.

Add-On Services

CommonLit knows that the needs of every school and district are different. In addition to our virtual professional development options, we offer on-site professional development for schools who prefer in person sessions. Our expert facilitators will bring hands-on learning to you. These sessions, designed for teams new to CommonLit 360, will set your teachers up for success. Over the course of one or two days, we'll introduce your team to best practices for the core components of our curriculum. We'll facilitate the targeted practice and supported planning time that your team will need to jumpstart strong implementation. Ask your CommonLit representative to learn more about our On-Site Foundations Jumpstart and Advanced Day agendas.

On-Site Professional Development Pricing	Cost
One Facilitator ● *6 hours of sessions* ● *Groups of 1-35*	**$6,000 per day**
Two or More Facilitators ● *6 hours of sessions* ● *Groups of 35+* ● *Recommend for:* ○ *mixed middle school and high school groups* ○ *districts who would like to run Foundations Jumpstart Sessions and Advanced Sessions simultaneously*	**$5,000 per facilitator per day**

If scheduling a 2-day session, both days must be consecutive.

Novels

Should your team teach all units in CommonLit 360, there are multiple units that feature a novel as a core

text. These are not included on our website and will have to be purchased separately. Please use this document for a list of ISBN numbers for each novel for each grade.

14. Next Regular Board Meeting

15. Adjournment