

GIPS BOE Regular Meeting
Monday, March 16, 2026 5:30 PM
Kneale Administration Building - Board Room

1. CALL TO ORDER
Speaker(s): Board President
2. OATH OF OFFICE - Board of Education Member, Dr. Kenton Mann
Speaker(s): Dr. Summer Stephens
3. ROLL CALL
Speaker(s): Mrs. Angela Dibbert
4. CONSENT AGENDA
Speaker(s): Board President
 - 4.1. Minutes from the previous month's meeting
 - 4.2. Acceptance of Agendas From Standing Committees
 - 4.3. Claims as submitted
 - 4.4. Policy
 - 4.4.1. 1211 ANNUAL CENSUS
Speaker(s): Mr. Matt Fisher
 - 4.4.2. 7210 SCHOOL CALENDAR
 - 4.4.3. 8250 STUDENT ATTENDANCE RECORDS
 - 4.4.4. 8517 RETURN TO LEARN FROM CANCER
 - 4.5. Bid Proposals as submitted
 - 4.6. Staff Adjustments as submitted
 - 4.7. MOU, Agreements, and Contracts Renewals
 - 4.7.1. AmeriaCorps MOU
 - 4.7.2. American Red Cross Licensed Trainer Agreement
 - 4.7.3. ESU9 SPED Contract FY 2026-27
 - 4.7.4. Head Start Agreement
 - 4.8. Treasurer's Report as submitted
 - 4.9. Surplus Property Listing
 - 4.10. Approval of Agenda as submitted
5. SPECIAL RECOGNITION
 - 5.1. 2026 Hall County Spelling Bee
Speaker(s): Mrs. Cara Kuhl
 - 5.2. GISH Artists Recognized by the Nebraska Art Showcase
Speaker(s): Ms. Micki Nuss, Mr. Chris Holton, & Ms. Beth Butters
 - 5.3. GISH Girls Bowling State Champions & GISH Boys Bowling State Runners-Up
Speaker(s): Mr. Chris Ladwig
6. REQUESTS TO ADDRESS THE BOARD
Speaker(s): Board President
7. INFORMATION ITEMS
 - 7.1. Barr Middle School Digital Citizenship & A.I. Project
Speaker(s): Mrs. Denise Petersen
 - 7.2. 2026-2027 Staff Handbooks

- Speaker(s):** Dr. Carrie Kolar
- 7.3. GIPS 2024-25 Annual Report
Speaker(s): Mr. Mitchell Roush
- 7.4. Gates Professional Services
Speaker(s): Mr. Dan Petsch
- 7.5. Gates Letter of Intent
Speaker(s): Mr. Dan Petsch
- 7.6. GISH Professional Services
Speaker(s): Mr. Dan Petsch
- 7.7. Policy
- 7.7.1. 4511 SCHOOL MASCOT, LOGO, AND COLORS
Speaker(s): Mr. Matt Fisher
- 7.7.2. 6213 STAFF USE OF ELECTRONIC COMMUNICATION DEVICES
AND ADMINISTRATIVE GUIDELINES FOR NETWORK USE
Speaker(s): Mr. Matt Fisher
- 7.7.3. 6280 CERTIFIED STAFF PROFESSIONAL SCHEDULE
Speaker(s): Mr. Matt Fisher
- 7.7.4. 8515 DO NOT RESUSCITATE REQUESTS
Speaker(s): Mr. Matt Fisher
- 7.7.5. 8680 STUDENT ORGANIZATIONS
Speaker(s): Mr. Matt Fisher
- 7.7.6. 8810 STUDENT GIFTS AND SOLICITATIONS
Speaker(s): Mr. Matt Fisher
- 7.7.7. 9211 DISTRICT ANNUAL REPORT
Speaker(s): Mr. Matt Fisher
8. ACTION ITEMS
- 8.1. 2026-2027 Staff Handbooks
Speaker(s): Dr. Carrie Kolar
- 8.2. GIPS 2024-25 Annual Report
Speaker(s): Mr. Mitchell Roush
- 8.3. Gates Professional Services
Speaker(s): Mr. Dan Petsch
- 8.4. Gates Letter of Intent
Speaker(s): Mr. Dan Petsch
- 8.5. GISH Professional Services
Speaker(s): Mr. Dan Petsch
- 8.6. 4305 SUSPENSION AND DEBARMENT
Speaker(s): Mr. Matt Fisher
- 8.7. 6281 ELEMENTARY CERTIFIED STAFF PREPARATION TIME
Speaker(s): Mr. Matt Fisher
- 8.8. 6331 CERTIFIED STAFF LEAVE OF ABSENCE: SICK, BEREAVEMENT,
AND PERSONAL EMERGENCY
Speaker(s): Mr. Matt Fisher
- 8.9. 7150 ACADEMIC FREEDOM
Speaker(s): Mr. Matt Fisher
9. REPORTS

9.1. Grand Island Public Schools Foundation Report

Speaker(s): Mrs. Tracy Goodman

9.2. Student Representative Report

Speaker(s): Ms. Katherin Xicara Ramos

9.3. Superintendent Report

Speaker(s): Mr. Matt Fisher

10. EXECUTIVE SESSION FOR THE PURPOSE OF NEGOTIATIONS AND REAL ESTATE BECAUSE IT IS IN THE BEST INTEREST OF THE PUBLIC TO DISCUSS THIS MATTER IN CLOSED SESSION

11. RECONVENE FROM EXECUTIVE SESSION

12. APPROVAL OF ANY ACTION DEEMED NECESSARY AS A RESULT OF EXECUTIVE SESSION

12.1. Approve the Classified Staff Total Package

13. NOTIFICATION OF UPCOMING BOARD MEETINGS

14. ADJOURNMENT

AFFIDAVIT OF PUBLICATION

Grand Island Independent
422 West 1s St, Grand Island, NE 68801
(308) 382-1000

State of Florida, County of Orange, ss:

I, Anjana Bhadoriya, of lawful age, being duly sworn upon oath depose and say that I am an agent of Column Software, PBC, duly appointed and authorized agent of the Publisher of Grand Island Independent, a newspaper printed and published in Grand Island, in Hall County, Nebraska, and of general circulation in Hall County, Nebraska, that said newspaper has a bonafied circulation of more than 500 copies of each issue, has been published at Grand Island, Nebraska, for more than 52 weeks successively prior to the first publication of the annexed printed notice, and is a legal newspaper under the statutes of the State of Nebraska; that the annexed printed notice was published on the dates listed below.

Publication Dates:

- Mar 5, 2026

Notice ID: ykPihcNxVHEVZGoET15W

Notice Name: GIPS Regular Board Mtg. - March 16, 2026

Publication Fee: \$9.20

Anjana Bhadoriya

Agent

VERIFICATION

State of Florida
County of Orange

Signed or attested before me on this: 03/06/2026

J. Ra

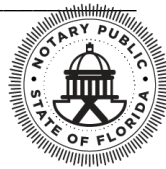
Notary Public

Notarized remotely online using communication technology via Proof.

**NOTICE OF REGULAR BOARD
MEETING HALL COUNTY SCHOOL
DISTRICT 2 GRAND ISLAND,
NEBRASKA**

Notice is hereby given that a meeting of the Board of Education of Hall County School District 2, Grand Island Public Schools, Grand Island, Nebraska, will be held on Monday, March 16, 2026, at 5:30 p.m., at the Kneale Administration Building, 123 S Webb Road, Grand Island, Nebraska, where the meeting will be open to the public. An agenda for such a meeting, kept continuously current, is available for inspection at the Office of the Superintendent or on the GIPS Website.

Dr. Summer E. Stephens, Board Secretary
March 5, 2026
COL-NE-13002860



JESSICA GORDON-THOMPSON
Notary Public - State of Florida

Commission # HH301656
Expires on August 17, 2026

2111 BOARD OPERATING PRINCIPLES

We believe that the welfare of our community, state, and nation is directly impacted by our educational system. We believe that each child should receive the best possible education relative to his or her abilities, interests, and potentialities. To this end, we believe that Board decisions regarding complex problems of organization, curricular offerings, and financial support should be made in terms of what is best for the student and by extension, the community, state, and nation.

In order to assure maximum efforts toward this goal, the Board believes high ethical standards on the part of all Board members must be maintained in all personal and public activities. The following Operating Principles serve to guide individual board member interaction as we carry out the duties and responsibilities of board members, as well as to provide information to the public concerning the duties and responsibilities of the Board of Education as a collective whole.

(Policy: [1310](#), [2120](#), [2215](#))

I. Educational Advocate

Vision:

Student are prepared to make positive contributions to society and thrive in an ever changing world.

Mission Statement:

Every student, every day, a success! In educating students, we teach hearts as well as minds.

Student Commitments:

Within the school district of Grand Island

- Every student will be taught to read, write, and communicate effectively, solve problems, and acquire and apply knowledge to the best of the abilities;
- Every student will be treated with dignity and respect;
- Every student will be valued for their unique qualities and backgrounds;
- Every student will experience a sense of belonging, contribution, and success;
- Every student will develop responsibility and show respect for others as well as oneself;
- Every student will have equitable access to high-quality learning in an inclusive and anti-discriminatory environment.

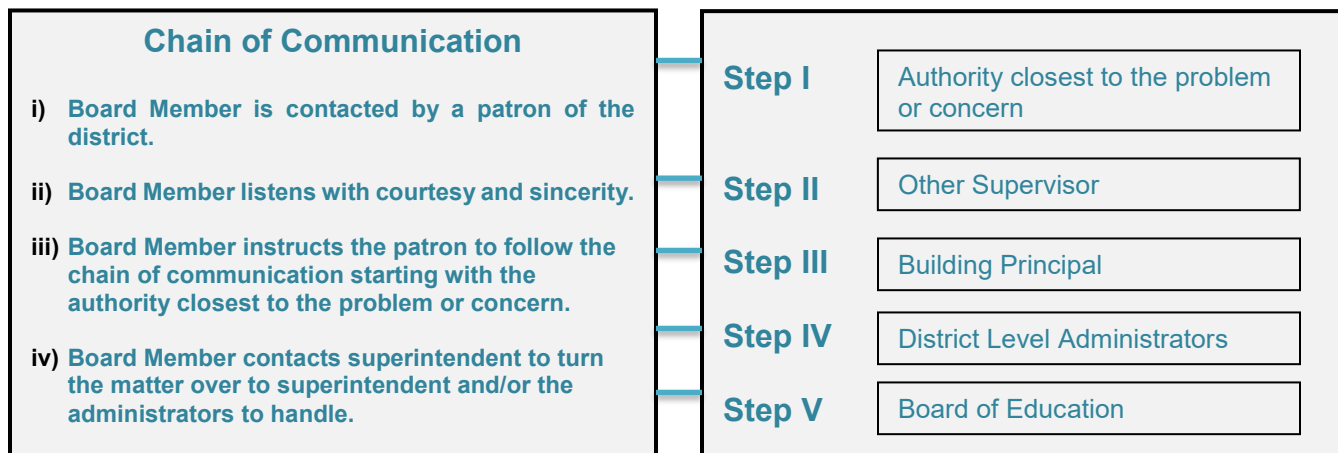
II. Process for Addressing Public and Board Issues

Public

Statement: We will encourage the public to use the chain of communication to address concerns in the following manner:

- A. Listen to the individual's concern.
- B. Explain that the board and administrative team have established a process for handling concerns starting with the immediate person responsible.
 1. Encourage the person to follow the established chain of communication. Ask if he or she has discussed the issue with the person immediately responsible (for example, a teacher or coach).
 2. If so, ask if he or she has discussed the issue with the supervisor of the individual (for example, the Principal or Activities Director).
 3. If so, ask if he or she has discussed the issue with the Superintendent.
 4. Assure the person that the Superintendent will be informed of a significant complaint. However, affirm the chain of communication procedure must be followed.
- C. Significant complaints will be reported to the Superintendent by the board member.

(Policy: [2480](#))



Board Member

Statement: We believe as an individual board member we have no individual power, and our power comes from being a part of a group of nine. When concerns are raised, there is a proper protocol to follow in response to the concern. The protocol is as follows:

- A. The Superintendent will be notified of issues that are causing concern for the board member, including individual or collected board concerns regarding staff or district operations.
- B. The Superintendent will be the recipient of appropriate information regarding issues needing investigation (i.e., names of people making complaints, specific instances regarding the complaint, etc.).
- C. If we have concerns about another board member:
 - The concern should first be shared personally with the board member.
 - If a resolution is not reached between the two board members, concerns will be directed to the Board President.
 - There may be times the resolution will require a discussion with the entire Board.

(Policy: [2230](#))

III. Meeting Format

Statement: We will conduct our meetings in accordance with the Nebraska Open Meeting Laws and in an orderly fashion.

Board Meetings

- A. Board meeting agendas will be developed cooperatively with the Board President, Vice-President, and Superintendent after receiving committee input. An individual board member may request that an item be added to the agenda.
- B. Issues will be presented as an informational item without a vote occurring to allow for full consideration and thought by board members.
 - 1. The vote on the issue will follow in the next month’s meeting.
 - 2. There may be instances when an issue must be presented and voted on at the same monthly meeting.
- C. Executive Session will be used ONLY as necessary and consistent with Nebraska Open Meeting Laws.
- D. We welcome input from the public during the scheduled Request to Address the Board period of each board meeting. Patrons are requested to complete the “Request to address the Board” form and follow guidelines included on the form. The form is posted outside the doors to the boardroom.
 - Each individual addressing the board will be allowed 5 minutes. The Board of Education has the prerogative to limit speaking to 3 minutes when there are three or more patrons to allow speakers an opportunity to address the Board in a timely manner.
 - We will not engage in dialogue with patrons presenting to the Board.
 - The Board president and superintendent will identify staff to follow-up on information requested from patrons.

- The Board president may share a statement on behalf of the Board when addressing a major issue in the district.
 - E. Each board meeting during the academic year will have a portion of the meeting devoted to a segment on student success within the district.
 - F. We will maintain a student board member program.
- (Policy: [2210](#), [2410](#), [2481](#))

Board of Education Committees

- A. Standing committees will be established to allow issues to be reviewed in great length, so the monthly meetings of the full board are run efficiently and timely. These committees will meet monthly or as needed. The committees are:
 1. Personnel
 2. Policy Review
 3. Facilities and Finance
 4. Leading for Learning (American Civics)
 5. Governance
 6. Public Relations/Partnership Development
- B. The district will establish and maintain additional committees as needed to include Ad hoc committees, task forces, and/or advisory councils or coalitions. The Board President will ask for interested participants, and provide opportunities for all board members to participate in these additional committees.
- C. All board committee agendas and minutes will be posted to an electronic Board Committee folder for all board members to view.
- D. The committees do not have power to take formal action on issues without a full vote of the Board of Education.
- E. Non-committee Board members wishing to attend specific committee meetings will make their interest known to all board members. All committee meetings will have no more than four board members in attendance.
- F. If board members are unable to attend a meeting of their assigned committees they should notify the rest of the board members. Should the president be unable to fill in they shall notify the rest of the board that they will be unavailable and encourage other board members to fill in for the absent committee member.
- G. Board committee agendas are posted monthly to the Board consent agenda to ensure that information discussed in committee is made public.
- H. Board Committees will use the GIPS Needs Analysis to guide development of proposals to the Board of Education:
 1. What is the identified need?
 2. Administrative Rationale for BOE Agenda
 3. Proposed Action
 4. Data/Research Assessed
 5. Stakeholder Group(s) Involved
 6. Equity Analysis
 7. Summary
 8. Fiscal Impact
 9. Persons Responsible for Implementation
 10. Implementation Plan: Monitor/Evaluate – Board Report/Follow-up

(Policy: [2230](#))

Small Group Meetings with the Superintendent and Board Members

- A. Each month or as needed, Board members will have an opportunity to meet with the Superintendent in a small group meeting. All Sessions of the small group meeting will have no more than four board members in attendance. The small group meetings will not violate the Open Meetings law.
- B. The meetings are intended to provide additional detail to board members about issues both negatively and positively impacting Grand Island Public Schools. No decision making will occur in the small group meetings.

- C. Summaries of the small group meetings will be shared with all board members to assure all board members receive the same information.

IV. Strategic Planning Process, Implementation, Monitoring, and Evaluation

Statement:

The Board will annually review, revise, and/or adopt the district's vision, mission, student commitments, theory of action to improve student outcomes, and conduct a Board self-assessment. We will monitor progress toward goals by:

- A. Reviewing progress toward district goals at least quarterly by the full board;
- B. Focusing on increasing student learning and ensuring efficient use of education resources with Board agenda items connected to district goals in the monthly board meeting agenda; and
- C. Reflecting on Board progress using an assessment of operating principles or other tool approved by the Board.

V. Board Leadership

Statement: We believe effective team leadership is important for the positive progress of the Grand Island Public Schools system.

- A. Board President and Board Vice-President Positions
 - a. The positions of Board President and Board Vice-President shall be elected annually at the January Board of Education meeting.
 - b. Board members interested in being considered for Board President or Board Vice-President shall make their intentions known to the Board Secretary and the Board of Education on or before January 5th.
 - c. All board members expressing an interest in the positions will be subject to nomination for office at the January meeting.
 - d. The Board Secretary will facilitate the election process at the January meeting.
- B. The Board President will:
 - a. Manage the affairs of the Board of Education and
 - i. Ensure all board members are provided with the same information at approximately the same time on all issues.
 - ii. Ensure all board members are provided the opportunity to represent the Board of Education equally at official school, community, state and national functions.
 - iii. Monitor compliance with Operating Principles.
 - iv. Plan and participate in orientation sessions for new board members.
 - b. Establish the monthly agenda in conjunction with the Board Vice-President and Superintendent.
 - c. Assign working board committees annually after the January meeting and after soliciting areas of interests from the board members.
 - d. Monitor compliance with legal requirements to Open Meetings laws.
 - e. Attend stakeholder meetings as determined by the Superintendent.
 - f. Sign documents as legally required and approved by the Board of Education.
 - g. Sign graduation diplomas.
 - h. Conducts the annual performance evaluation of the Superintendent, compiling and communicating results. (By state statute, conduct two evaluations in the superintendents first year in the district)
 - i. Be the spokesperson for the Board of Education when called upon, including media inquiries.
 - j. Serve on the Labor Relations Committee or designate Board Vice-President.
 - k. Communicate Board of Education annual goals to the public.

(Policy: [2210](#), [2460](#))

- C. Board Vice-President will:
 - a. Plan and participate in orientation sessions for new board members.
 - b. Meet monthly with the Board President and Superintendent to plan meeting agendas.
 - c. Serve as Board President in all capacities in the absence of the Board President.
- D. Board Members (including President & Vice-President) will:

- a. Attend all school board meetings.
 - b. Attend and participate in meetings on assigned committees.
 - c. Attend special meetings/functions of the district as requested or required (for example, graduation, specific school programs, etc).
 - d. Represent the Board of Education at official school, community, state and national functions.
 - e. Read and study all necessary documentation prior to discussion on issues or action items.
 - f. Personally uphold these operating principles, and hold fellow board members accountable.
- E. The Board of Education will:
- a. Hire and evaluate the Superintendent's performance. The Superintendent is the only employee the Board oversees.
 - b. Adopt, review, and revise policy.
 - c. Establish the strategic plan goals for the District.
 - d. Establish a budget to reflect/support the strategic plan.
 - e. Advocate for public education.
- F. The Board of Education members will have the opportunity to participate in professional development:
- a. The President and Vice-President will have the opportunity to attend local, state or national training they deem necessary. Additional money is available for the Board of Education officers to participate in professional development.
 - b. Other Board of Education members
 - i. All Board of Education members are strongly encouraged to attend the state NASB Conference in November of each year and area NASB meetings.
 - ii. In July of each year, Board of Education members will review all training opportunities available at the national level, for the upcoming school year.
 - iii. Board of Education members will provide their national conference preferences to the Board President by the first of August each year.
 - iv. The Board President will ask the Governance Committee to review the preferences and make decisions on whether or not all preferences can be accommodated based on cost and number of requests.
 - c. Special Professional Development
 - i. District strategic goals and/or initiatives may require travel for learning opportunities.
 - ii. The Governance Committee will review the need for special professional development and determine which Board of Education members will attend.

(Policy: [2110](#), [2160](#), [2220](#), [2320](#))

VI. Board of Education Collaboration

Statement: We will formulate and express decisions as a body of nine speaking with one voice.

- A. We each have the freedom, opportunity, and responsibility to express his or her own beliefs about quality education.
- B. We will listen to diverse opinions. We recognize and appreciate the diverse backgrounds and experiences of other board team members which lend themselves to unique individual perspectives on issues.
- C. We must maintain the appropriate balance between being a board member and a parent, spouse, employee, or friend by not utilizing our positions as board members to influence decisions on a personal level.
- D. We will be governed by the same rules that apply to all Grand Island Public Schools district staff with regards to access to and utilization of Grand Island Public Schools district resources. (such as technology agreement)
- E. We will not utilize our position to gain access to confidential information that is not made available to all board members or is not necessary for the board member to have to complete their duties.
- F. While we all have a personal point of view, our decisions will be based on the best interests of students.

Grand Island Public Schools

G. We will engage only in designated meetings and not in “meetings before the meetings” or “meetings after the meetings”.

H. We will channel personal requests for information through the Superintendent’s office.

(Policy: [2112](#))

I have read this policy and will adhere to statements of ethics and the Board Operating principles.

Board Member

Date

Policy Adopted: 10/05/2000
Policy Revised: 07/10/2003
Policy Revised: 01/11/2007
Policy Revised: 10/14/2010
Policy Revised: 12/14/2017
Policy Revised: 07/12/2018
Policy Revised: 06/13/2019
Policy Revised: 10/14/2021
Policy Revised: 12/12/2022
Policy Revised: 04/17/2023
Policy Revised: 03/14/2024
Policy Revised: 07/11/2024

GRAND ISLAND PUBLIC SCHOOLS

2112 BOARD MEMBER CODE OF ETHICS

Board members' actions, verbal and nonverbal, reflect the attitude and the beliefs of the school district. Therefore, the Grand Island Public Schools board members must conduct themselves professionally and in a manner fitting to their position.

Each board member shall follow the code of ethics stated in this policy.

AS A SCHOOL BOARD MEMBER:

- I will listen.
- I will respect the opinion of others.
- I will recognize the integrity of my predecessors and associates and the merit of their work.
- I will vote for a closed session of the board if the situation requires it, but I will consider "secret" sessions of board members unethical.
- I will recognize that to promise in advance of a meeting how I will vote on any proposition that is to be considered is to close my mind and agree not to think through other facts and points of view which may be presented in the meeting.
- I will expect, in board meetings, to spend more time on education programs and procedures than on business details.
- I will express my honest and most thoughtful opinions frankly in board meetings in an effort to have decisions made for the best interests of the children and the education program.
- I will insist that the members of the board participate fully in board action and recommend that when special committees are appointed, they serve only in an investigative and advisory capacity.
- I will carefully consider petitions, resolutions and complaints and will act in the best interests of the school district.

Legal Reference: Neb. Statute 79-526

Policy Adopted: 08/09/2018

Policy Reviewed: 03/14/2024

2340 CONFLICT OF INTEREST

It is imperative that board members comply with the *Nebraska Political Accountability and Disclosure Act* when participating in board action. This policy provides a synopsis of three situations when a board member could have a conflict of interest while participating in board action. The three situations are: (1) hiring of an immediate family member; (2) contracting with the school district; and (3) other conflicts that could result in a financial benefit or detriment for a board member.

Hiring of an Immediate Family Member

A school board member may hire, supervise the hiring of, or recommend the hiring of an immediate family member if:

1. He or she does not abuse his or her official position.
2. He or she makes a reasonable solicitation and consideration of applications for employment.
3. He or she discloses the matter to the school board either on the record or in writing.
4. The school board approves the employment or supervisory position.

The term immediate family member means a child residing in an individual's household, a spouse of an individual, or an individual claimed by that individual or that individual's spouse as a dependent for federal income tax purposes.

Abuse of official position includes, but is not limited to, employing an immediate family member who:

1. Is not qualified for and able to perform the duties of the position;
2. Is paid an unreasonably high salary; or
3. Is not required to perform the duties of the position.

In the event that an immediate family member was employed by the school district prior to the time that the school board member was elected or appointed, the school board member shall make the required disclosure as soon as reasonably possible after taking office. (Use NADC Form C-4)

Contracts

A school board member may not have an interest in a contract with the school district unless:

1. The contract is an agenda item at a board meeting.
2. The interested board member makes a declaration on the record of the school board of his or her interest in the contract. This disclosure must be made prior to the consideration of the matter by the board. It may be made at the meeting as long as the disclosure is made part of the minutes of the meeting. It may be made in writing and filed with the person who normally keeps records for the board.
3. The interested board member does not vote on the matters of granting the contract, making payments pursuant to the contract, accepting performance under the contract, or similar matters relating to the contract.

The prohibition against having an interest in a contract only applies when a board member, his or her spouse, parent or child has a "business association" as defined below or will receive a fee or commission as the result of the contract.

Business Defined: any corporation, partnership, limited liability company, sole proprietorship, firm, enterprise, franchise, association, organization, self-employed individual, holding company, joint-stock company, receivership, trust, activity, or entity. NOTE: The definition of "business" does not distinguish between for-profit and non-profit entities. Either can be a "business".

Business Association Defined: A business in which the individual is a partner, limited liability company member, director, or officer; or a business in which the individual or immediate family member of the individual is a stockholder. If closed corporate stock, the stock must have a value of \$1,000 or more or represent more than a five percent equity interest. If publicly traded stock, the stock must have a value of \$10,000 or more or represent more than a ten percent equity interest.

Receiving deposits, cashing of checks, and buying and selling of warrants and bonds of indebtedness of a school district is not considered a contract for the purposes of this section.

If a school board member's parent, spouse or child is an employee of the school district, the board member may vote on all issues of the contract which are generally applicable to (1) all employees or (2) all employees within a classification and do not single out his or her parent, spouse, or child for special action.

Other Conflicts of Interest

This section does not apply if either subsection "Hiring of Family Members" or subsection "Contracts" apply.

A school board member has a potential conflict of interest if he or she is faced with taking an official action or making an official decision which could result in a financial benefit or detriment to:

1. The school board member;
2. A member of his or her immediate family; or
3. A business with which he or she is associated.

The financial benefit or detriment must be distinguishable from that experienced by the general public or a broad segment of it.

If the school board member has a potential conflict of interest he or she is required to:

1. Prepare a written statement describing the matter requiring action or decision and the nature of the potential interest (Use NADC Form C-2 - attached to policy);
2. Deliver a copy to the person who keeps records for the school board; and
3. Take such action as the Commission shall prescribe to remove himself or herself from influence over the matter.

Reference: *Nebraska Political Accountability and Disclosure Act*,
Neb. Rev. Stat. § 49-1425; § 49-14,101; § 49-14,102; § 49-14,103;
§ 49-14,103.01; § 49-14,103.02; § 49-14,103.03; § 49-14,103.04;
§ 49-14,103.05; § 49-14,103.06; § 79-818; § 79-544 and § 49-1499.

Policy Adopted: 12/13/2001
Policy Revised: 06/12/2014
Policy Revised: 09/08/2016
Policy Reviewed: 02/08/2024

2312 BOARD MEMBER OATH OF OFFICE

School Board Members before taking office shall take and sign the following oath or affirmation:

I, _____ do solemnly swear that I will support the constitution of the United States and the constitution of the State of Nebraska, against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I take this obligation freely and without mental reservations, or for purpose or evasions; and that I will faithfully and impartially perform the duties of the office of member of the Board of Education of the Hall County School District Number 2, according to law, to the best of my ability. And I do further swear that I do not advocate, nor am I a member of any political party or organization that advocates the overthrow of the government of the United States or this State by force or violence; and that during such time that I am in this position I will not advocate nor become a member of any political party or organization that advocates the overthrow of the government of the United States or this State by force or violence. So help me God.

Legal Reference: 11-101

Policy Adopted: 03/01/1976

Policy Reviewed: 07/08/1991

Policy Reviewed: 12/12/2013

Policy Revised: 10/12/2023

Regular Meeting of the Grand Island Public Schools Board of Education

The regular meeting of the Board of Education of Grand Island in the County of Hall in the State of Nebraska was convened and called to order by President Hank McFarland in open and public session on Thursday, February 12, 2026 at 5:30 p.m. at the Kneale Administration Building - Board Room, 123 S Webb Rd, Grand Island, NE 68802, the usual meeting place of said Board. Notice of the meeting was given in advance thereof by publication in the Grand Island Independent, the School District's designated method of giving notice. Notice of the meeting was also given in advance to all members of the Board of Education. All proceedings hereafter shown were recorded while the convened meeting was open to the attendance of the public.

ROLL CALL:

Attendance Taken at 5:30 p.m.

Lisa Albers:	Present
Carlos Barcenas:	Present
Donna Douglass:	Present
Eric Garcia-Mendez:	Present
Tracy Goodman:	Present
Joshua Hawley:	Present
Hank McFarland:	Present
Amanda Wilson:	Present

AGENDA

1. CALL TO ORDER

The meeting was called to order at 5:30 p.m.

2. ROLL CALL

3. CONSENT AGENDA

3.1. Minutes from the previous month's meeting

3.2. Acceptance of Agendas From Standing Committees

Finance and Facilities Committee

Next Meeting Date: March 3, 2026, at 7:30 a.m.

Leading for Learning Committee

Next Meeting Date: March 4, 2026, at 4:00 p.m.

Personnel Committee

Next Meeting Date: March 6, 2026, at 8:15 a.m.

Policy Committee

Next Meeting Date: March 2, 2026, at 4:30 p.m.

Public Relations and Partnership Development Committee

Next Meeting Date: March 4, 2026, at 8:00 a.m.

Governance Committee

Next Meeting Date: March 3, 2026, at 1:00 p.m.

GNSA/Legislative Committee

Next Meeting Date: None

3.3. Claims as submitted

3.4. Policy

3.4.1. 2140 BOARD/EMPLOYEE LIABILITY/INDEMNITY

3.4.2. 2440 RULES OF ORDER

3.4.3. 2470 MEETING MINUTES

3.5. Bid Proposals as submitted

3.6. Staff Adjustments as submitted

3.7. MOU, Agreements, and Contracts Renewals

3.7.1. Amplify Boost & McClass

3.7.2. Discipline Associates, LLC

3.7.3. Central District Health Department (CDHD) MOU

3.8. Treasurer's Report as submitted

3.9. Approval of Agenda as submitted

Approve the agenda as submitted. Passed with a motion by Joshua Hawley and a second by Lisa Albers.

Lisa Albers: Yea, Carlos Barcenas: Yea, Donna Douglass: Yea, Eric Garcia-Mendez: Yea, Tracy Goodman: Yea, Joshua Hawley: Yea, Hank McFarland: Yea, Amanda Wilson: Yea

4. REQUESTS TO ADDRESS THE BOARD

None.

SPECIAL RECOGNITION:

Mrs. Rachel Cossey recognized Lillie Berg as the only middle school student to attend Singing Youth of Nebraska a state-wide honor choir.

5. TAKE ACTION TO APPOINT A BOARD MEMBER TO FILL REMAINDER OF TERM IN WARD A

Interviewees: Amber Harper, Dr. Sarah Loudy, Dr. Kenton Mann, and Ralae Noorlander

Mrs. Albers nominated Dr. Kenton Mann for the vacant seat. Second by Donna Douglass
Mr. Garcia-Mendez nominated Amber Harper for the vacant seat. Second by Josh Hawley.
Mrs. Goodman nominated Ralae Noorlander for the vacant seat. Second by Lisa Albers.

Roll Call Vote:

Hank McFarland - Dr. Mann

Josh Hawley - Dr. Mann

Eric Garcia-Mendez - Amber Harper

Lisa Albers - Dr. Mann

Carlos Barcenas - Dr. Mann

Donna Douglass - Dr. Mann

Amanda Wilson - Ralae Noorlander

Tracy Goodman - Dr. Mann

Dr. Mann won the majority vote.

Move to appoint Dr. Mann, a qualified voter of the Hall County School District Ward A, to fill the vacancy on the Board of Education of this district. This appointment will be for the remainder of the unexpired term of Josh Sikes. Passed with a motion by Joshua Hawley and a second by Eric Garcia-Mendez.

Lisa Albers: Yea, Carlos Barcenas: Yea, Donna Douglass: Yea, Eric Garcia-Mendez: Yea, Tracy Goodman: Yea, Joshua Hawley: Yea, Hank McFarland: Yea, Amanda Wilson: Yea

Board took a break at 7:32 p.m.

Board reconvened at 7:37 p.m.

6. INFORMATION ITEMS

6.1. Discuss future facility needs.

Mr. Fisher discussed future facility needs.

Phase I: Gates Elementary, Westridge Middle, and Walnut Middle Schools were discussed for being upgraded. Additional land to build future facilities was discussed.

Phase II: Westridge Middle School fine arts additions, New "Greenfield" Elementary, and Grand Island Senior High upgrades.

Phase III: Second high school building, renovations in other buildings, or other potential projects.

6.2. Approve Co-op agreement with GICC for Unified Track

Mr. Fisher presented the Co-op agreement with GICC for Unified Track.

6.3. 2026-2027 Staffing Plan

Dr. Kolar presented the 2026-2027 Staffing Plan.

6.4. Phase II Camera Upgrades - Various Buildings

Mr. Petsch presented the Phase II Camera Upgrades at various buildings.

6.5. Policy

6.5.1. 1211 ANNUAL CENSUS

Mr. Fisher presented policy 1211 Annual Census.

6.5.2. 4305 SUSPENSION AND DEBARMENT

Mr. Fisher presented policy 4305 Suspension and Debarment.

6.5.3. 6281 ELEMENTARY CERTIFIED STAFF PREPARATION TIME

Mr. Fisher presented policy 6281 Elementary Certified Staff Preparation Time.

6.5.4. 6331 CERTIFIED STAFF LEAVE OF ABSENCE: SICK, BEREAVEMENT, AND PERSONAL EMERGENCY

Mr. Fisher presented policy 6331 Certified Staff Leave of Absence: Sick, Bereavement, and Personal Emergency.

6.5.5. 7150 ACADEMIC FREEDOM

Mr. Fisher presented policy 7150 Academic Freedom.

6.5.6. 7210 SCHOOL CALENDAR *

Mr. Fisher presented policy 7210 School Calendar, 8250 Student Attendance Records, and 8517 Return to Learn from Cancer.

6.5.7. 8250 STUDENT ATTENDANCE RECORDS *

6.5.8. 8517 RETURN TO LEARN FROM CANCER *

7. ACTION ITEMS

7.1. Approve Co-op agreement with GICC for Unified Track

Motion to approve Co-op agreement with GICC for Unified Track as presented. Passed with a motion by Joshua Hawley and a second by Amanda Wilson.

Lisa Albers: Yea, Carlos Barcenas: Yea, Donna Douglass: Yea, Eric Garcia-Mendez: Yea, Tracy Goodman: Yea, Joshua Hawley: Yea, Hank McFarland: Yea, Amanda Wilson: Yea

7.2. 2026-2027 Staffing Plan

Adopt the 2026-2027 Staffing Plan as presented. Passed with a motion by Joshua Hawley and a second by Lisa Albers.

Lisa Albers: Yea, Carlos Barcenas: Yea, Donna Douglass: Yea, Eric Garcia-Mendez: Yea, Tracy Goodman: Yea, Joshua Hawley: Yea, Hank McFarland: Yea, Amanda Wilson: Yea

7.3. Phase II Camera Upgrades - Various Buildings

Motion to approve Phase II Camera Upgrades as presented. Passed with a motion by Joshua Hawley and a second by Eric Garcia-Mendez.

Lisa Albers: Yea, Carlos Barcenas: Yea, Donna Douglass: Yea, Eric Garcia-Mendez: Yea, Tracy Goodman: Yea, Joshua Hawley: Yea, Hank McFarland: Yea, Amanda Wilson: Yea

7.4. Approval of contract with ESU#10 for special education services.

Approve the contract with Educational Service Unit #10 for special education and cooperative services for the 2026-27 school year. Passed with a motion by Joshua Hawley and a second by Amanda Wilson.

Lisa Albers: Yea, Carlos Barcenas: Yea, Donna Douglass: Yea, Eric Garcia-Mendez: Yea, Tracy Goodman: Yea, Joshua Hawley: Yea, Hank McFarland: Yea, Amanda Wilson: Yea

8. REPORTS

8.1. Grand Island Public Schools Foundation Report

Mrs. Albers reported for the GIPS Foundation.

8.2. Student Representative Report

Ms. Xicara Ramos gave the student representative's report.

8.3. Superintendent Report

Mr. Fisher presented the superintendent report.

9. NOTIFICATION OF UPCOMING BOARD MEETINGS

Regular Board of Education Meeting - Monday, March 16, 2026, at 5:30 p.m.

10. ADJOURNMENT

All business having been completed, the meeting was adjourned at 9:02 p.m.

Angela A. Dibbert, Recording Secretary

Dr. Summer E. Stephens, Secretary to the Board



BOE Policy Committee Meeting – March 2, 2026 – 4:30pm – Mr. Fisher’s Office

1. Review Notes from February 2, 2026 – 1.1.

2. Review Agenda for changes or additions – 2.1.

3. NEXT MEETING:

Monday, March 30 – 4:30pm – Mr. Fisher’s Office

4. Policy as Information @ February 12, 2026, BoE Meeting

4511 SCHOOL MASCOT, LOGO, AND COLORS: [Proposed Policy 4511](#)

6213 STAFF USE OF ELECTRONIC COMMUNICATION DEVICES AND
ADMINISTRATIVE GUIDELINES FOR NETWORK USE: [Proposed Policy
6213](#)

6280 CERTIFIED STAFF PROFESSIONAL SCHEDULE: [Proposed Policy 6280](#)

8515 DO NOT RESUSCITATE REQUESTS: [Proposed Policy 8515](#)

8680 STUDENT ORGANIZATIONS: [Proposed Policy 8680](#)

8810 STUDENT GIFTS AND SOLICITATIONS: [Proposed Policy 8810](#)

9211 DISTRICT ANNUALREPORT: [Proposed Policy 9211](#)

5. Policy on Final Read in Consent @ February 12, 2026, BoE Meeting

7210 SCHOOL CALENDAR: [Proposed Policy 7210](#)

8250 STUDENT ATTENDANCE RECORDS: [Proposed Policy 8250](#)

8517 RETURN TO LEARN FROM CANCER: [Proposed Policy 8517](#)

6. Policy on Final Read as Action @ February 12, 2026, BoE Meeting

1211 ANNUAL CENSUS: [Proposed Policy 1211](#)

4305 SUSPENSION AND DEBARMENT: [Proposed Policy 4305](#)

6281 ELEMENTARY CERTIFIED STAFF PREPARATION TIME: [Proposed Policy 6281](#)

6331 CERTIFIED STAFF LEAVE OF ABSENCE: SICK,
BEREAVEMENT, AND PERSONAL EMERGENCY: [Proposed Policy 6331](#)

7150 ACADEMIC FREEDOM: [Proposed Policy 7150](#)

7. Policy for review:

9311 DONATIONS OF COLLECTIBLES, GIFTS, GRANTS, AND BEQUESTS: -

[Proposed Policy 9311](#)

8. Policy Questions and Discussion:

9. Moved to Board Governance Committee:

10. Working on:



Every Student, Every Day, A Success!

Kneale Administration Building

To: Facilities & Finance Committee Members
From: Mr. Petsch, Mrs. Ryan, & Mr. Harden
RE: **Meeting Tuesday, March 3, 2026 @ 7:30 AM via Zoom**

Virgil D. Harden, MBA, SFO
Chief Financial Officer
123 South Webb Rd
P.O. Box 4904
Grand Island, NE 68802-4904

Phone: (308) 385-5900 x
201144
Fax: (308) 385-5949
Email: vhardne@gips.org

NEW BUSINESS:

1. Activity Fund Claims List - Virg
2. Community Redevelopment Authority & Regional Planning - Virg
3. Request for Proposals
 - Copier\Printers MFD
 - Paper Bid
 - Walnut Lighting Project
4. Nutrition Services Update – Oscar Garcia
5. Information Technology Update – Cory Gearhart
6. Review of Depreciation, Special Building, and General Fund, and Payroll – Virg
7. Federal Programs Financial Report – Virg
8. MOU, LOA, Contracts, Leases, Etc.
 - American Red Cross
 - Head Start
 - ESU9
 - AmeriCorps
9. Gates Project Professional Services – Dan Petsch
 - ETI - Gates
 - CMBA - Gates
 - CMBA - Planetarium
10. Surplus Property – Dan Petsch
11. Math Adoption – Dr. Buhrman
12. Open Agenda Items as Necessary – F&F Team

NEXT MEETING: **Tuesday, March 31, 2026, at 7:30 A.M.**

Dan, Gabby, & Virg review agenda items for BOE meeting.

Public Relations and Partnership Development Committee

Agenda

Wednesday, March 4th, 2026

8:00 - 9:30 a.m. via ZOOM

AGENDA:

- Beat on the Street - *Group*
- Annual Report - *Mitch & Kelli*
- Registration Campaign - *Mitch & Kelli*
- Strategic Plan Marketing for 2026-27 - *Mitch*
- Communication Analytics - *Kelli Mayhew*
 - New Collateral
 - Notable Media Coverage
 - Timely Communications

Next Meeting: April 8th, 2025

Students who thrive.



To: Leading for Learning BOE Committee Minutes

From: Dr. Toni Palmer/Dr. Stephens

RE: Meeting: March 4, 2026, Virtual

4:00-5:00

New Business:

- Shape Conference-Chris Ladwig
- Math Adoption Recommendation-Dr. Buhrman

Next Meeting: April 7, 2026 @ 4:00 Zoom



Personnel Committee Agenda

Date: March 6, 2026 at 8:15am

Next Meeting: April 3, 2026 at 8:15am

Agenda:

1. Staffing update
2. Staff handbooks
3. HR meeting with GIEA in March
4. Classified salary schedule
5. GICSA meet and confer on 3/18
6. Hearing scheduled for 3/17 at 1pm
7. Continued work on 2 NEOC complaints
8. Summer school programs
9. Extra standard meeting on 4/13 at 4:15pm

Grand Island Public Schools

Claims Listing

March 16, 2026

Reference No	Payee	Description	Amount
104645	Ace Hardware	Supplies	\$29.99
104646	Cash-Wa Distributing	Food	\$58,445.59
104647	Chesterman Company	Food	\$202.68
104648	Greenberg Fruit Company	Produce	\$8,136.83
104649	Hiland Dairy Foods Company LLC	Milk	\$20,399.45
104650	Host Coffee	Supplies	\$185.84
104651	Mid-Nebraska Disposal Inc	Utility	\$489.00
104652	Pan-O-Gold Baking	Bread	\$2,268.75
104653	Peterson Farms Fresh Inc	Produce	\$2,837.52
104654	US Foods - Grand Island	Food	\$26,475.98
104655	VVS Inc	Food	\$126.44
104656	Amazon Cap Services Inc	Supplies	\$8,234.67
104657	Calvin Noziska Joseph	Mileage	\$11.67
104658	Claudia Demko Reno	Mileage	\$48.89
104659	Clearly Communications	Telecommunications	\$1,062.04
104660	Hayley Royle	Mileage	\$17.40
104661	Matheson Tri Gas Inc	Supplies	\$492.34
104662	Menards	Supplies	\$115.72
104663	Midwest Alarm Services	Dues & Fees	\$2,168.45
104664	MRG Hauff LLC	Supplies	\$1,537.65
104665	MSC Industrial Supply Co Inc	Supplies	\$1,200.03
104666	Nancy Sutherland	Parental Mileage	\$138.04
104667	Nasb Alicap	Worker's Comp	\$3,203.00
104668	Nebraska Scientific	Supplies	\$3,160.44
104669	O Reilly Auto Parts	Supplies	\$14.00
104670	Perry Guthery Haase & Gessford PC	Legal Services	\$2,228.00
104671	Plastic Perfection LLC	Supplies	\$630.00
104672	Platte Valley Communications	Supplies	\$49.95
104673	Pomp's Tire Service Inc	Repairs	\$2,000.97
104674	Quill Corporation	Supplies	\$1,106.87
104675	Read To Them Inc	Books	\$2,110.00
104676	Really Great Reading Company LLC	Supplies	\$584.64
104677	Rentokil North America Inc	Services	\$85.25
104678	Shania Spellman	Mileage	\$15.37
104679	Sherwin Williams Company	Supplies	\$499.64
104680	Sonova USA Inc.	Technology Repairs	\$188.99
104681	Staples Business Credit	Instructional Materials	\$405.60
104682	State Of Nebraska State Fire Marshal	Dues & Fees	\$1,836.00
104683	Sterling Computers	Services	\$15,250.00
104684	Sunbelt Staffing LLC	Professional Services	\$3,021.57
104685	Super Saver	Supplies	\$383.56
104686	Susan K Stuhr	Mileage	\$40.60
104687	Sweetwater Sound Holdings LLC	Supplies	\$838.80
104688	Unite Private Networks LLC	Telecommunications	\$122.90

Grand Island Public Schools

Claims Listing

March 16, 2026

Reference No	Payee	Description	Amount
104689	Verizon Connect Fleet USA L	Repairs	\$1,638.10
104690	Abbie Hayes	Parental Mileage	\$91.77
104691	Academic Hallmarks LLC	Supplies	\$110.00
104692	Ace Hardware	Supplies	\$91.82
104693	Allo Communications LLC	Telecommunications	\$1,600.00
104694	Beth Hubl	Mileage	\$50.32
104695	BG Peterson Co	Supplies	\$392.89
104696	Blazer Athletic	Supplies	\$2,589.78
104697	Bosselman Energy Inc	Supplies	\$64.00
104698	CDW Government LLC	Technology Supplies	\$581.02
104699	City of Grand Island - Solid Waste	Utility	\$31.66
104700	Column Software PBC	Advertising	\$317.60
104701	Communications Engineering	Services	\$640.20
104702	Communications Supply Corp	Equipment	\$396.00
104703	Construction Rental	Supplies	\$12.95
104704	Copycat Instant Printing	Supplies	\$86.89
104705	Cory Gearhart	Employee Training	\$211.70
104706	Courtney Kavanaugh	Professional Services	\$300.00
104707	Craig Homecare	Professional Services	\$25,902.60
104708	Curriculum Associates	Supplies	\$147.84
104709	DJS Air Conditioning and Electrical Inc	Equipment	\$3,319.64
104710	Eberl Plumbing & Drain	Services	\$350.00
104711	Floyd's Truck Center	Repairs	\$576.79
104712	Follett Content Solutions LLC	Books	\$1,945.79
104713	Grand Island Area Habitat for Humanity	Miscellaneous	\$800.00
104714	Grand Island Utilities Dept	Electricity	\$15,964.85
104715	Gustave A Larson Company	Supplies	\$152.58
104716	HD Supply Facilities Maint	Custodial Supplies	\$7,643.46
104717	Hesselgesser Electric	Supplies	\$164.00
104718	Interstate All Battery Center	Supplies	\$828.83
104719	Journeyed-Microsoft LAR	Software	\$5,409.00
104720	JP Boiler Service LLC	Supplies	\$469.50
104721	JW Pepper Son Inc	Supplies	\$244.85
104722	Karcher North America Inc	Services	\$403.98
104723	Kelly Supply Co	Supplies	\$312.42
104724	Legacy Outdoor Advertising LLC	Advertising	\$725.00
104725	Levanders LLC	Repairs	\$93.10
104726	Madison Hickok	Supplies	\$277.94
104727	Megan L Jaixen	Professional Services	\$4,959.51
104728	NAPA Auto Parts	Supplies	\$430.15
104729	Ruth Abigail Hormachea	Mileage	\$72.32
104730	Suzann Faye Bouray	Mileage	\$11.52
104731	Tracy Bright	Mileage	\$100.80
104732	University of Nebraska - Lincoln .	Employee Training	\$1,600.00

Grand Island Public Schools

Claims Listing

March 16, 2026

Reference No	Payee	Description	Amount
104733	Wex Bank	Fuels	\$2,362.29
104734	Wex Bank	Fuels	\$1,302.38
104735	Wex Bank	Fuels	\$2,920.86
104736	Wex Bank	Fuels	\$1,146.69
104737	First Bankcard Center/Visa	Miscellaneous	\$192.11
104738	First Bankcard Center/Visa	Employee Training	\$357.49
104739	First Bankcard Center/Visa	Employee Training	\$300.92
104740	First Bankcard Center/Visa	Dues & Fees	\$195.00
104741	First Bankcard Center/Visa	Miscellaneous	\$22.00
104742	First Bankcard Center/Visa	Supplies	\$519.66
104743	First Bankcard Center/Visa	Advertising	\$18.40
104744	First Bankcard Center/Visa	Employee Training	\$12,339.02
104745	First Bankcard Center/Visa	Software	\$525.00
104746	First Bankcard Center/Visa	Instructional Materials	\$57.04
104747	First Bankcard Center/Visa	Employee Training	\$26,559.50
104748	First Bankcard Center/Visa	Repairs	\$307.06
104749	First Bankcard Center/Visa	Software	\$150.00
104750	First Bankcard Center/Visa	Employee Training	\$8,636.00
104751	First Bankcard Center/Visa	Software	\$2,565.00
104752	First Bankcard Center/Visa	Software	\$735.65
104753	Virgil Harden	Miscellaneous	\$52.91
104754	Buller Fixture Company	Equipment	\$3,880.00
104755	Cash-Wa Distributing	Food	\$30,089.51
104756	Central Nebraska Refrigeration	Repairs	\$300.00
104757	Chesterman Company	Food	\$292.96
104758	Culligan of Grand Island	Supplies	\$907.30
104759	Greenberg Fruit Company	Produce	\$4,405.32
104760	Hiland Dairy Foods Company LLC	Milk	\$12,018.00
104761	HyVee	Food	\$833.16
104762	Pan-O-Gold Baking	Bread	\$1,648.85
104763	Peterson Farms Fresh Inc	Produce	\$2,837.52
104764	Sams Club MC/SYNCB	Supplies	\$1,397.62
104765	Super Saver Five Points	Food	\$172.52
104766	US Foods - Grand Island	Food	\$16,714.00
104767	Amazon Cap Services Inc	Supplies	\$2,336.31
104768	Cassandra Jo Stara	Services	\$600.94
104769	Century Link	Telecommunications	\$727.07
104770	DAS State Accounting - Central Finance	Telecommunications	\$317.87
104771	Elizabeth Obermiller	Mileage	\$10.37
104772	Jaqueline Osborne	Mileage	\$33.36
104773	Jessica Stephens	Supplies	\$17.97
104774	Matheson Tri Gas Inc	Supplies	\$59.00
104775	Menards	Supplies	\$443.60
104776	MH Equipment Company	Custodial Supplies	\$1,299.10

Grand Island Public Schools

Claims Listing

March 16, 2026

Reference No	Payee	Description	Amount
104777	Mid-Nebraska Disposal Inc	Utility	\$9,806.15
104778	Mosley Consulting LLC	Professional Services	\$2,500.00
104779	Nebraska Association Of School Boards	Professional Services	\$1,500.00
104780	Nebraska Council of School Administrator	Employee Training	\$75.00
104782	O Reilly Auto Parts	Repairs	\$66.55
104783	One Source	Services	\$965.00
104784	Paper Tiger Shredding Inc	Utility	\$380.00
104785	Pomp's Tire Service Inc	Supplies	\$596.40
104786	Quadient Finance USA Inc	Technology Hardware	\$12,198.45
104787	Rentokil North America Inc	Services	\$513.64
104788	Rooted Books and Gifts LLC	Books	\$404.57
104789	Safety-Kleen Corporation	Supplies	\$482.36
104790	Scholastic Book Fairs	Books	\$329.67
104791	Sherwin Williams Company	Supplies	\$352.99
104792	Super Saver	Supplies	\$124.65
104793	Super Saver Five Points	Supplies	\$1,270.42
104794	Vivian Mendoza Johnson	Mileage	\$45.39
104795	Ace Hardware	Supplies	\$320.86
104796	Acte Registration	Dues & Fees	\$120.00
104797	AKRS Equipment Solutions Inc	Supplies	\$399.02
104798	American Fence Co Western Ne	Services	\$1,440.00
104799	Apple Computer Inc	Software	\$19.99
104800	Barnes & Noble College Booksellers LLC	Books	\$1,682.05
104801	Blazer Athletic	Supplies	\$540.00
104802	Bomgaars Supply Inc	Supplies	\$301.97
104803	Border States Industries Inc	Supplies	\$2,536.07
104804	Brainwise Program	Books	\$574.95
104805	Capital Business Systems Inc	Services	\$21,700.04
104806	CDW Government LLC	Technology Supplies	\$42,080.18
104807	Cline Williams Wright Johnson	Legal Services	\$8,170.17
104808	Communications Engineering	Equipment	\$5,646.00
104809	Communications Supply Corp	Equipment	\$4,989.50
104810	Computer Hardware	Technology Supplies	\$1,393.90
104811	Connie Voss	Mileage	\$13.63
104812	Control Services Inc	Equipment	\$7,736.00
104813	Cornerstone Counseling PC	Technical Services	\$360.00
104814	Culligan of Grand Island	Supplies	\$126.80
104815	Grand Island Utilities Dept	Electricity	\$87,156.81
104816	Jeff Westerby	Mileage	\$47.49
104817	Krystal Andreasen	Mileage	\$11.69
104818	Marie Bohlken	Mileage	\$9.93
104819	Senior High School Petty Cash	Supplies	\$138.42
104820	T C Ceilings Inc	Supplies	\$848.64
104821	The Violin Shop in Lincoln Inc	Professional Services	\$274.16

Grand Island Public Schools

Claims Listing

March 16, 2026

Reference No	Payee	Description	Amount
104822	TK Elevator Corporation	Services	\$269.57
104823	Tyler Technologies Inc	Supplies	\$338.95
104824	Uline	Supplies	\$1,356.85
104825	UniFirst Corporation	Services	\$335.05
104826	University of Nebraska - Lincoln .	Employee Training	\$215.00
104827	Village Cleaners	Services	\$229.72
104828	Winsupply of Grand Island	Supplies	\$2,126.00
104829	Woodwards Disposal Service Inc	Utility	\$350.00
104830	First Bankcard Center/Visa	Employee Training	\$1,238.33
104831	First Bankcard Center/Visa	Supplies	\$3,153.04
104832	First Bankcard Center/Visa	Employee Training	\$7.50
104833	First Bankcard Center/Visa	Employee Training	\$2,058.81
104834	First Bankcard Center/Visa	Dues & Fees	\$325.00
104835	First Bankcard Center/Visa	Employee Training	\$249.00
104836	Class Intercom LLC	Software	\$7,076.00
104837	Cash-Wa Distributing	Food	\$44,182.87
104838	Central Nebraska Refrigeration	Repairs	\$1,200.13
104839	Greenberg Fruit Company	Produce	\$7,304.98
104840	Hiland Dairy Foods Company LLC	Milk	\$16,973.11
104841	Pan-O-Gold Baking	Bread	\$1,447.80
104842	Peterson Farms Fresh Inc	Produce	\$2,364.60
104843	Uline	Paper Products	\$28.50
104844	US Foods - Grand Island	Food	\$14,340.08
104845	Ace Hardware	Supplies	\$74.29
104846	Advanced Water Company Inc	Services	\$5,793.90
104847	All Star Auto Glass of Grand Island	Repairs	\$74.95
104848	Apple Computer Inc	Technology Supplies	\$586.94
104849	BG Peterson Co	Supplies	\$10,316.29
104850	Bibiana Luevano	Mileage	\$16.82
104851	Border States Industries Inc	Supplies	\$905.96
104852	Brian Kort	Mileage	\$166.75
104853	Cannon Moss Brygger & Assoc	Professional Services	\$7,404.00
104854	Capital Business Systems Inc	Services	\$41.85
104855	Capital Business Systems, Inc	Services	\$149.60
104856	Cara Kuhl	Mileage	\$47.34
104857	CDW Government LLC	Technology Supplies	\$832.09
104858	Communications Engineering	Services	\$1,451.38
104859	Construction Rental	Supplies	\$8.00
104860	CoolSpeak Dream Funding	Professional Services	\$17,500.00
104861	Copycat Instant Printing	Advertising	\$1,394.44
104862	Dallas Love	Mileage	\$27.04
104863	Danielle Dudo	Supplies	\$62.44
104864	Dawn Deuel-Rutt	Mileage	\$23.85
104865	Demco	Supplies	\$178.26

Grand Island Public Schools

Claims Listing

March 16, 2026

Reference No	Payee	Description	Amount
104866	Dobesh Land Leveling	Services	\$660.00
104867	Eakes Office Solutions	Custodial Supplies	\$18,333.67
104868	Eberl Plumbing & Drain	Services	\$675.94
104869	Educational Service Unit 10	Employee Training	\$25.00
104870	Essential Personnel Inc	Cleaning Services	\$189.45
104871	Floyd's Truck Center	Repairs	\$564.61
104872	Follett Content Solutions LLC	Books	\$468.93
104873	Fort Hays State University	Employee Training	\$50.00
104874	Grafton and Associates PC	Dues & Fees	\$780.00
104875	Grand Island Express Inc	Repairs	\$125.58
104876	Grand Island Independent	Advertising	\$45.04
104877	Grand Island Motor Company LLC	Repairs	\$1,415.78
104878	Grand Island Public Schools Nutrition Sv	Supplies	\$275.00
104879	Grand Island Utilities Dept	Electricity	\$22,682.46
104880	Gustave A Larson Company	Supplies	\$8,371.31
104881	HD Supply Facilities Maint	Custodial Supplies	\$10,919.46
104883	Heartland School Solutions	Technology Supplies	\$2,189.00
104884	Holiday Express	Travel	\$3,200.00
104885	Huddle Up Care	Professional Services	\$11,732.11
104886	Interstate All Battery Center	Supplies	\$21.15
104887	JW Pepper Son Inc	Supplies	\$397.42
104888	Kristen Laurent	Services	\$242.83
104889	Krystal Andreasen	Mileage	\$46.04
104890	Loria Thunker	Mileage	\$108.12
104891	Meredith Davis	Mileage	\$143.12
104892	NAPA Auto Parts	Supplies	\$1,315.85
104893	The Hearing Clinic Inc	Professional Services	\$2,628.00
104894	Tri City Sign Company	Supplies	\$2,000.00
104895	Uline	Supplies	\$325.70
104896	UniFirst Corporation	Services	\$1,073.33
104897	Verizon Wireless	Telecommunications	\$1,655.71
104898	Village Cleaners	Services	\$171.90
104899	White Cap	Supplies	\$172.52
104900	Winsupply of Grand Island	Supplies	\$2,873.99
104901	Amazon Cap Services Inc	Supplies	\$4,894.73
104902	Dan Petsch	Mileage	\$81.78
104903	Hayley Royle	Mileage	\$34.80
104904	Menards	Supplies	\$235.88
104905	MH Equipment Company	Custodial Supplies	\$290.88
104906	Midwest Alarm Services	Services	\$138.00
104907	Mosyle Corporation	Software	\$2,291.25
104908	Platte Valley Communications	Technical Services	\$59.14
104909	Procure Therapy	Professional Services	\$11,473.22
104910	Rentokil North America Inc	Services	\$319.85

Grand Island Public Schools

Claims Listing

March 16, 2026

Reference No	Payee	Description	Amount
104911	Soliant Health LLC	Professional Services	\$43,994.53
104912	Sunbelt Staffing LLC	Professional Services	\$10,420.65
104913	Amazon Cap Services Inc	Supplies	\$92.03
104914	Ana Hernandez Gonzalez	Mileage	\$14.50
104915	Blanca Estela Almaguer	Mileage	\$40.46
104916	Carolyn Arends	Mileage	\$39.95
104917	Cash-Wa Distributing	Food	\$37,717.77
104918	Central Nebraska Refrigeration	Repairs	\$1,214.00
104919	Chesterman Company	Food	\$117.78
104920	Denise Bone	Mileage	\$85.41
104922	Elsa Vazquez de Ortega	Mileage	\$5.44
104923	EMS Linq Inc	Technology Software	\$27,309.79
104924	Greenberg Fruit Company	Produce	\$6,171.34
104925	Heather Gilliland	Mileage	\$27.70
104926	Hobart	Repairs	\$548.50
104927	Jeanne Koehn	Mileage	\$43.50
104928	Jennifer Akin	Mileage	\$11.31
104929	Kimberly Clegg	Mileage	\$6.38
104930	LeAnn Masat	Mileage	\$4.50
104931	Lift Solutions Inc	Repairs	\$221.55
104932	Margarita Loza Olivarez	Mileage	\$16.31
104933	Natalie Eunice Hernandez Molina	Mileage	\$5.51
104934	Nicole Enck	Mileage	\$94.47
104935	Nicole Lemburg	Mileage	\$29.00
104936	Pan-O-Gold Baking	Bread	\$2,011.15
104937	Peterson Farms Fresh Inc	Produce	\$2,364.60
104938	Reid Beilby	Mileage	\$33.93
104939	Sams Club Direct	Supplies	\$300.77
104940	Teresa Abuwisha	Mileage	\$19.58
104941	Theresa McCarthy	Mileage	\$32.63
104942	Tisha Marie Adams	Mileage	\$56.55
104943	Uline	Supplies	\$769.91
104944	US Foods - Grand Island	Food	\$27,737.03
104945	Hiland Dairy Foods Company LLC	Milk	\$20,056.00
104946	Abby Stoddard	Mileage	\$44.23
104947	Amanda Smith	Mileage	\$20.52
104948	Amazon Cap Services Inc	Supplies	\$5,395.95
104949	Anneris Shafer	Mileage	\$87.87
104950	Claudia Demko Reno	Mileage	\$97.08
104951	Danny Oberg	Rentals	\$3,400.00
104952	James Quach	Mileage	\$25.81
104953	Jenny Lynn Rother	Mileage	\$145.36
104954	Joni Pritchard	Mileage	\$147.76
104955	Jordon Messersmith	Mileage	\$91.79

Grand Island Public Schools

Claims Listing

March 16, 2026

Reference No	Payee	Description	Amount
104956	Kelli Mayhew	Mileage	\$135.86
104957	Marlo Reyes	Mileage	\$19.79
104958	Marty Markvicka	Mileage	\$43.93
104959	Matheson Tri Gas Inc	Supplies	\$244.58
104960	Melissa McDonald	Mileage	\$19.79
104961	Menards	Supplies	\$345.11
104962	MSC Industrial Supply Co Inc	Supplies	\$990.98
104963	Nebraska Library Association	Supplies	\$80.00
104964	Nicole O Hara	Mileage	\$20.81
104965	Old Town Boot Barn	Supplies	\$20.00
104966	One Source	Services	\$1,599.50
104967	Pearson Clinical Assessment	Supplies	\$72.60
104968	Procare Therapy	Professional Services	\$6,815.66
104969	Rentokil North America Inc	Services	\$2,713.90
104970	Road to Awesome LLC	Professional Services	\$6,000.00
104971	Roberts Pump & Supply Co	Supplies	\$80.76
104972	Shania Spellman	Mileage	\$51.77
104973	Sherwin Williams Company	Supplies	\$286.05
104974	Soliant Health LLC	Professional Services	\$21,051.54
104975	Strong Fathers-Strong Families LLC	Professional Services	\$2,000.00
104976	Summer Stephens	Employee Training	\$673.96
104977	Sunbelt Staffing LLC	Professional Services	\$6,793.65
104978	Susan K Stuhr	Mileage	\$7.54
104979	Taron Dawn Ott	Parental Mileage	\$69.60
104980	Toni Palmer	Mileage	\$61.26
104981	Tonia Schmall	Mileage	\$40.89
104982	Abigail Jurjens	Mileage	\$184.88
104983	Amber High	Mileage	\$89.90
104984	Blick Art Materials	Supplies	\$493.66
104985	Bomgaars Supply Inc	Supplies	\$301.97
104986	Border States Industries Inc	Supplies	\$75.80
104987	CDW Government LLC	Telecommunications	\$7,211.35
104988	Christina M Vrooman	Mileage	\$16.68
104989	City of Grand Island~	Supplies	\$274.54
104990	Cochlear Americas	Supplies	\$84.00
104991	Column Software PBC	Advertising	\$350.80
104992	Communications Supply Corp	Equipment	\$396.00
104993	Cornhusker Marriott Hotel	Employee Training	\$236.00
104994	Demco	Supplies	\$584.94
104995	Devin Wolcott	Mileage	\$7.54
104996	District Management Group LLC	Professional Services	\$25,000.00
104997	Eberl Plumbing & Drain	Services	\$1,100.00
104998	Edupoint Educational Systems LLC	Software	\$8,585.59
104999	Emily Armstrong	Mileage	\$124.70

Grand Island Public Schools

Claims Listing

March 16, 2026

Reference No	Payee	Description	Amount
105000	First Book	Books	\$254.60
105001	Fitness Finders Inc	Supplies	\$69.37
105002	Grafton and Associates PC	Dues & Fees	\$325.00
105003	Grand Island Motor Company LLC	Repairs	\$313.36
105004	Gustave A Larson Company	Supplies	\$1,728.45
105005	HD Supply Facilities Maint	Custodial Supplies	\$17,783.88
105006	Heritage Landscape Supply Group Inc	Supplies	\$259.50
105007	Jennifer Hahn	Employee Training	\$278.59
105008	Johnson Hardware	Supplies	\$6,008.00
105009	Jones School Supply Company	Supplies	\$91.80
105010	Jordyn Hite	Mileage	\$33.64
105011	Joseph Eckerman	Mileage	\$99.11
105012	JW Pepper Son Inc	Supplies	\$61.60
105013	Karisa Dubbs	Mileage	\$68.73
105014	Karma L Lewandowski	Mileage	\$78.16
105015	Kenneth DeFrank	Mileage	\$141.08
105016	Kens Appliance Inc	Services	\$99.00
105017	Kristin Watson	Mileage	\$30.81
105018	Lauren Grecsek	Mileage	\$95.99
105019	Lee H Jacobsen	Employee Training	\$150.18
105020	Lynn Bender	Mileage	\$5.00
105021	Megan Haugh	Mileage	\$155.88
105022	NAPA Auto Parts	Supplies	\$590.01
105023	Rosemary Gomez	Mileage	\$89.47
105024	Sarah K Henry	Mileage	\$172.55
105025	Savannah Kok	Mileage	\$17.76
105026	School Fix	Supplies	\$426.58
105027	Stacie Faber	Mileage	\$114.99
105028	Summer Bartunek	Mileage	\$12.76
105029	Terry Hastings	Mileage	\$17.33
105030	Tyler Technologies Inc	Software	\$340.00
105031	Uline	Supplies	\$936.82
105032	UniFirst Corporation	Services	\$897.59
105033	Wesley Tjaden	Employee Training	\$102.00
105034	Wholeness Healing Center PC	Professional Services	\$20,800.00
	Central Nebraska Education Agency	Lease	\$45,000.00
	Holiday Express	Transportation	\$158,271.42
	Buller Fixture Company	Appliances	\$150,487.00
	City of Grand Island	Professional Services	\$304,919.24
	Head Start Family Dev Program	Professional Services	\$13,264.24
	Head Start Family Dev Program	Professional Services	\$18,984.18
	Head Start Family Dev Program	Professional Services	\$24,014.39
			\$1,941,315.60
	Payroll Feb 13, 2026	All Funds	\$10,045,948.93

Grand Island Public Schools

Claims Listing

March 16, 2026

Reference No Payee

Description

Amount

\$11,987,264.53

1211 ANNUAL CENSUS

The board will direct the superintendent to establish a ~~permanent~~ continuing census of school children residing in the district. ~~A list of the names of district taxpayers and all children from birth through twenty years shall be maintained at the superintendent's office.~~ Such census information shall conform to data being required to complete reports required by the Nebraska Department of Education

Legal reference: Neb. Statute 79-524, 79-578, and 79-528

Policy Adopted: 12/12/2013

Policy Revised: ??/??/????

GRAND ISLAND PUBLIC SCHOOLS

7210 SCHOOL CALENDAR

The school calendar shall accommodate the education program of the school district. The school calendar shall accommodate instruction for a minimum of 1,080 hours for students in grades nine through twelve, 1,032 hours for students in grades one through eight, and 400 hours for students in kindergarten. The school calendar shall include, but need not be limited to, days for student instruction, professional learning, school improvement, teacher planning and preparation, vacation days, and parent/teacher conferences.

The academic school year for students including teacher workdays is considered to include a minimum of one-hundred and eighty-seven days in the school calendar.

Special education students may attend school on a school calendar different from that of the regular education program consistent with their Individualized Education Program.

The board, in its discretion, may excuse graduating seniors from up to five days of instruction after the school district requirements for graduation have been met. The board may also excuse graduating seniors from making up days missed due to inclement weather if the student has met the school district's graduation requirements.

It shall be the responsibility of the superintendent or designee to develop the school calendar for recommendation, approval, and adoption by the board **annually**.

The board may amend the official school calendar when the board considers the change to be in the best interests of the school district's education program.

Legal Reference: Neb. Statute 79-211
 NDE Rule 10.012.01B

Policy Adopted: 03/05/1984
Policy Revised: 02/05/1996
Policy Revised: 01/20/2017
Policy Revised: ??/??/????

GRAND ISLAND PUBLIC SCHOOLS

8250 STUDENT ATTENDANCE RECORDS

As part of the Grand Island Public Schools records, the daily attendance of each student shall be recorded and maintained in the district's student information system with the permanent records of the district.

It shall be the responsibility of the principals to ensure that such reports contain all information required by law and are filed with the administrative office.

Legal Reference: Neb. Statute 79-205 to 207

Policy Adopted: 11/03/1980

Policy Reviewed: 02/17/1997

Policy Revised: 01/12/2012

Policy Revised: 04/13/2017

Policy Reviewed: ??/??/???

Grand Island Public Schools

8517 RETURN TO LEARN FROM CANCER

~~The~~ Grand Island Public Schools shall make available training on how to recognize that students who have been treated for pediatric cancer and returned to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff.

A 504 team meeting will be held, as appropriate, to develop individual return to learn accommodations and modifications.

Legal Reference: Neb. Rev. Stat. §§ 79-2,148

Policy Adopted: 09/08/2016

Policy Revised: ??/??/????

Kneale Administration Building

Dan O. Petsch
Director of Buildings and Grounds



March 2nd, 2026

RE: Proposals received for the GIPS White Copy Paper

BUDGET:
General Fund

PROPOSALS RECEIVED:

Vendor	Brand	Case Price	Total Cost
ODP Business Solutions, LLC	Xerographic - Private/Unbranded	\$28.90/cs	\$72,828.00
Staples Contract & Commercial LLC	Staples/Sylvamo	\$29.89/cs	\$75,322.80
Quill LLC	Quill	\$40.99/cs	\$103,294.80
Contract Paper Group	Multipurpose Xerographic	\$29.95/cs	\$75,474.00
	Natural Choice	\$26.99/cs	\$68,017.80

RECOMMENDATION:

It is recommended to approve the proposal received from ODP Business Solutions, LLC at a cost of \$28.90 per case for a total of \$72,828.00. This will be funded through the General Fund Budget and will have an estimated delivery of 7-10 business days.

Sincerely,

A handwritten signature in blue ink that reads "Dan O. Petsch".

Dan O. Petsch
Director of Buildings & Grounds

123 South Webb Road • Grand Island, NE 68802-4904
308 385-5900 • Fax 308 385-5568 • dpetsch@gips.org • www.gips.org

Every Student, Every Day, a Success

Kneale Administration Building

Dan O. Petsch
Director of Buildings and Grounds



March 2nd, 2026

RE: Proposals received for the GIPS Walnut Interior LED Lighting Replacement

BUDGET:
Depreciation

ESTIMATE:
\$275,000

PROPOSALS RECEIVED:

Vendor	Base Bid Cost	Bond Cost	Total Project Cost
Commonwealth Electric Co. of the Midwest	\$279,822.00	\$13,991.00	\$293,813.00
Middleton Electric, Inc.	\$325,735.00	\$3,257.00	\$328,992.00
Heartland Electric	\$320,893.00	\$16,044.65	\$336,937.65

RECOMMENDATION:

It is recommended to approve the proposal received from Commonwealth Electric Co. of the Midwest at a total cost of \$293,813.00. This project will be funded through the Depreciation Fund and has an expected completion date of July 24th, 2026.

Sincerely,

A handwritten signature in blue ink that reads "Dan O. Petsch".

Dan O. Petsch
Director of Buildings & Grounds

123 South Webb Road • Grand Island, NE 68802-4904
308 385-5900 • Fax 308 385-5568 • dpetsch@gips.org • www.gips.org

Every Student, Every Day, a Success

**GRAND ISLAND PUBLIC SCHOOLS
Grand Island, Nebraska**

**STAFF ADJUSTMENT
03/16/2026**

Administration/Certified New Hires

<u>Name</u>	<u>Assignment/FTE/Building</u>	<u>Degree/ Level</u>	<u>College/ University</u>	<u>Effective</u>	<u>Replaces/ Reason</u>
Denise Behrends	Payroll Administrator	NA	NA	03/16/2026	S. Tomjack
Graci Benz	Family Consumer Sci Teacher 1.0 FTE/GISH	BA+00 -02	Wayne State	08/05/2026	T. Gardner
Marlee Biehl	Elementary K-5/1.0 FTE/TBD	BA+00 -03	Peru State College	08/08/2026	TBD
Jennifer Bohl	English Teacher/1.0 FTE/GISH	MA+09 -08	Hastings College	08/05/2026	P. Poppe
Andrea Hornung	School Psych Intern/1.0 FTE SE Department	BA+36 -02	Hastings College	08/05/2026	Open Position
Hope Huerta	Second Grade Teacher/1.0 FTE Knickrehm	BA+00 -02	UNK	08/05/2026	M. Klinkman
Denise Jensen	English Teacher/1.0 FTE/GISH	MA+45 -11	UNK	08/05/2026	TBD
Brenna Journey	Elementary SE/1.0 FTE/TBD	BA+27 -04	UNK	08/05/206	TBD
Mya Kennedy	Third Grade Teacher/1.0 FTE Shoemaker	BA+00 -02	UNL	08/05/2026	J. Wessels
Alexa Montes	Elementary K-5/1.0 FTE/TBD	BA+00 -02	Hastings College	08/05/206	TBD
Audra Morse	EL Teacher/1.0 FTE/TBD	MA+00 -09	UNK	08/05/2026	TBD
Amy Richards	ELC Coordinator/1.0 FTE Early Learning Center	Admin 260 -06		08/16/2026	B. Wolfe
Breanna Rose	PreSchool Teacher/1.0 FTE Early Learning Center	MA+00 -08	Doane University	08/05/2026	R. Stutts

Taegan Schwartz	Elementary K-5/1.0 FTE/TBD	BA+00 -02	Hastings College	08/05/2026	TBD
Jon-Eric Sell	Engineering/1.0 FTE/GISH	MA+00 -09	Doane University	08/05/2026	Open Position
Sarah Sell	Assist Principal/1.0 FTE/Starr	Admin 230 -07	Doane University	08/05/2026	New Position
Malori Swenson	Middle School SE/1.0 FTE TBD	BA+00 -02	Wayne State College	08/05/2026	TBD
Caitlin Tobin	English Teacher/1.0 FTE GISH	BA+00 -02	Wayne State College	08/05/2026	V. Wagner
Jadeyn VanDerwerken	EL Teacher/1.0 FTE/Starr	BA+00 -05	Concordia University	08/05/2026	S. Quintana/ G. Howell
Sara White	Elementary K-5/1.0 FTE TBD	BA+00 -02	Wayne State College	08/05/2026	TBD
Audrey Wirth	Elementary K-5/1.0 FTE TBD	BA+00 -02	UNL	08/05/2026	TBD

New Hire/Extra Standard Assignment

<u>Name</u>	<u>Assignment/Building</u>	<u>Effective</u>	<u>Replaces/ Reason</u>
Melvin Campos	Boys JV Soccer Asst Coach/GISH	02/05/2026	Open position
Gina Conyers	Weight Training MS/Barr	02/05/2026	M. Tubbs
Grant Hiebner	Girls Soccer Head Coach/Westridge	02/12/2026	A. Vincent
Bradley Lindblad	Girls Soccer Asst Coach/Barr	02/05/2026	Open position
Kiara McInturf	Girls Track Asst Coach/Westridge	02/05/2026	S. Lindsey
Jacob V Morrow	Track Pole Vault Head Coach/Westridge, Walnut, Barr	02/05/2026	Open position
Stacy Quinteros	Girls Varsity Soccer Asst Coach/GISH	02/05/2026	A. Vincent
Tatiana Young	Boys Soccer Asst Coach/Barr	02/05/2026	Open position

Classified New Hires

<u>Name</u>	<u>Assignment/FTE/Building</u>	<u>Effective</u>	<u>Replaces/ Reason</u>
Jamie Bell	Parapro Alt Prg/.9375 FTE/GISH-CBI	02/23/2026	T. Noziska
Claire Boltz	Food Svc Head Cook/1.0 FTE/Walnut	02/09/2026	G. Aguilar
Allison Brandt	Parapro Alt Prg/.9375 FTE/Shoemaker	02/26/2026	N. Brown
Zachary Evans	Asst Cust Elem/.5000 FTE/West Lawn	02/12/2026	J. Donis R
Edward Farrell	Satellite Ctrl Elem/.5000 FTE/Engleman	02/06/2026	S. Shelton
Brianna Fierro C	ELC Inst Suppt/1.0 FTE/Howard	02/06/2026	M. Hernandez
Mattie Gilley	Food Svc Head Cook/1.0 FTE/Walnut	02/23/2026	C. Boltz
Ana Hernandez G	Food Svc Asst/.5000 FTE/GISH Dishwasher/.3750 FTE/Kneale-CNC	02/05/2026	M. Loza O
Ludquidia Nieto S	Asst Cust Elem/.5000 FTE/Engleman	03/02/2026	M. Stratman
Kevin Osborn	Head Cust Elem/1.0 FTE/Knickrehm	02/18/2026	J. Pemberton
Evelin Perez S	Bilingual Para ESL/.9375 FTE/Walnut	02/18/2026	D. Baez R
Yair Rodriguez B	Elem & MS Para/.8750 FTE/Dodge	02/10/2026	E. Sikes
Austin Sears	Food Svc Head Server/.5625 FTE/CPI	02/25/2026	E. Ramos

Administrative/Certified Separations

<u>Name</u>	<u>Assignment/FTE/Building</u>	<u>Effective</u>
Emilee Bruns	SE Resource Room/1.0 FTE/GISH	05/22/2026
Chelsi Christensen	Kindergarten Teacher/1.0 FTE/Knickrehm	05/22/2026
Erika Cirila	Kindergarten Teacher/1.0 FTE/Lincoln	05/22/2026
Crystal Coakley	Fifth Grade Teacher/1.0 FTE/Dodge	05/22/2026

Jennifer Dozler	Kindergarten Teacher/1.0 FTE/Starr	05/22/2026
Linda Dunham	First Grade Teacher/1.0 FTE/Howard	05/22/2026
Amy Harris	Family Consumer Science Teacher/1.0 FTE/Walnut	05/22/2026
Christine Hecht	Reg Ed Science Teacher/1.0 FTE/GISH	05/22/2026
Dana Holz Pavuk	EL Newcomer Teacher/1.0 FTE/Barr	05/22/2026
Tracy Jakubowski	MS Assistant Principal/1.0 FTE/Westridge	05/22/2026
Kori Johnson	SE Resource Room Teacher/0.75 FTE/Engleman	05/22/2026
Christine Kier	Fifth Grade Teacher/0.5 FTE/Knickrehm	05/22/2026
Mattie Klinkman	Second Grade Teacher/1.0 FTE/Knickrehm	05/22/2026
Autumn Lang	Kindergarten Teacher/1.0 FTE/Lincoln	05/22/2026
Kelby Mayfield	First Grade Teacher/1.0 FTE/West Lawn	05/22/2026
Shellie Meyer	Fifth Grade Teacher/0.5 FTE/Knickrehm	05/22/2026
Braeden Mlinar	SE Resource Room Teacher/1.0 FTE/GISH	05/22/2026
Anthony Nabower	Network & Systems Engineer/0.5 FTE/Remote	12/31/2025
Nichole Nesvara	Social Worker/1.0 FTE/Starr Elementary	05/22/2026
Arial O'Connor	Social Studies Teacher/1.0 FTE/Barr	05/22/2026
Hayley Royle	Math Teacher/0.7140 FTE GISH/0.2860 FTE Westridge	05/22/2026
Megan Ruby	Regular Ed EL Teacher/1.0 FTE/Barr	05/22/2026
Rhiannon Stutts	Instruction Early Childhood/1.0 FTE/Early Learning Center	02/13/2026
Cassidy Stutzman	First Grade Teacher/1.0 FTE/Shoemaker	05/22/2026
Miranda Tate	Kindergarten Teacher/1.0 FTE/Newell	05/22/2026
Annastashia Teepe	SE Diagnosis/1.0 FTE/Westridge	05/22/2026
Mindy Ulmer	HS Counselor/1.0 FTE/GISH	05/22/2026
Valerie Wagner	English Teacher/1.0 FTE/GISH	05/22/2026
Kevin Watson	Science Teacher/1.0 FTE/GISH	05/22/2026

Jaylee Wessels	Third Grade Teacher/1.0 FTE/Shoemaker	05/22/2026
Mali Xayarath	Vocal Music Teacher/1.0 FTE/Walnut	05/22/20226

Certified Extra Standard Separations

<u>Name</u>	<u>Assignment/Building</u>	<u>Effective</u>
Jonathan Linden	Girls Wrestling Asst Coach/Barr	02/05/2026
Braeden Mlinar	Girls Varsity Head Volleyball Coach/GISH	02/16/2026
Karsen Remiers	7th Grade Football Asst Coach/Westridge	02/17/2026
Michael Tubbs	Weight Training MS/Barr	02/05/2026
Alison Vincent	Girls Varsity Soccer Asst Coach/GISH	02/12/2026

Classified Separations

<u>Name</u>	<u>Assignment/FTE/Building</u>	<u>Effective</u>
Karen Arlt	Persnl Mgmt Sec HS/1.0 FTE/GISH	2/27/2026
Claire Boltz	Food Svc Head Cook/1.0 FTE/Walnut	2/12/2026
Jimena Gastelum G	Paraed Int Suppt/.9375 FTE/Engleman	02/11/2026
Giselle Onofre	Parapro Alt Prg/.9375 FTE/Barr	02/26/2026
Ayli Sanchez	ELC Inst Suppt/1.0 FTE/OLC	03/06/2026
Michelle Stratman	Asst Cust Elem/.5000 FTE/Engleman	02/26/2026

Certified/Administration Changes

<u>Name</u>	<u>Former Assignment</u>	<u>New Assignment</u>	<u>Effective</u>	<u>Replaces/ Reason</u>
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Certified Changes/Extra Standard Assignments

<u>Name</u>	<u>Former Assignment</u>	<u>New Assignment</u>	<u>Effective</u>	<u>Replaces/ Reason</u>
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Classified Changes

<u>Name</u>	<u>Former Assignment</u>	<u>New Assignment</u>	<u>Effective</u>	<u>Replaces/ Reason</u>
Nathan Brown	Parapro Alt Prg/.9375 FTE/ Shoemaker	Parapro Alt Prg/.9375 FTE/ Barr	02/16/2026	D. Sanders
Elvira Ceballos C	Paraed Translator/1.0 FTE/ GISH	Personal Mgmt Sec HS/ 1.0 FTE/GISH	03/02/2026	K. Arlt
Ashleigh Hayman	Elem & MS Para/.9375 FTE/ Engleman	Parade Inst Suppt/.9375 FTE/ Engleman	03/02/2026	J. Gastelum G
Gabriel Perez	Asst Cust Admin/.5000 FTE/ Kneale	Asst Cust Admin/.5000 FTE/ Kneale Elem & MS Para/.5000 FTE/ Wasmer	02/16/2026	A. Priester

Certified Special Assignment

<u>Name</u>	<u>Additional Assignment</u>	<u>Effective</u>	<u>Replaces/ Reason</u>
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Certified Special Assignment Separations

<u>Name</u>	<u>Assignment/Building</u>	<u>Effective</u>	<u>Replaces/ Reason</u>
NONE.			

Certified Requests for Leave of Absence

<u>Name</u>	<u>Assignment/School</u>	<u>Date of Leave</u>	<u>Reason</u>
NONE.			

The Superintendent recommends adoption of the Staff Adjustment on the consent agenda



Memorandum of Understanding
Senior Action, Inc. Foster Grandparent Program

This Memorandum of Understanding (MOU) contains basic provisions, which will guide the working relationship between both parties. It is entered into by and between the Foster Grandparent Program sponsored by Senior Action, Inc. 212 W. 3rd St. Suite C, Hastings NE 68901 and the following agency and/or entity (the "Station"):

Volunteer Station Name: Hall County School District 2 (Grand Island Public Schools)

Site Address: 123 S. Webb Road, PO Box 4904 City: Grand Island State: NE Zip: 68802

Volunteer Station Executive Director/CEO: Dr. Summer E. Stephens, Associate Supt. Phone 308-385-5900

Email: sstephens@gips.org

Hall County School District 2 includes the following: Preschool - Early Learning Center, Elementary Schools - Dodge, Engleman, Gates, Howard, Jefferson, Knickrehm, Lincoln, Newell, Shoemaker, Starr, Stolley Park, Wasmer, West Lawn.

The Senior Action, Inc. FGP and the Station may be referred to herein as the "Parties."

This MOU is effective from 2/9/2026 through 02/10/2029. This MOU may be amended in writing at any time with the concurrence of both parties and must be renegotiated at least every three (3) years.

The Senior Action, Inc. Foster Grandparent Program designates a staff member to serve as a liaison with the Volunteer Station:

Table with 2 columns: Name, Title, Phone, Email. Row 1: Judy Aspen, FGP Coordinator. Row 2: 402-463-1440, Judy@hastingsrsvp.org

Senior Action, Inc. FGP Responsibilities

- 1. Recruit, interview, select, and enroll volunteers in the program.
2. Unless otherwise specified herein, conduct and document criminal history checks for all AmeriCorps Seniors volunteers in the FGP program...
10. Arrange for appropriate AmeriCorps Seniors FGP recognition.

11. Coordinate with other volunteer and aging programs in the area to foster effective communication and avoid duplication of services.
12. Reimburse AmeriCorps Seniors volunteers for transportation costs between their home and volunteer station in accordance with AmeriCorps Seniors FGP policies and availability of funds.
13. Arrange with the Station for meals and/or snacks, whenever possible, for volunteers on assignment.
14. *(if applicable)* Provide photo identification for volunteers if not provided by the station.

The Station's Responsibilities

1. In partnership with the project staff, the station staff will develop a Volunteer Assignment Plan (**VAP**) for each AmeriCorps Seniors volunteer in FGP and for each child served. The sponsor's representative, and the volunteer must sign the written assignment plan that: identifies the children to be served; the role and activities of the volunteer; the expected outcomes for each child; and addresses the period of time each child should receive such services. Volunteer station staff, AmeriCorps Seniors FGP project staff, and the volunteer will review the AmeriCorps Seniors volunteer's assignment as well as the impact of the assignment on the child's development.
2. Assign children with designated special or exceptional needs to each volunteer.
3. Exclude Foster Grandparents as supervising adults when calculating state-mandated adult-to-child ratios.
4. Supervise Foster Grandparents at all times while they are performing as volunteers and not leave the Foster Grandparent alone with children. (Supervisor name and contact information on next page.)
5. Provide site specific and special training (i.e. confidentiality training) to the volunteers as needed.
6. Furnish volunteers with materials required for assignment. These materials may include station uniform and photo I.D.
7. Assure adequate health and safety provisions for volunteers.
8. Investigate and report any accidents and injuries involving AmeriCorps Seniors volunteers immediately to Senior Action, Inc. All reports shall be submitted in writing.
9. Specify, either by written information or verbally, that AmeriCorps Seniors volunteers are participants in the Station's programming in publicity featuring such volunteers. Display an AmeriCorps Seniors placard where it may be viewed by the public.
10. **Reports:** The Station Representative shall:
 - **Timesheets:** Report volunteer hours on a monthly basis on or before 10th of the following month (Insurance coverage is only effective with verified records of hours served.)
 - **Progress Reports:** Stations are requested to complete a short bi-annual survey provided by AmeriCorps Seniors FGP documenting the impacts of services provided by volunteers.
 - **Volunteer Performance Evaluations:** For each assigned volunteer, stations are required to complete an annual performance evaluation using the template provided by the sponsor.
 - **In-Kind Documentation:** Provide documentation of in-kind contribution(s) (meals, uniforms, training expenses) and verification to help AmeriCorps Seniors FGP meet its local match of 10%.
11. Provide meals for up to # 12 volunteers each day and provide a regular accounting to the AmeriCorps Seniors FGP of the value of meals provided. Since the value of these meals will be counted as part of the non-federal contribution to the AmeriCorps Seniors grant, the Volunteer Station will ensure that the meals provided and reported to the AmeriCorps Seniors FGP are not funded with other federal resources, unless those federal resources are authorized by federal law or regulation to be applied as part of the non-federal share of a federal grant. The value of meals provided to volunteers is \$ 5.10 per meal paid by the building's budget.

Other Provisions

1. **Separation from Volunteer Service:** The Station may request the removal of an AmeriCorps Seniors volunteer at any time. An AmeriCorps Seniors volunteer may withdraw from service at the Station or from the AmeriCorps Seniors FGP at any time. The AmeriCorps Seniors FGP staff, the Station staff, and volunteers are encouraged to communicate to resolve concerns or conflicts, or take remedial action, including, but not limited to, placement with another station.

2. **Religious/Political Activities:** The Station will not request or assign AmeriCorps Seniors volunteers to conduct or engage in religious, sectarian, or political activities.
3. **Displacement of Employees:** Ensure that AmeriCorps Seniors volunteers serve in a volunteer capacity. AmeriCorps Seniors volunteers will not displace nor replace paid or contracted employees, relieve staff of their routine duties or infringe upon the site supervisor's supervisory role with the children.
4. **Compensation:** Neither the station nor AmeriCorps Seniors FGP will request or receive compensation from the beneficiaries of AmeriCorps Seniors volunteers.
5. **Accessibility and Reasonable Accommodation:** The Station will maintain the programs and activities to which AmeriCorps Seniors volunteers are assigned accessible to persons with disabilities (including mobility, hearing, vision, mental, and cognitive impairments or addictions and diseases) and/or limited English language proficiency and provide reasonable accommodation to allow persons with disabilities to participate in programs and activities.
6. **Prohibition of Discrimination:** The Station will not discriminate against AmeriCorps Seniors volunteers, service beneficiaries, or in the operation of its program on the basis of race, color, national origin including individuals with limited English proficiency, sex (male or female), age, religion, sexual orientation, disability, political affiliation, marital or parental status, genetic information or military service.
7. **Termination of MOU:** This MOU may be terminated at any time by either party by sending written notice of termination of the MOU to the other party. This MOU shall be reviewed at least every three (3) years by the Parties.
8. **Signatures.** By signing this MOU, the Station, through its authorized representative, self-certifies that it meets the requirements necessary to become an AmeriCorps Seniors FGP Station.

Volunteer Station Supervisor [Station Staff]

Name: Dr. Summer E. Stephens	Title: Associate Superintendent
Phone: 308-385-5900	Email: sstephens@gips.org

Volunteer Station Primary Type: To qualify as an AmeriCorps Seniors FGP Station, an agency/office/department must self-certify that it is one of the following:

- Public Non-Profit Private Non-Profit Proprietary Health Care Agency Governmental Agency

Authorized Signatures

<i>Dr. Summer E. Stephens</i>	<i>02/2/2026</i>
Authorized Station Representative	Date
<i>D. Shuck, Executive Director</i>	<i>2-4-26</i>
Project Director [or other sponsor designated representative]	Date



Licensed Training Provider Agreement

This **Licensed Training Provider Agreement** ("Agreement") is by and between The American National Red Cross ("Red Cross") and Hall County School District 2 (the "LTP") (each a "Party" and together the "Parties"), effective as of the last date of signature set forth below ("Effective Date"), for the purpose of licensing Red Cross training materials and curriculum to LTP in order to permit LTP to deliver instruction in the Red Cross training courses that are included within the product package(s) listed in Appendix B ("Courses").

1. LTP Responsibilities. LTP will:

- 1.1. Only permit an individual to teach a Course and submit Course Records (as defined below) under LTP's account in Red Cross's learning management system ("LMS") if that individual (i) has an active certification by Red Cross to teach the Course, and is otherwise in good standing as an instructor with Red Cross, when the Course is delivered, and (ii) has been authorized by LTP to teach Courses on LTP's behalf and enter records for completed Courses ("Course Records") on LTP's behalf in Red Cross's LMS before the Course is delivered. (Individuals who satisfy all of these conditions are hereinafter referred to as "Instructors").
- 1.2. Cause Instructors to teach Courses using only the most current Red Cross-approved instructional materials and such other copyrighted and proprietary educational content as Red Cross may provide from time to time, as the same may be amended, supplemented, or retired, to licensed training providers of Course instruction ("Course Materials"), in compliance with the most current Red Cross Training Provider Resource Guide ("Guide"), curricula, policies, and procedures, as the same may be amended, supplemented, or retired from time to time (collectively, the "Policies"), which Policies, as of the Effective Date, are available at <https://www.redcrosslearningcenter.org>.
- 1.3. Only sponsor, promote, and teach Courses and otherwise perform under this Agreement within the United States of America and its territories ("U.S."), as the Red Cross is only permitted to operate within the U.S. LTP will only permit its personnel and students in the U.S. to take online-only Courses ("e-learning Courses") or the online component of any Course.
- 1.4. Permit—or, upon Red Cross's request, obtain permission for—Red Cross to enter upon the premises at which Courses are taught so that Red Cross can observe LTP's Courses. Red Cross will cooperate with LTP in the scheduling of any such visit, but LTP may not notify its Instructors in advance of a scheduled visit.
- 1.5. Enter accurate and complete Course Records for each completed Course, along with all other requested information, into the Red Cross's LMS within ten (10) calendar days of the date that any scheduling instance of a Course (each a "Class") has been completed, and comply with all terms and conditions of the LMS during such use.
- 1.6. Only provide Red Cross issued Course completion certificates, using Red Cross-approved systems and forms, to students who have successfully completed a Course that has been administered by the required number of Instructors and otherwise in compliance with the Policies and this Agreement (it being understood that Red Cross may, in addition to other remedies, invalidate any Course completion certification not issued in conformity with this section).
- 1.7. Pay all fees payable under this Agreement when due, in accordance with section 5 below.
- 1.8. Be responsible for LTP's acts and omissions, and the acts and omissions of its Instructors, in connection with the delivery of Courses under this Agreement.



- 1.9. Maintain insurance (or, if LTP is a public entity, self-insure through a publicly recognized self-insurance program) to cover its performance under this Agreement, as Red Cross insurance does not extend to LTP or its Instructors. If aquatics courses are included among the Courses that LTP is authorized to deliver under Appendix B, maintain, at minimum, the types and limits of coverage set forth in Appendix C. Provide proof of insurance coverage to Red Cross upon its request.

2. License to Course Materials; CPS.

- 2.1. Red Cross is the owner of Course Materials. Subject to the terms and conditions of this Agreement, Red Cross hereby grants LTP a limited, non-exclusive, non-transferrable, and non-sublicensable license to publicly display and perform, Course Materials solely for the purpose of conducting Courses authorized under this Agreement. LTP may not revise, edit or create derivative works of Course Materials, in whole or in part.
- 2.2. Course Materials will be made available to LTP by digital download or other means as determined by Red Cross. LTP shall only obtain Course Materials for Courses that LTP is authorized to provide, and only through distribution means authorized by Red Cross.
- 2.3. Any certificates memorializing the successful completion of any Course may be issued only through the LMS. LTP has no right or authorization to design or create its own Course completion certificates.
- 2.4. LTP shall use reasonable efforts to protect the Course Materials from use not permitted under this Agreement. This Agreement does not constitute a transfer of ownership rights in the Course Materials. LTP shall not use facts and information from the Course Materials to create its own courses and course materials.
- 2.5. LTP may, from time to time, at its election, participate in Red Cross's Class Posting Service ("CPS"). Using the CPS, licensed training providers of Red Cross may advertise the availability of Courses to prospective students on Red Cross's on-line store, for additional fees. LTP agrees that its participation in the CPS will be governed by the terms and conditions contained in Red Cross's CPS User Guide, as the same may be amended from time to time. Red Cross may suspend or terminate the CPS with respect to all licensed training providers, including LTP, at any time or from time to time, in its sole discretion.

3. Use of Names and Marks.

- 3.1. Red Cross grants LTP the limited, non-exclusive, non-transferable and non-assignable license in the U.S. to use the name and logo of the Red Cross in the format set forth in the Guide (the "Authorized Mark") solely to promote that LTP is an authorized provider of the Courses, and subject to all restrictions herein this Agreement and the Policies.
- 3.2. Except as expressly provided in this Agreement, neither Party may use the other Party's name(s), logos trademarks or other intellectual property in marketing materials, press releases, presentations other than Courses, or otherwise without the advance written consent of the other Party, which consent may be granted or withheld in the other Party's sole discretion.
- 3.3. LTP shall not state or imply that LTP is employed by Red Cross, or that Red Cross sponsors or endorses LTP's business, products or services generally, or that any other training courses and services other than the Courses, are owned or endorsed by or otherwise associated or affiliated with Red Cross.
- 3.4. LTP shall not (i) create a compound mark with the Authorized Mark or (ii) use the Authorized Mark with any other design, slogan or trademark when such combination would tend to cause confusion as to source or affiliation.
- 3.5. LTP shall not in any instance, use a Greek red cross design in association with its business, goods or services.

**4. Term and Termination.**

- 4.1 This Agreement will be effective as of the Effective Date listed above and ends on the day before the thirty-six (36) month anniversary thereof, unless earlier terminated as provided below.
- 4.2 Red Cross may immediately terminate this Agreement if LTP breaches this Agreement. Red Cross may also terminate this Agreement if LTP breaches the terms of the CPS.
- 4.3 Either Party may terminate this Agreement with advance written notice to the other Party of at least thirty (30) days.
- 4.4 Notwithstanding expiration or any termination of this Agreement, the provisions of this Agreement will continue to govern with respect to any amounts payable to Red Cross for Courses completed prior to such expiration or termination. The Parties' obligations under sections 5.10 and 7 below will also survive expiration or any termination of this Agreement.

5. Fees and Invoicing.

- 5.1 For each Course enrollee, LTP will be charged the per-student license fee that is applicable to that Course. Courses are included within the product package(s) listed on Appendix B. Fees for Courses are set forth in the price list attached to Appendix B.
- 5.2 Unless LTP has been approved for invoicing, LTP will remit payment by credit card upon entry of Course Records into LMS. All fees for CPS are non-refundable and will be paid by credit card at the time LTP submits the Class for posting.
- 5.3 Red Cross may approve or deny LTP's request to be invoiced at Red Cross's sole discretion. Invoices will be sent via postal mail, may be issued up to four (4) times per month, and will include all transactions submitted in that billing period. Payment in full is due thirty (30) days from the date of each invoice. If LTP does not pay any amount by the payment due date, the Red Cross may, in its sole discretion (a) suspend or terminate the LTP's invoicing privileges and require credit card payment at the time LTP enters Courses into LMS; or (b) suspend or terminate the LTP's right to deliver Red Cross training and enter Course Records into LMS. If the Red Cross pursues collections action to recover past due amounts, the LTP will be responsible for all costs of collection including reasonable attorney's fees and collection agency fees and expenses.
- 5.4 If approved for invoicing, LTP may elect to have invoices delivered electronically to one (1) email address. LTP will provide Red Cross a single valid email address for electronic invoice delivery. LTP will receive a PDF copy of the invoice. LTP understands that LTP will not receive an invoice via postal mail after enrollment in electronic invoice delivery.
- 5.5 If LTP desires that invoices issued by Red Cross reflect LTP-issued purchase order numbers, then any such purchase order must be received by Red Cross at least ten (10) business days prior to the Class date; it being understood that under no circumstance will the absence of an LTP-issued purchase order number on any invoice excuse LTP's timely payment of that invoice.
- 5.6 To pay an invoice by credit card or to establish ACH payments, call 888-284-0607. To pay an invoice by check, include the remittance advice showing the LTP account name, customer number and invoice number, and send to:

American Red Cross - Training Services
25688 Network Place
Chicago, IL 60673-1256
- 5.7 Red Cross is not obligated to use LTP's vendor payment portal. If LTP desires that Red Cross use LTP's vendor payment portal, LTP must make such a request in writing. Red Cross may grant or deny the request in its sole discretion. Acceptance of such a request may only be made in writing by an



authorized representative of Red Cross. LTP must continue to pay invoices delivered by mail or email on a timely basis while such a request is pending. If Red Cross elects to use LTP's vendor payment portal, Red Cross will not be obligated to pay LTP or any third party any fee or expense for such use, regardless of any provision to the contrary in such portal's terms of use. LTP will, on demand, promptly reimburse Red Cross for any such fee or expense.

- 5.8 If LTP has account balance or invoice questions or concerns, immediately upon receipt of invoice, LTP may email billing@redcross.org or call 888-284-0607 to report and resolve the inquiry.
- 5.9 At least annually, Red Cross will review its national pricing, and may increase its pricing and fees. Red Cross will notify LTP of any such increase. Such notice (which Red Cross may send to LTP's contact for notices or contact for billing in [Appendix A](#)) will specify the date on which the increase will take effect under this Agreement. That date will be at least thirty (30) days after the date of such notice. As of that effective date, prices and fees under this Agreement will automatically be modified to reflect such increase without need for the Parties to take any other action, including (without limitation) the execution of any separate modification of, or amendment to this Agreement.
- 5.10 If the Red Cross determines that any Course offered by the LTP is not taught in accordance with Red Cross Policies, the LTP will be responsible for any costs associated with re-training Course participants. Red Cross, at its sole discretion, will determine the appropriate party to conduct re-training, which may include the LTP, or any Red Cross employee, volunteer, or third-party licensed training provider. LTP's obligation to pay for retraining under this section will survive the expiration or earlier termination of this Agreement with respect to any such retraining that takes place after the effective date of expiration or termination; and the provisions for invoicing and collection of past-due amounts set forth in this Section 5 will continue to govern with respect to any such obligation.

6. Notices. Each Party's contacts for notices and billing under this Agreement are listed on [Appendix A](#).

7. Confidentiality. Except as required by applicable law or otherwise provided herein, LTP will maintain in confidence the pricing information set forth in [Appendix B](#).

8. Intellectual Property.

- 8.1 Red Cross reserves all rights not expressly granted herein, in its registered and common law trademarks, service marks, names, emblems, logos and designs including without limitation, the Authorized Mark (the "Red Cross Marks"), and in the Course Materials in whole or in part (collectively the "Red Cross IP").
- 8.2 LTP acknowledges and agrees that the Red Cross IP is and shall remain the property of Red Cross, and that the license granted under this Agreement does not constitute a transfer to LTP of any ownership rights in the Red Cross IP. Further, the Parties agree and acknowledge that LTP's use of the Red Cross IP shall inure solely to the benefit of Red Cross.
- 8.3 LTP shall not commit, or cause any third party to commit, any act challenging, contesting or in any way impairing or attempting to impair Red Cross's right, title and interest in and to the Red Cross IP, including seeking registration of the Red Cross IP in whole or in part, or of any confusingly similar trademark or service mark anywhere in the world or incorporating LTP's business under the Red Cross Marks or any aspect of the Red Cross Marks or any name confusingly similar to the Red Cross Marks.
- 8.4 Upon the expiration or termination of this Agreement, all rights in the Red Cross IP herein granted to LTP immediately expire, and LTP will immediately cease all use of the Red Cross IP.

9. Miscellaneous.



- 9.1 **Severability.** In the event any provision of this Agreement is held invalid, illegal or unenforceable (any such provision, an “Invalid Provision”) in any jurisdiction, the Red Cross and the LTP shall promptly negotiate in good faith a lawful, valid and enforceable provision that is as similar in terms to such Invalid Provision as may be possible while giving effect to the future benefits and burdens accruing to the Parties hereunder. But, in no way will the Invalid Provision affect the validity or enforceability of any other portion or provision of this Agreement, regardless of the ability of the Parties to negotiate a new provision.
- 9.2 **Independent Contractors.** Each Party is an independent contractor with respect to the other, and nothing herein shall create any partnership, franchise, or joint venture between the Parties or an employer-employee or agency relationship. No agent, employee or servant of any Party shall be, or shall be deemed to be, the employee, agent or servant of the other Party, and each Party shall be solely and entirely responsible for its acts and the acts of its agents, employees and servants.
- 9.3 **Assignment.** LTP may not assign its rights under this Agreement, or delegate its obligations, in whole or in part, without the prior written consent of Red Cross. Any attempted assignment or delegation in violation of the foregoing will be null and void.
- 9.4 **Governing Law.** The Agreement is governed by the laws of the District of Columbia, without giving effect to its choice or conflict of law rules.
- 9.5 **Inapplicability of Procurement Terms.** This Agreement is not a contract for the purchase, sale, or use of personal property or for the rendering of personal or professional services by Red Cross. It is only a limited license in Red Cross IP. It is, therefore, not subject to policies, regulations, terms, conditions, or other requirements of LTP or any third party (including, but not limited to, the Federal Acquisition Regulation and any agency supplement thereto, and the U.S. Office of Management and Budget’s Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards) that relate only to suppliers and vendors of goods or services. Under this Agreement, Red Cross will not carry out part of any Federal award received by LTP. Neither Red Cross, the host of its LMS, nor any other vendor to Red Cross in connection with this Agreement, will act as, nor may any of them be deemed, (i) a subcontractor to Red Cross or a first-tier or lower-tier subcontractor or sub-grantee to LTP under any prime contract or grant, or (ii) a first-tier or lower-tier processor of personal or other data for LTP or any third party.
- 9.6 **Data Processing.** Red Cross operates the LMS as a nationwide system of course certification. It does not operate the LMS as a service to, or as an agent or for the benefit of, LTP. Insofar as Red Cross collects, processes, transmits, stores, or otherwise manages data, including personal data, contained in Course Records, it will not be doing so for, or on behalf of, or as a service to, LTP. Red Cross retains all rights in and to the LMS and any Course Records uploaded by LTP into the LMS.
- 9.7 **Entire Agreement.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior agreements, understandings and representations, both written and oral, between the Parties with respect to the subject matter of this Agreement.
- 9.8 **Amendments and Waivers.** Amendments, addenda and waivers to this Agreement will be effective only if made, in each case, by a non-preprinted document clearly understood by both Parties to be an amendment, addendum or waiver, as the case may be, and signed by both Parties. Any additional or different terms or conditions contained in any purchase order, confirmation, receipt, invoice, click-through agreement, or similar documents will not be binding on either Party, whether or not such terms and conditions would materially alter this Agreement (and even if the receiving Party has signed or otherwise acknowledged such purchase order, confirmation, receipt, invoice, click-through agreement or similar document), and each Party hereby rejects all such additional or different terms and conditions.





Training Services Licensed Training Provider Agreement

9.9 Mutual Representations. Each Party is relying upon the truth and accuracy of the following warranties, as made by the other Party, as a material inducement to entering into this Agreement:

- A. LTP warrants that any information it has tendered to Red Cross concerning its legal status, identities of its directors, officers, shareholders, or other principals and affiliates, financial condition, current and historical operations, insurance coverages, and all other information requested by Red Cross in connection with any inquiry into LTP’s capabilities and qualifications as a prospective licensed training provider of Red Cross, was, on the date it was provided to Red Cross and on the Effective Date, true and accurate in all respects and free of any misleading omissions. LTP acknowledges that the foregoing warranty is a material inducement for the Red Cross to enter into this Agreement.
- B. Each Party represents to the other that it is duly organized or incorporated and validly existing under the laws of the state where it is organized or incorporated (or, if it is organized under federal law, that it is duly organized and validly existing under the laws of the United States), that it has the power and authority to enter into this Agreement and carry out its provisions, that it has taken all actions required for it to enter into the Agreement prior to the Effective Date, that its representative who has signed this Agreement below is duly authorized to execute and deliver this Agreement, and that this Agreement is legally binding upon and enforceable against it.

The Parties, acting through their duly authorized officers, have executed this Agreement, which shall come into force as of the Effective Date. Execution of this Agreement confirms LTP’s receipt of the Training Provider Resource Guide, which may be updated from time to time.

LTP Name: Hall County School District 2	The American National Red Cross
LTP Signature: 	Red Cross Signature: 
Name: Summer Stephens	Name: Robin Aiken
Title: Associate Superintendent	Title: Account Manager, K-12 Education
Date: 2/26/2026	Date: 2/24/2026



Training Services
Licensed Training Provider Agreement

Licensed Training Provider Agreement
Appendix A – Contact Information

Licensed Training Provider (LTP) Information

LTP: Hall County School District 2

LTP Address: 123 S. Webb Road Grand Island NE LTP Fax: 68803

LTP Account Number: 27172GIPS

LTP Contact: Chris Vrooman

LTP Contact Email: cvrooman@gips.org

LTP Contact Phone: 308-385-5900 Extension:

(NOTE: All Billing Contact information MUST be completed for a specific individual; not a system/generic email)

LTP Billing Contact Name: Christine Kolar

LTP Billing Contact Phone: 308-385-5900 Extension:

LTP Billing Contact Email: cakolar@gips.org

LTP Billing Address: 123 S. Webb Road Grand Island NE 68803

LTP DUNS Number: L95GBBCJA4J5

Email for Invoice Delivery (if electing electronic invoice delivery): cakolar@gips.org

Notices to be delivered to LTP Contact, above.

Red Cross sales representative

Name: Robin Aiken

Phone: (512) 534-8910 Ext.: Email: robin.aiken@train.redcross.org

Legal Notice to be delivered to your Red Cross sales representative with a copy to The American National Red Cross, Office of the General Counsel at 431 18TH Street NW, Washington, DC 20006.



Licensed Training Provider Agreement

Appendix C – Insurance Requirements for Aquatics LTPs

LTPs who have Aquatics Courses included in [Appendix B](#) are required to maintain General Liability insurance coverage in an amount not less than \$1,000,000 per occurrence naming the Red Cross as additional insured. The policy shall be written as primary policy coverage and not contributing with, or in excess of, any coverage which the Red Cross may maintain. Coverage limits may be met by a combination of primary and excess or umbrella policies. If LTP is a self-insured public entity, LTP must provide a certificate of self-insurance.

LTP shall provide the Red Cross with certificates of insurance (“COIs”) evidencing the required insurance coverage and limits prior to the commencement of training activities under this Agreement, and renewal certificates, for as long as this Agreement is in effect, to the Red Cross contact referenced in [Appendix A](#). In addition, LTP shall provide Red Cross with COIs that conform to the above requirements for each affiliate, division, operating unit, and branch office of LTP that conducts training activities under this Agreement and maintains insurance coverage separate from LTP.

LTP agrees to notify the Red Cross prior to any cancellation or nonrenewal of the required insurance policies.

The Certificate of Insurance (COI) provided must be completed as follows:

Certificate Holder: **The American National Red Cross**
 431 18th Street, NW
 Washington, D.C. 20006

Description of Operations (shall read as follows):

RE: Licensed Training Provider Agreement.

THE AMERICAN NATIONAL RED CROSS, ITS GOVERNORS, OFFICERS, DIRECTORS, EMPLOYEES, AGENTS, AND PERMITTED ASSIGNS ARE INCLUDED AS ADDITIONAL INSUREDS WITH REGARDS TO GENERAL LIABILITY. PRIMARY AND NON-CONTRIBUTORY POLICY LANGUAGE IS INCLUDED WITH RESPECT TO GENERAL LIABILITY WHERE REQUIRED BY CONTRACT.

All such insurance carriers shall be authorized to do business in the state in which Courses are being provided.

All COIs **must be emailed** to the Red Cross contact referenced in [Appendix A](#). **Do not send a hard copy.**



Price List

Hall County School District 2
Feb 24, 2026 PG-0000238364

Price List	SKU	Product	UOM	Price
AP/LTP-NALS	ROC-HSSNALS200-B L-r.25	Blended Learning NALS: Comprehensive Online Session	Each	0.00
AP/LTP-NALS	ROC-HSSNALS100-B L-r.25	Blended Learning NALS: Foundations Online Session	Each	0.00
AP/LTP-NALS	AP-HSSNALS800-BL -r.25	NALS: Instructor	Each	38.00
AP/LTP-NALS	AP-HSSNALS200-BL -r.25	NALS: Comprehensive	Each	51.00
AP/LTP-NALS	AP-HSSNALS100-BL -r.25	NALS: Foundations	Each	41.00
AP/LTP-ALS/PALS Blended	AP-HSSPALS201-BL -r.25	Pediatric Advanced Life Support-BL and Basic Life Support Challenge	Each	139.00
AP/LTP-ALS/PALS Blended	AP-HSSPALS101-BL -r.25	Pediatric Advanced Life Support-BL	Each	110.00
AP/LTP-ALS/PALS Blended	AP-HSSBLS120-BL- r.21	Pediatric Advanced Life Support-BL	Each	110.00
AP/LTP-ALS/PALS Blended	AP-HSSBLS110-BL- r.21	Advanced Life Support-BL	Each	110.00
AP/LTP-ALS/PALS Blended	AP-HSSALS201-BL- r.25	Advanced Life Support-BL and Basic Life Support Challenge	Each	139.00
AP/LTP-ALS/PALS Blended	AP-HSSALS101-BL- r.25	Advanced Life Support-BL	Each	110.00
AP/LTP-FAST	ROC-TSFAST101-OL	First Aid for Severe Trauma Online-OL	Each	30.00
AP/LTP-FAST	AP-TSFAST802-BL	First Aid for Severe Trauma Instructor Crossover with Skill Session-BL	Each	28.00
AP/LTP-FAST	AP-TSFAST801-BL	First Aid for Severe Trauma Instructor-BL	Each	46.00
AP/LTP-FAST	AP-TSFAST101R	First Aid for Severe Trauma Review	Each	32.00
AP/LTP-FAST	AP-TSFAST101C	First Aid for Severe Trauma Challenge	Each	32.00
AP/LTP-FAST	AP-TSFAST101-BL	First Aid for Severe Trauma-BL	Each	32.00
AP/LTP-FAST	AP-TSFAST101	First Aid for Severe Trauma	Each	32.00
AP/LTP-Wilderness and Remote FA	AP-HSSWFA801-BL	Wilderness and Remote First Aid Instructor-BL	Each	49.00
AP/LTP-Wilderness and Remote FA	AP-HSSWFA801	Wilderness and Remote First Aid Instructor	Each	49.00



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AP/LTP-Wilderness and Remote FA	AP-HSSWFA101	Wilderness and Remote First Aid	Each	34.00
AP/LTP-Responding to Emergencies	AP-HSSRTE406R	RTE with BLS, AEO, BBP, Epi, and Asthma Review	Each	54.00
AP/LTP-Responding to Emergencies	AP-HSSRTE406C	RTE with BLS, AEO, BBP, Epi, and Asthma Challenge	Each	54.00
AP/LTP-Responding to Emergencies	AP-HSSRTE406-BL	RTE with BLS, AEO, BBP, Epi, and Asthma -BL	Each	54.00
AP/LTP-Responding to Emergencies	AP-HSSRTE406	RTE with BLS, AEO, BBP, Epi, and Asthma	Each	54.00
AP/LTP-Responding to Emergencies	AP-HSSRTE405R	RTE Adult and Pediatric FA/CPR/AED Review with Asthma, Epi and BBP	Each	54.00
AP/LTP-Responding to Emergencies	AP-HSSRTE405C	RTE Adult and Pediatric FA/CPR/AED Challenge with Asthma, Epi and BBP	Each	54.00
AP/LTP-Responding to Emergencies	AP-HSSRTE405	Responding to Emergencies Adult and Pediatric FA/CPR/AED with Asthma, Epi and BBP	Each	54.00
AP/LTP-Responding to Emergencies	AP-HSSRTE404R	Responding to Emergencies Pediatric FA/CPR/AED Review with Asthma, Epi and BBP	Each	54.00
AP/LTP-Responding to Emergencies	AP-HSSRTE404C	RTE Pediatric FA/CPR/AED Challenge with Asthma, Epi and BBP	Each	54.00
AP/LTP-Responding to Emergencies	AP-HSSRTE404	Responding to Emergencies Pediatric FA/CPR/AED with Asthma, Epi and BBP	Each	54.00
AP/LTP-Responding to Emergencies	AP-HSSRTE403R	RTE Adult and Child FA/CPR/AED Review with Asthma, Epi and BBP	Each	54.00
AP/LTP-Responding to Emergencies	AP-HSSRTE403C	RTE Adult and Child FA/CPR/AED Challenge with Asthma, Epi and BBP	Each	54.00
AP/LTP-Responding to Emergencies	AP-HSSRTE403	Responding to Emergencies Adult and Child FA/CPR/AED with Asthma, Epi and BBP	Each	54.00
AP/LTP-Responding to Emergencies	AP-HSSRTE402R	Responding to Emergencies Child FA/CPR/AED Review with Asthma, Epi and BBP	Each	54.00
AP/LTP-Responding to Emergencies	AP-HSSRTE402C	Responding to Emergencies Child FA/CPR/AED Challenge with Asthma, Epi and BBP	Each	54.00
AP/LTP-Responding to Emergencies	AP-HSSRTE402	Responding to Emergencies Child FA/CPR/AED with Asthma, Epi and BBP	Each	54.00
AP/LTP-Responding to Emergencies	AP-HSSRTE401R	Responding to Emergencies Adult FA/CPR/AED Review with Asthma, Epi and BBP	Each	54.00



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AP/LTP-Responding to Emergencies	AP-HSSRTE401C	Responding to Emergencies Adult FA/CPR/AED Challenge with Asthma, Epi and BBP	Each	54.00
AP/LTP-Responding to Emergencies	AP-HSSRTE401	Responding to Emergencies Adult FA/CPR/AED with Asthma, Epi and BBP	Each	54.00
AP/LTP-Responding to Emergencies	AP-HSSRTE205R	Responding to Emergencies Adult and Pediatric FA/CPR/AED Review and BBP	Each	50.00
AP/LTP-Responding to Emergencies	AP-HSSRTE205C	Responding to Emergencies Adult and Pediatric FA/CPR/AED Challenge and BBP	Each	50.00
AP/LTP-Responding to Emergencies	AP-HSSRTE205	Responding to Emergencies Adult and Pediatric FA/CPR/AED and BBP	Each	50.00
AP/LTP-Responding to Emergencies	AP-HSSRTE204R	Responding to Emergencies Pediatric FA/CPR/AED Review and BBP	Each	50.00
AP/LTP-Responding to Emergencies	AP-HSSRTE204C	Responding to Emergencies Pediatric FA/CPR/AED Challenge and BBP	Each	50.00
AP/LTP-Responding to Emergencies	AP-HSSRTE204	Responding to Emergencies Pediatric FA/CPR/AED and BBP	Each	50.00
AP/LTP-Responding to Emergencies	AP-HSSRTE203R	Responding to Emergencies Adult and Child FA/CPR/AED Review and BBP	Each	50.00
AP/LTP-Responding to Emergencies	AP-HSSRTE203C	Responding to Emergencies Adult and Child FA/CPR/AED Challenge and BBP	Each	50.00
AP/LTP-Responding to Emergencies	AP-HSSRTE203	Responding to Emergencies Adult and Child FA/CPR/AED and BBP	Each	50.00
AP/LTP-Responding to Emergencies	AP-HSSRTE202R	Responding to Emergencies Child First Aid/CPR/AED Challenge and BBP	Each	50.00
AP/LTP-Responding to Emergencies	AP-HSSRTE202C	Responding to Emergencies Child First Aid/CPR/AED Challenge and BBP	Each	50.00
AP/LTP-Responding to Emergencies	AP-HSSRTE202	Responding to Emergencies Child First Aid/CPR/AED and BBP	Each	50.00
AP/LTP-Responding to Emergencies	AP-HSSRTE201R	Responding to Emergencies Adult First Aid/CPR/AED Review and BBP	Each	50.00
AP/LTP-Responding to Emergencies	AP-HSSRTE201C	Responding to Emergencies Adult First Aid/CPR/AED Challenge and BBP	Each	50.00
AP/LTP-Responding to Emergencies	AP-HSSRTE201	Responding to Emergencies Adult First Aid/CPR/AED and BBP	Each	50.00



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AP/LTP-Responding to Emergencies	AP-HSSRTE115R	Responding to Emergencies Adult and Pediatric First Aid/CPR/AED Review	Each	42.00
AP/LTP-Responding to Emergencies	AP-HSSRTE115C	Responding to Emergencies Adult and Pediatric First Aid/CPR/AED Challenge	Each	42.00
AP/LTP-Responding to Emergencies	AP-HSSRTE115	Responding to Emergencies Adult and Pediatric First Aid/CPR/AED	Each	42.00
AP/LTP-Responding to Emergencies	AP-HSSRTE113R	Responding to Emergencies Adult and Pediatric First Aid/CPR Review	Each	42.00
AP/LTP-Responding to Emergencies	AP-HSSRTE113C	Responding to Emergencies Adult and Pediatric First Aid/CPR Challenge	Each	42.00
AP/LTP-Responding to Emergencies	AP-HSSRTE113	Responding to Emergencies Adult and Pediatric First Aid/CPR	Each	42.00
AP/LTP-Responding to Emergencies	AP-HSSRTE112R	Responding to Emergencies Adult and Child First Aid/CPR/AED Review	Each	42.00
AP/LTP-Responding to Emergencies	AP-HSSRTE112C	Responding to Emergencies Adult and Child First Aid/CPR/AED Challenge	Each	42.00
AP/LTP-Responding to Emergencies	AP-HSSRTE112	Responding to Emergencies Adult and Child First Aid/CPR/AED	Each	42.00
AP/LTP-Responding to Emergencies	AP-HSSRTE110R	Responding to Emergencies Pediatric First Aid/CPR/AED Review	Each	42.00
AP/LTP-Responding to Emergencies	AP-HSSRTE110C	Responding to Emergencies Pediatric First Aid/CPR/AED Challenge	Each	42.00
AP/LTP-Responding to Emergencies	AP-HSSRTE110	Responding to Emergencies Pediatric First Aid/CPR/AED	Each	42.00
AP/LTP-Responding to Emergencies	AP-HSSRTE109R	Responding to Emergencies Pediatric First Aid/CPR Review	Each	42.00
AP/LTP-Responding to Emergencies	AP-HSSRTE109C	Responding to Emergencies Pediatric First Aid/CPR Challenge	Each	42.00
AP/LTP-Responding to Emergencies	AP-HSSRTE109	Responding to Emergencies Pediatric First Aid/CPR	Each	42.00
AP/LTP-Responding to Emergencies	AP-HSSRTE107R	Responding to Emergencies Adult and Child First Aid/CPR Review	Each	42.00
AP/LTP-Responding to Emergencies	AP-HSSRTE107C	Responding to Emergencies Adult and Child First Aid/CPR Challenge	Each	42.00
AP/LTP-Responding to Emergencies	AP-HSSRTE107	Responding to Emergencies Adult and Child First Aid/CPR	Each	42.00
AP/LTP-Responding to Emergencies	AP-HSSRTE106R	Responding to Emergencies Child First Aid/CPR/AED Review	Each	42.00
AP/LTP-Responding to Emergencies	AP-HSSRTE106C	Responding to Emergencies Child First Aid/CPR/AED Challenge	Each	42.00
AP/LTP-Responding to Emergencies	AP-HSSRTE106	Responding to Emergencies Child First Aid/CPR/AED	Each	42.00
AP/LTP-Responding to Emergencies	AP-HSSRTE105R	Responding to Emergencies Adult First Aid/CPR/AED Review	Each	42.00



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AP/LTP-Responding to Emergencies	AP-HSSRTE105C	Responding to Emergencies Adult First Aid/CPR/AED Challenge	Each	42.00
AP/LTP-Responding to Emergencies	AP-HSSRTE105	Responding to Emergencies Adult First Aid/CPR/AED	Each	42.00
AP/LTP-Responding to Emergencies	AP-HSSRTE103R	Responding to Emergencies Child First Aid/CPR Review	Each	42.00
AP/LTP-Responding to Emergencies	AP-HSSRTE103C	Responding to Emergencies Child First Aid/CPR Challenge	Each	42.00
AP/LTP-Responding to Emergencies	AP-HSSRTE103	Responding to Emergencies Child First Aid/CPR	Each	42.00
AP/LTP-Responding to Emergencies	AP-HSSRTE102R	Responding to Emergencies Adult First Aid/CPR Review	Each	42.00
AP/LTP-Responding to Emergencies	AP-HSSRTE102C	Responding to Emergencies Adult First Aid/CPR Challenge	Each	42.00
AP/LTP-Responding to Emergencies	AP-HSSRTE102	Responding to Emergencies Adult First Aid/CPR	Each	42.00
AP/LTP-Responding to Emergencies	AP-HSSRTE101R	Responding to Emergencies First Aid Review	Each	34.00
AP/LTP-Responding to Emergencies	AP-HSSRTE101C	Responding to Emergencies First Aid Challenge	Each	34.00
AP/LTP-Responding to Emergencies	AP-HSSRTE101	Responding to Emergencies First Aid	Each	34.00
AP/LTP-Emer Medical Response	AP-HSSPRO805-BL	Emergency Medical Response Instructor-BL	Each	49.00
AP/LTP-Emer Medical Response	AP-HSSPRO501R	Emergency Medical Responder with Asthma and Epi Review, BLS, AEO and BBP	Each	49.00
AP/LTP-Emer Medical Response	AP-HSSPRO501C	Emergency Medical Responder with Asthma and Epi Challenge, BLS, AEO and BBP	Each	49.00
AP/LTP-Emer Medical Response	AP-HSSPRO501	Emergency Medical Responder with Asthma and Epi (includes BLS, AEO and BBP)	Each	49.00
AP/LTP-Emer Medical Response	AP-HSSPRO103R	Emergency Medical Response Review (includes BLS, AEO and BBP)	Each	49.00
AP/LTP-Emer Medical Response	AP-HSSPRO103C	Emergency Medical Response Challenge (includes BLS, AEO and BBP)	Each	49.00
AP/LTP-Emer Medical Response	AP-HSSPRO103	Emergency Medical Response (includes BLS, AEO and BBP)	Each	49.00
AP/LTP-Basic Life Support	ROC-HSSPALS101-B L-r.25	Blended Learning Pediatric Advanced Life Support Online Session	Each	0.00
AP/LTP-Basic Life Support	ROC-HSSBLS120-BL -r.21	Blended Learning Pediatric Advanced Life Support Online Session	Each	0.00
AP/LTP-Basic Life Support	ROC-HSSBLS110-BL -r.21	Blended Learning Advanced Life Support Online Session	Each	0.00
	ROC-HSSBLS101-BL			



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AP/LTP-Basic Life Support	-r.25	Blended Learning Basic Life Support Online Session	Each	0.00
AP/LTP-Basic Life Support	ROC-HSSBLS101-BL -r.21	Blended Learning Basic Life Support Online Session	Each	0.00
AP/LTP-Basic Life Support	ROC-HSSALS101-BL -r.25	Blended Learning Advanced Life Support Online Session	Each	0.00
AP/LTP-Basic Life Support	AP-HSSPALS801-BL -r.25	Pediatric Advanced Life Support Instructor-BL	Each	38.00
AP/LTP-Basic Life Support	AP-HSSPALS201-r. 25	Pediatric Advanced Life Support and Basic Life Support Challenge	Each	60.00
AP/LTP-Basic Life Support	AP-HSSPALS101R-r .25	Pediatric Advanced Life Support Recertification	Each	31.00
AP/LTP-Basic Life Support	AP-HSSPALS101C-r .25	Pediatric Advanced Life Support Challenge	Each	31.00
AP/LTP-Basic Life Support	AP-HSSPALS101-r. 25	Pediatric Advanced Life Support	Each	31.00
AP/LTP-Basic Life Support	AP-HSSBLS801-BL- r.25	Basic Life Support Instructor-BL	Each	47.00
AP/LTP-Basic Life Support	AP-HSSBLS402R-r. 25	Basic Life Support and BBP with AEO and Epi Admin Recertification	Each	49.00
AP/LTP-Basic Life Support	AP-HSSBLS402C-r. 25	Basic Life Support and BBP with AEO and Epi Admin Challenge	Each	49.00
AP/LTP-Basic Life Support	AP-HSSBLS402-r.2 5	Basic Life Support and BBP with AEO and Epi Admin	Each	49.00
AP/LTP-Basic Life Support	AP-HSSBLS401R-r. 25	Basic Life Support and BBP with First Aid and AEO Recertification	Each	49.00
AP/LTP-Basic Life Support	AP-HSSBLS401R-r. 21	Basic Life Support and First Aid with AEO and BBP Review	Each	49.00
AP/LTP-Basic Life Support	AP-HSSBLS401C-r. 25	Basic Life Support and BBP with First Aid and AEO Challenge	Each	49.00
AP/LTP-Basic Life Support	AP-HSSBLS401C-r. 21	Basic Life Support and First Aid with AEO and BBP Challenge	Each	49.00
AP/LTP-Basic Life Support	AP-HSSBLS401-r.2 5	Basic Life Support and BBP with First Aid and AEO	Each	49.00
AP/LTP-Basic Life Support	AP-HSSBLS401-r.2 1	Basic Life Support and First Aid with AEO and BBP	Each	49.00
AP/LTP-Basic Life Support	AP-HSSBLS303R-r. 25	Basic Life Support and BBP with First Aid Recertification	Each	44.00
AP/LTP-Basic Life Support	AP-HSSBLS303R-r. 21	Basic Life Support and First Aid with BBP Review	Each	44.00
AP/LTP-Basic Life Support	AP-HSSBLS303C-r. 25	Basic Life Support and BBP with First Aid Challenge	Each	44.00
AP/LTP-Basic Life Support	AP-HSSBLS303C-r. 21	Basic Life Support and First Aid with BBP Challenge	Each	44.00
AP/LTP-Basic Life Support	AP-HSSBLS303-r.2 5	Basic Life Support and BBP with First Aid	Each	44.00
AP/LTP-Basic Life Support	AP-HSSBLS303-r.2 1	Basic Life Support and First Aid with BBP	Each	44.00
AP/LTP-Basic Life Support	AP-HSSBLS302R-r. 25	Basic Life Support and First Aid with AEO Recertification	Each	44.00



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AP/LTP-Basic Life Support	AP-HSSBLS302R-r. 21	Basic Life Support and First Aid with AEO Review	Each	44.00
AP/LTP-Basic Life Support	AP-HSSBLS302C-r. 25	Basic Life Support and First Aid with AEO Challenge	Each	44.00
AP/LTP-Basic Life Support	AP-HSSBLS302C-r. 21	Basic Life Support and First Aid with AEO Challenge	Each	44.00
AP/LTP-Basic Life Support	AP-HSSBLS302-r.2 5	Basic Life Support and First Aid with AEO	Each	44.00
AP/LTP-Basic Life Support	AP-HSSBLS302-r.2 1	Basic Life Support and First Aid with AEO	Each	44.00
AP/LTP-Basic Life Support	AP-HSSBLS301R-r. 25	Basic Life Support and BBP with AEO Recertification	Each	44.00
AP/LTP-Basic Life Support	AP-HSSBLS301R-r. 21	Basic Life Support with AEO and BBP Review	Each	44.00
AP/LTP-Basic Life Support	AP-HSSBLS301C-r. 25	Basic Life Support and BBP with AEO Challenge	Each	44.00
AP/LTP-Basic Life Support	AP-HSSBLS301C-r. 21	Basic Life Support with AEO and BBP Challenge	Each	44.00
AP/LTP-Basic Life Support	AP-HSSBLS301-r.2 5	Basic Life Support and BBP with AEO	Each	44.00
AP/LTP-Basic Life Support	AP-HSSBLS301-r.2 1	Basic Life Support with AEO and BBP	Each	44.00
AP/LTP-Basic Life Support	AP-HSSBLS204R-r. 25	Basic Life Support and Responding to Emergencies First Aid Recertification	Each	42.00
AP/LTP-Basic Life Support	AP-HSSBLS204R-r. 21	Basic Life Support and Responding to Emergencies First Aid Review	Each	42.00
AP/LTP-Basic Life Support	AP-HSSBLS204C-r. 25	Basic Life Support and Responding to Emergencies First Aid Challenge	Each	42.00
AP/LTP-Basic Life Support	AP-HSSBLS204C-r. 21	Basic Life Support and Responding to Emergencies First Aid Challenge	Each	42.00
AP/LTP-Basic Life Support	AP-HSSBLS204-r.2 5	Basic Life Support and Responding to Emergencies First Aid	Each	42.00
AP/LTP-Basic Life Support	AP-HSSBLS204-r.2 1	Basic Life Support and Responding to Emergencies First Aid	Each	42.00
AP/LTP-Basic Life Support	AP-HSSBLS203R-r. 25	Basic Life Support and BBP Recertification	Each	39.00
AP/LTP-Basic Life Support	AP-HSSBLS203R-r. 21	Basic Life Support with BBP Review	Each	39.00
AP/LTP-Basic Life Support	AP-HSSBLS203C-r. 25	Basic Life Support and BBP Challenge	Each	39.00
AP/LTP-Basic Life Support	AP-HSSBLS203C-r. 21	Basic Life Support with BBP Challenge	Each	39.00
AP/LTP-Basic Life Support	AP-HSSBLS203-r.2 5	Basic Life Support and BBP	Each	39.00
AP/LTP-Basic Life Support	AP-HSSBLS203-r.2 1	Basic Life Support with BBP	Each	39.00
AP/LTP-Basic Life Support	AP-HSSBLS202R-r. 25	Basic Life Support and AEO Recertification	Each	42.00
AP/LTP-Basic Life Support	AP-HSSBLS202R-r. 21	Basic Life Support with AEO Review	Each	42.00



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AP/LTP-Basic Life Support	AP-HSSBLS202C-r. 25	Basic Life Support and AEO Challenge	Each	42.00
AP/LTP-Basic Life Support	AP-HSSBLS202C-r. 21	Basic Life Support with AEO Challenge	Each	42.00
AP/LTP-Basic Life Support	AP-HSSBLS202-r.2 5	Basic Life Support and AEO	Each	42.00
AP/LTP-Basic Life Support	AP-HSSBLS202-r.2 1	Basic Life Support with AEO	Each	42.00
AP/LTP-Basic Life Support	AP-HSSBLS201R-r. 25	Basic Life Support and First Aid Recertification	Each	42.00
AP/LTP-Basic Life Support	AP-HSSBLS201R-r. 21	Basic Life Support with First Aid Review	Each	42.00
AP/LTP-Basic Life Support	AP-HSSBLS201C-r. 25	Basic Life Support and First Aid Challenge	Each	42.00
AP/LTP-Basic Life Support	AP-HSSBLS201C-r. 21	Basic Life Support with First Aid Challenge	Each	42.00
AP/LTP-Basic Life Support	AP-HSSBLS201-r.2 5	Basic Life Support and First Aid	Each	42.00
AP/LTP-Basic Life Support	AP-HSSBLS201-r.2 1	Basic Life Support with First Aid	Each	42.00
AP/LTP-Basic Life Support	AP-HSSBLS201-BL- r.25	Basic Life Support and First Aid-BL	Each	42.00
AP/LTP-Basic Life Support	AP-HSSBLS201-BL- r.21	Basic Life Support with First Aid-BL	Each	42.00
AP/LTP-Basic Life Support	AP-HSSBLS120R-r. 21	Pediatric Advanced Life Support Review	Each	31.00
AP/LTP-Basic Life Support	AP-HSSBLS120C-r. 21	Pediatric Advanced Life Support Challenge	Each	31.00
AP/LTP-Basic Life Support	AP-HSSBLS120-r.2 1	Pediatric Advanced Life Support	Each	31.00
AP/LTP-Basic Life Support	AP-HSSBLS110R-r. 21	Advanced Life Support Review	Each	31.00
AP/LTP-Basic Life Support	AP-HSSBLS110C-r. 21	Advanced Life Support Challenge	Each	31.00
AP/LTP-Basic Life Support	AP-HSSBLS110-r.2 1	Advanced Life Support	Each	31.00
AP/LTP-Basic Life Support	AP-HSSBLS101R-r. 25	Basic Life Support Recertification	Each	29.00
AP/LTP-Basic Life Support	AP-HSSBLS101R-r. 21	Basic Life Support Review	Each	29.00
AP/LTP-Basic Life Support	AP-HSSBLS101C-r. 25	Basic Life Support Challenge	Each	29.00
AP/LTP-Basic Life Support	AP-HSSBLS101C-r. 21	Basic Life Support Challenge	Each	29.00
AP/LTP-Basic Life Support	AP-HSSBLS101-r.2 5	Basic Life Support	Each	29.00
AP/LTP-Basic Life Support	AP-HSSBLS101-r.2 1	Basic Life Support	Each	29.00
AP/LTP-Basic Life Support	AP-HSSBLS101-BL- r.25	Basic Life Support-BL	Each	29.00
AP/LTP-Basic Life Support	AP-HSSBLS101-BL- r.21	Basic Life Support-BL	Each	29.00
AP/LTP-Basic Life Support	AP-HSSALS801-BL- r.25	Advanced Life Support Instructor-BL	Each	38.00
AP/LTP-Basic Life Support	AP-HSSALS201-r.2 5	Advanced Life Support and Basic Life Support Challenge	Each	60.00
AP/LTP-Basic Life Support	AP-HSSALS101R-r. 25	Advanced Life Support Recertification	Each	31.00



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AP/LTP-Basic Life Support	AP-HSSALS101C-r. 25	Advanced Life Support Challenge	Each	31.00
AP/LTP-Basic Life Support	AP-HSSALS101-r.2 5	Advanced Life Support	Each	31.00
AP/LTP-Babysitters Training	ROC-HSSCAR206-OL	Advanced Child Care Training Online-OL	Each	45.00
AP/LTP-Babysitters Training	ROC-HSSCAR203-OL	Babysitting Basics Online-OL	Each	45.00
AP/LTP-Babysitters Training	AP-HSSCAR203-r.2 5	Babysitter's Training with Adult & Pediatric First Aid/CPR/AED	Each	42.00
AP/LTP-Babysitters Training	AP-HSSCAR203-BL-r.25	Babysitter's Training with Adult & Pediatric First Aid/CPR/AED-BL	Each	42.00
AP/LTP-Babysitters Training	AP-HSSCAR202-r.2 5	Babysitter's Training with Pediatric First Aid/CPR/AED	Each	42.00
AP/LTP-Babysitters Training	AP-HSSCAR202-BL-r.25	Babysitter's Training with Pediatric First Aid/CPR/AED-BL	Each	42.00
AP/LTP-Babysitters Training	AP-HSSCAR201-r.2 5	Babysitters Training	Each	19.00
AP/LTP-Bloodborne Pathogens	ROC-HSSBBP102-OL-r.25	Bloodborne Pathogens for Tattoo Artists	Each	35.00
AP/LTP-Bloodborne Pathogens	ROC-HSSBBP102-OL-r.21	Bloodborne Pathogens for Tattoo Artists	Each	35.00
AP/LTP-Bloodborne Pathogens	AP-HSSBBP101-r.2 5	Bloodborne Pathogens Training	Each	20.00
AP/LTP-Bloodborne Pathogens	AP-HSSBBP101-r.2 1	Bloodborne Pathogens Training	Each	20.00
AP/LTP-CPR/AED for the Prof Rescuer	ROC-HSSPRO101-OL-r.24	Blended Learning CPR/AED for Professional Rescuers Online Session	Each	0.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO801-BL-r.24	CPR/AED for Professional Rescuers Instructor-BL	Each	47.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO403R-r. 24	CPR/AED for Professional Rescuers with First Aid and BBP Recertification	Each	44.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO403R-BL-r.24	CPR/AED for Professional Rescuers with First Aid and BBP Recertification-BL	Each	44.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO403C-r. 24	CPR/AED for Professional Rescuers with First Aid and BBP Challenge	Each	44.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO403-r.2 4	CPR/AED for Professional Rescuers with First Aid and BBP	Each	44.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO403-BL-r.24	CPR/AED for Professional Rescuers with First Aid and BBP-BL	Each	44.00



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AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO402R-r. 24	CPR/AED for Professional Rescuers with First Aid, BBP and AEO Recertification	Each	49.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO402R-BL-r.24	CPR/AED for Professional Rescuers with First Aid, BBP and AEO Recertification-BL	Each	49.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO402C-r. 24	CPR/AED for Professional Rescuers with First Aid, BBP and AEO Challenge	Each	49.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO402-r.2 4	CPR/AED for Professional Rescuers with First Aid, BBP and AEO	Each	49.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO402-BL-r.24	CPR/AED for Professional Rescuers with First Aid, BBP and AEO-BL	Each	49.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO401R-r. 24	CPR/AED for Professional Rescuers with First Aid Recertification	Each	42.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO401R-BL-r.24	CPR/AED for Professional Rescuers with First Aid Recertification-BL	Each	42.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO401C-r. 24	CPR/AED for Professional Rescuers with First Aid Challenge	Each	42.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO401-r.2 4	CPR/AED for Professional Rescuers with First Aid	Each	42.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO401-BL-r.24	CPR/AED for Professional Rescuers with First Aid-BL	Each	42.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO301R-r. 24	CPR/AED for Professional Rescuers with RTE Bundle Recertification	Each	48.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO301R-BL-r.24	CPR/AED for Professional Rescuers with RTE Bundle Recertification-BL	Each	48.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO301C-r. 24	CPR/AED for Professional Rescuers with RTE Bundle Challenge	Each	48.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO301-r.2 4	CPR/AED for Professional Rescuers with Responding to Emergencies Bundle	Each	48.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO301-BL-r.24	CPR/AED for Professional Rescuers with RTE Bundle-BL	Each	48.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO203R-r. 24	CPR/AED for Professional Rescuers with RTE, BBP, Epi and Asthma Recertification	Each	48.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO203R-BL-r.24	CPR/AED for Professional Rescuers with RTE, BBP, Epi, Asthma Recertification-BL	Each	48.00
		CPR/AED for Professional Rescuers with RTE, BBP, Epi and		



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AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO203C-r. 24	Asthma Challenge	Each	48.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO203-r.2 4	CPR/AED for Professional Rescuers with RTE, BBP, Epi and Asthma	Each	48.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO203-BL-r.24	CPR/AED for Professional Rescuers with RTE, BBP, Epi, and Asthma-BL	Each	48.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO202R-r. 24	CPR/AED for Professional Rescuers with AEO Recertification	Each	42.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO202R-BL-r.24	CPR/AED for Professional Rescuers with AEO Recertification-BL	Each	42.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO202C-r. 24	CPR/AED for Professional Rescuers with Administering Emergency Oxygen Challenge	Each	42.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO202-r.2 4	CPR/AED for Professional Rescuers with Administering Emergency Oxygen	Each	42.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO202-BL-r.24	CPR/AED for Professional Rescuers with AEO-BL	Each	42.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO201R-r. 24	CPR/AED for Professional Rescuers with RTE First Aid Recertification	Each	42.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO201R-BL-r.24	CPR/AED for Professional Rescuers with RTE First Aid Recertification-BL	Each	42.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO201C-r. 24	CPR/AED for Professional Rescuers with RTE First Aid Challenge	Each	42.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO201-r.2 4	CPR/AED for Professional Rescuers with Responding to Emergencies First Aid	Each	42.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO201-BL-r.24	CPR/AED for Professional Rescuers with Responding to Emergencies First Aid-BL	Each	42.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO112R-r. 24	CPR/AED for Professional Rescuers with BBP, Asthma and Epi Recertification	Each	48.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO112R-BL-r.24	CPR/AED for Professional Rescuers with BBP, Asthma and Epi Recertification-BL	Each	48.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO112C-r. 24	CPR/AED for Professional Rescuers with BBP, Asthma and Epi Challenge	Each	48.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO112-r.2 4	CPR/AED for Professional Rescuers with BBP, Asthma and Epi	Each	48.00



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AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO112-BL-r.24	CPR/AED for Professional Rescuers with BBP, Asthma and Epi-BL	Each	48.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO111R-r. 24	CPR/AED for Professional Rescuers and Bloodborne Pathogens Recertification	Each	42.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO111R-BL-r.24	CPR/AED for Professional Rescuers with BBP Recertification-BL	Each	42.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO111C-r. 24	CPR/AED for Professional Rescuers and Bloodborne Pathogens Challenge	Each	42.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO111-r.2 4	CPR/AED for Professional Rescuers and Bloodborne Pathogens	Each	42.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO111-BL-r.24	CPR/AED for Professional Rescuers with BBP-BL	Each	42.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO110R-r. 24	CPR/AED for Professional Rescuers with AEO and First Aid Recertification	Each	44.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO110R-BL-r.24	CPR/AED for Professional Rescuers with AEO & First Aid Recertification-BL	Each	44.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO110C-r. 24	CPR/AED for Professional Rescuers with AEO and First Aid Challenge	Each	44.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO110-r.2 4	CPR/AED for Professional Rescuers with AEO and First Aid	Each	44.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO110-BL-r.24	CPR/AED for Professional Rescuers with AEO & First Aid-BL	Each	44.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO109R-r. 24	CPR/AED for Professional Rescuers with AEO, BBP, Asthma and Epi Recertification	Each	48.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO109R-BL-r.24	CPR/AED for Professional Rescuers with BBP, AEO, Asthma & Epi Recertification-BL	Each	48.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO109C-r. 24	CPR/AED for Professional Rescuers with AEO, BBP, Asthma and Epi Challenge	Each	48.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO109-r.2 4	CPR/AED for Professional Rescuers with AEO, BBP, Asthma and Epi	Each	48.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO109-BL-r.24	CPR/AED for Professional Rescuers with BBP, AEO, Asthma and Epi-BL	Each	48.00



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AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO101R-r. 24	CPR/AED for Professional Rescuers Recertification	Each	39.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO101C-r. 24	CPR/AED for Professional Rescuers Challenge	Each	39.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO101-r.2 4	CPR/AED for Professional Rescuers	Each	39.00
AP/LTP-CPR/AED for the Prof Rescuer	AP-HSSPRO101-BL-r.24	CPR/AED for Professional Rescuers-BL	Each	39.00
AP/LTP-FAST-Fee Exempt	AP-TSFAST101HSR	First Aid for Severe Trauma for High Schools Review	Each	0.00
AP/LTP-FAST-Fee Exempt	AP-TSFAST101HSC	First Aid for Severe Trauma for High Schools Challenge	Each	0.00
AP/LTP-FAST-Fee Exempt	AP-TSFAST101HS-B L	First Aid for Severe Trauma for High Schools-BL	Each	0.00
AP/LTP-FAST-Fee Exempt	AP-TSFAST101HS	First Aid for Severe Trauma for High Schools	Each	0.00
AP/LTP-Administering Emergency Oxygen	AP-HSSPRO102-r.2 4	Administering Emergency Oxygen	Each	20.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA647-r.2 1	Spanish Adult FA/CPR/AED with Opioid & Naloxone Admin-Nasal Atomizer	Each	50.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA646-r.2 1	Spanish Adult & Peds FA/CPR/AED with Opioid & Naloxone Admin-Nasal Atomizer	Each	50.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA645-r.2 1	Spanish Head, Neck, MBI & Splinting	Each	16.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA644-r.2 1	Spanish Asthma & Quick-Relief Medication	Each	16.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA643-r.2 1	Spanish Anaphylaxis & Epinephrine Auto-Injector Admin	Each	16.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA642-r.2 1	Spanish Life Threatening Bleeding & Tourniquet	Each	16.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA641-r.2 1	Spanish Opioid Overdose & Naloxone Admin-Nasal Spray	Each	16.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA640-r.2 1	Spanish Adult FA/CPR/AED, Head, Neck, MBI and Splinting	Each	50.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA639-r.2 1	Spanish Adult & Peds FA/CPR/AED, Head, Neck, MBI and Splinting	Each	50.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA638-r.2 1	Spanish Adult First Aid/CPR/AED with Asthma	Each	50.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA637-r.2 1	Spanish Adult & Peds FA/CPR/AED with Asthma	Each	50.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA636-r.2 1	Spanish Adult FA/CPR/AED with Epinephrine Auto-Injector	Each	50.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA635-r.2 1	Spanish Adult & Peds FA/CPR/AED with Epinephrine Auto-Injector	Each	50.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA634-r.2 1	Spanish Adult FA/CPR/AED with LTB, Tourniquet Application	Each	50.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA633-r.2 1	Spanish Adult & Peds FA/CPR/AED with LTB, Tourniquet Application	Each	50.00



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AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA632-r.2 1	Spanish Adult FA/CPR/AED with Opioid & Naloxone Admin-Nasal Spray	Each	50.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA631-r.2 1	Spanish Adult & Peds FA/CPR/AED with Opioid & Naloxone Admin-Nasal Spray	Each	50.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA628-r.2 1	Spanish Adult CPR/AED Skills Session (RCP/AED para adultos)	Each	10.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA627-r.2 1	Spanish Adult & Pediatric FA/CPR/AED Skills Session (Primeros auxilios/RCP/DEA p	Each	15.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA626-r.2 1	Spanish Adult FA/CPR/AED Skills Session (Primeros auxilios/RCP/DEA para adultos	Each	15.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA625-r.2 1	Spanish Pediatric FA/CPR/AED Skills Session (Primeros auxilios/RCP/DEA para niñ	Each	15.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA624-r.2 1	Spanish First Aid Skills Session (Primeros auxilios)	Each	10.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA623-r.2 1	Spanish Adult & Pediatric CPR/AED Skills Session(RCP/DEA para adultos y niños)	Each	10.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA622R-r. 21	Spanish Pediatric CPR/AED Review (Curso de repaso de RCP y DEA pediatricos)	Each	34.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA622-r.2 1	Spanish Pediatric CPR/AED (RCP y DEA pediatricos)	Each	34.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA621R-r. 21	Spanish Adult CPR/AED and Pediatric CPR Review	Each	42.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA621C-r. 21	Spanish Adult CPR/AED and Pediatric CPR Challenge	Each	42.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA621-r.2 1	Spanish Adult CPR/AED and Pediatric CPR	Each	42.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA620R-r. 21	Spanish Adult CPR/AED, Pediatric CPR, and Adult and Pediatric First Aid Review	Each	42.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA620C-r. 21	Spanish Adult CPR/AED, Pediatric CPR, and First Aid Challenge	Each	42.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA620-r.2 1	Spanish Adult CPR/AED, Pediatric CPR, and Adult and Pediatric First Aid	Each	42.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA619R-r. 21	Spanish Pediatric First Aid/CPR/AED Review	Each	42.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA619-r.2 1	Spanish Pediatric First Aid/CPR/AED (Primeros auxilios, RCP y DEA pediatricos)	Each	42.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA618R-r. 21	Spanish Pediatric CPR Review (Curso de repaso de RCP pediatrica)	Each	34.00



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AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA618-r.2 1	Spanish Pediatric CPR (RCP pediátrica)	Each	34.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA617R-r. 21	Spanish Adult and Pediatric First Aid/CPR Review	Each	42.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA617C-r. 21	Spanish Adult and Pediatric First Aid/CPR Challenge	Each	42.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA617-r.2 1	Spanish Adult and Pediatric First Aid/CPR	Each	42.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA614R-r. 21	Spanish Adult and Pediatric First Aid/CPR/AED Review	Each	42.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA614C-r. 21	Spanish Adult and Pediatric First Aid/CPR/AED Challenge	Each	42.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA614-r.2 1	Spanish Adult and Pediatric First Aid/CPR/AED	Each	42.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA613R-r. 21	Spanish Adult and Child First Aid/CPR/AED Review	Each	42.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA613C-r. 21	Spanish Adult and Child First Aid/CPR/AED Challenge	Each	42.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA613-r.2 1	Spanish Adult and Child First Aid/CPR/AED	Each	42.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA612R-r. 21	Spanish Adult First Aid/CPR/AED Review	Each	42.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA612C-r. 21	Spanish Adult First Aid/CPR/AED Challenge	Each	42.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA612-r.2 1	Spanish Adult First Aid/CPR/AED (Primeros auxilios, RCP y DEA para adultos)	Each	42.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA611R-r. 21	Spanish Adult First Aid/CPR Review	Each	42.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA611C-r. 21	Spanish Adult First Aid/CPR Challenge	Each	42.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA611-r.2 1	Spanish Adult First Aid/CPR (Primeros auxilios y RCP para adultos)	Each	42.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA610R-r. 21	Spanish Adult and Pediatric CPR/AED Review	Each	34.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA610-r.2 1	Spanish Adult and Pediatric CPR/AED (RCP y DEA pediátricos y para adultos)	Each	34.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA609R-r. 21	Spanish Adult and Pediatric CPR Review	Each	34.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA609-r.2 1	Spanish Adult and Pediatric CPR (RCP para adultos y pediátrica)	Each	34.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA608R-r. 21	Spanish Adult and Child CPR/AED Review	Each	34.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA608-r.2 1	Spanish Adult and Child CPR/AED (RCP y DEA para adultos y niños)	Each	34.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA607R-r. 21	Spanish Adult CPR/AED Review (Curso de repaso de RCP y DEA para adultos)	Each	34.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA607-r.2 1	Spanish Adult CPR/AED (RCP y DEA para adultos)	Each	34.00
		Spanish Adult AED Review (Curso de repaso de uso del DEA en		



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AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA605R-r. 21	adultos)	Each	24.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA604-r.2 1	Spanish Infant CPR (RCP para bebes)	Each	34.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA603R-r. 21	Spanish Child CPR Review (Curso de repaso de RCP para ninos)	Each	34.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA603-r.2 1	Spanish Child CPR (RCP para ninos)	Each	34.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA602R-r. 21	Spanish Adult CPR Review (Curso de repaso de RCP para adultos)	Each	34.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA602C-r. 21	Spanish Adult CPR Challenge (Curso de prueba de RCP para adultos)	Each	34.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA602-r.2 1	Spanish Adult CPR (RCP para adultos)	Each	34.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA601R-r. 21	Spanish First Aid Review (Curso de repaso de primeros auxilios)	Each	34.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA601C-r. 21	Spanish First Aid Challenge (Curso de prueba de primeros auxilios)	Each	34.00
AP/LTP-Spanish FA/CPR/AED	AP-HSSSFA601-r.2 1	Spanish First Aid (Primeros auxilios)	Each	34.00
AP/LTP-FA/CPR/AED	ROC-HSSSFA942-OL-r.21	Until Help Arrives	Each	17.00
AP/LTP-FA/CPR/AED	ROC-HSSSFA704-OL-r.25	Adult and Pediatric First Aid/CPR/AED Online-OL	Each	37.00
AP/LTP-FA/CPR/AED	ROC-HSSSFA704-OL-r.21	Adult Child and Baby First Aid/CPR/AED Online-OL	Each	37.00
AP/LTP-FA/CPR/AED	ROC-HSSSFA703-OL-r.25	Pediatric First Aid/CPR/AED Online-OL	Each	37.00
AP/LTP-FA/CPR/AED	ROC-HSSSFA703-OL-r.21	Child and Baby First Aid/CPR/AED Online-OL	Each	37.00
AP/LTP-FA/CPR/AED	ROC-HSSSFA702-OL-r.25	Adult First Aid/CPR/AED Online-OL	Each	37.00
AP/LTP-FA/CPR/AED	ROC-HSSSFA702-OL-r.21	Adult First Aid/CPR/AED Online-OL	Each	37.00
AP/LTP-FA/CPR/AED	ROC-HSSSFA517-OL	First Aid for Opioid Overdoses Online-OL	Each	20.00
AP/LTP-FA/CPR/AED	ROC-HSSSFA516-BL-r.25	Blended Learning Adult and Pediatric First Aid/CPR/AED Online Session	Each	0.00
AP/LTP-FA/CPR/AED	ROC-HSSSFA516-BL-r.21	Blended Learning Adult and Pediatric First Aid/CPR/AED Online Session	Each	0.00



American Red Cross
Training Services

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AP/LTP-FA/CPR/AED	ROC-HSSSFA515-BL -r.25	Blended Learning Pediatric First Aid/CPR/AED Online Session	Each	0.00
AP/LTP-FA/CPR/AED	ROC-HSSSFA515-BL -r.21	Blended Learning Pediatric First Aid/CPR/AED Online Session	Each	0.00
AP/LTP-FA/CPR/AED	ROC-HSSSFA514-BL -r.25	Blended Learning Adult First Aid/CPR/AED Online Session	Each	0.00
AP/LTP-FA/CPR/AED	ROC-HSSSFA514-BL -r.21	Blended Learning Adult First Aid/CPR/AED Online Session	Each	0.00
AP/LTP-FA/CPR/AED	ROC-HSSSFA513-BL -r.25	Blended Learning Adult and Pediatric CPR/AED Online Session	Each	0.00
AP/LTP-FA/CPR/AED	ROC-HSSSFA513-BL -r.21	Blended Learning Adult and Pediatric CPR/AED Online Session	Each	0.00
AP/LTP-FA/CPR/AED	ROC-HSSSFA512-BL -r.25	Blended Learning Pediatric CPR and AED Online Session	Each	0.00
AP/LTP-FA/CPR/AED	ROC-HSSSFA512-BL -r.21	Blended Learning Pediatric CPR and AED Online Session	Each	0.00
AP/LTP-FA/CPR/AED	ROC-HSSSFA511-BL -r.25	Blended Learning Adult CPR/AED Online Session	Each	0.00
AP/LTP-FA/CPR/AED	ROC-HSSSFA511-BL -r.21	Blended Learning Adult CPR/AED Online Session	Each	0.00
AP/LTP-FA/CPR/AED	ROC-HSSSFA510-BL -r.25	Blended Learning First Aid Online Session	Each	0.00
AP/LTP-FA/CPR/AED	ROC-HSSSFA510-BL -r.21	Blended Learning First Aid Online Session	Each	0.00
AP/LTP-FA/CPR/AED	ROC-HSSSFA508-OL	First Aid for Severe Bleeding Online-OL	Each	30.00
AP/LTP-FA/CPR/AED	ROC-HSSSFA506-OL -r.25	First Aid Online-OL	Each	37.00
AP/LTP-FA/CPR/AED	ROC-HSSSFA506-OL -r.21	First Aid Online-OL	Each	37.00
	ROC-HSSSFA505-OL			



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AP/LTP-FA/CPR/AED	-r.25	Adult CPR/AED Online-OL	Each	37.00
AP/LTP-FA/CPR/AED	ROC-HSSSFA505-OL -r.21	Adult CPR/AED Online-OL	Each	37.00
AP/LTP-FA/CPR/AED	ROC-HSSSFA504-OL	Anaphylaxis and Epinephrine Auto-Injector Online-OL	Each	35.00
AP/LTP-FA/CPR/AED	ROC-HSSPFA201-OL	Cat and Dog First Aid Online-OL	Each	25.00
AP/LTP-FA/CPR/AED	ROC-HSSBBP101-OL -r.25	Bloodborne Pathogens Training Online-OL	Each	35.00
AP/LTP-FA/CPR/AED	ROC-HSSBBP101-OL -r.21	Bloodborne Pathogens Training Online-OL	Each	35.00
AP/LTP-FA/CPR/AED	AP-HSSSFA942-r.2 5	Adult FA/CPR/AED, Anaphylaxis,Asthma,Quick Relief Med, Splint, LTB	Each	54.00
AP/LTP-FA/CPR/AED	AP-HSSSFA942-r.2 1	Adult FA/CPR/AED, Anaphylaxis, Asthma, Quick Relief Medication Admin, HNMBJ, LTB	Each	54.00
AP/LTP-FA/CPR/AED	AP-HSSSFA941-r.2 5	Adult & Pediatric First Aid/CPR/AED, Opioid Emergency & Naloxone-Nasal Atomizer	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA941-r.2 1	Adult & Pediatric First Aid/CPR/AED, Opioid Overdose & Naloxone-Nasal Atomizer	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA940-r.2 5	Adult First Aid/CPR/AED with Opioid Emergency and Naloxone Admin-Nasal Atomizer	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA940-r.2 1	Adult First Aid/CPR/AED with Opioid Overdose and Naloxone Admin-Nasal Atomizer	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA939-r.2 5	Opioid Emergency and Naloxone Administration-Nasal Atomizer	Each	16.00
AP/LTP-FA/CPR/AED	AP-HSSSFA939-r.2 1	Opioid Overdose and Naloxone Administration-Nasal Atomizer	Each	16.00
AP/LTP-FA/CPR/AED	AP-HSSSFA938-r.2 5	Adult FA/CPR/AED with Anaphylaxis & Epinephrine Administration	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA938-r.2 1	Adult FA/CPR/AED with Anaphylaxis & Epinephrine Auto Injector	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA936-r.2 5	Adult & Pediatric First Aid/CPR/AED with Anaphylaxis & Epinephrine	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA936-r.2 1	Adult & Pediatric First Aid/CPR/AED with Anaphylaxis & Epinephrine	Each	50.00
	AP-HSSSFA936-BL-	Adult & Pediatric First Aid/CPR/AED with Anaphylaxis &		



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AP/LTP-FA/CPR/AED	r.25	Epinephrine Admin-BL	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA930-r.2 5	Adult & Pediatric First Aid/CPR/AED, Opioid Emergency & Naloxone-Nasal Spray	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA930-r.2 1	Adult & Pediatric First Aid/CPR/AED, Opioid Overdose & Naloxone-Nasal Spray	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA926-r.2 5	Adult & Pediatric First Aid/CPR/AED with Asthma & Quick-Relief Medication	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA926-r.2 1	Adult & Pediatric First Aid/CPR/AED with Asthma & Quick-Relief Medication	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA920-r.2 5	Adult First Aid/CPR/AED with Opioid Emergency and Naloxone Admin-Nasal Spray	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA920-r.2 1	Adult First Aid/CPR/AED with Opioid Overdose and Naloxone Admin-Nasal Spray	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA905-r.2 5	Life Threatening Bleeding and Tourniquet Application	Each	16.00
AP/LTP-FA/CPR/AED	AP-HSSSFA905-r.2 1	Life Threatening Bleeding and Tourniquet Application	Each	16.00
AP/LTP-FA/CPR/AED	AP-HSSSFA904-r.2 5	Injuries and Splinting	Each	16.00
AP/LTP-FA/CPR/AED	AP-HSSSFA904-r.2 1	Head, Neck, Muscle, Bone and Joint Injuries and Splinting	Each	16.00
AP/LTP-FA/CPR/AED	AP-HSSSFA903-r.2 5	Asthma and Quick-Relief Medication Administration	Each	16.00
AP/LTP-FA/CPR/AED	AP-HSSSFA903-r.2 1	Asthma and Quick-Relief Medication Administration	Each	16.00
AP/LTP-FA/CPR/AED	AP-HSSSFA902-r.2 5	Anaphylaxis and Epinephrine Administration	Each	16.00
AP/LTP-FA/CPR/AED	AP-HSSSFA902-r.2 1	Anaphylaxis and Epinephrine Auto-Injector Administration	Each	16.00
AP/LTP-FA/CPR/AED	AP-HSSSFA900-r.2 5	Opioid Emergency and Naloxone Administration-Nasal Spray	Each	16.00
AP/LTP-FA/CPR/AED	AP-HSSSFA900-r.2 1	Opioid Overdose and Naloxone Administration-Nasal Spray	Each	16.00
AP/LTP-FA/CPR/AED	AP-HSSSFA820-r.2 5	First Aid/CPR/AED In-Person Testing Session	Each	0.00
AP/LTP-FA/CPR/AED	AP-HSSSFA820-r.2 1	First Aid/CPR/AED In-Person Testing Session	Each	0.00
AP/LTP-FA/CPR/AED	AP-HSSSFA801-BL-r.25	First Aid/CPR/AED Instructor-BL	Each	49.00
AP/LTP-FA/CPR/AED	AP-HSSSFA750R-r. 24	First Aid for Public Safety Personnel (Title 22) Recertification	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA750R	First Aid for Public Safety Personnel (Title 22) Review	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA750-r.2 4	First Aid for Public Safety Personnel (Title 22)	Each	50.00



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AP/LTP-FA/CPR/AED	AP-HSSSFA750	First Aid for Public Safety Personnel (Title 22)	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA717-r.2 5	Pediatric First Aid/CPR/AED Skills Session	Each	15.00
AP/LTP-FA/CPR/AED	AP-HSSSFA717-r.2 1	Pediatric First Aid/CPR/AED Skills Session	Each	15.00
AP/LTP-FA/CPR/AED	AP-HSSSFA716-r.2 5	Adult and Pediatric First Aid/CPR/AED Skills Session	Each	15.00
AP/LTP-FA/CPR/AED	AP-HSSSFA716-r.2 1	Adult and Pediatric First Aid/CPR/AED Skills Session	Each	15.00
AP/LTP-FA/CPR/AED	AP-HSSSFA714-r.2 5	Adult First Aid/CPR/AED Skills Session	Each	15.00
AP/LTP-FA/CPR/AED	AP-HSSSFA714-r.2 1	Adult First Aid/CPR/AED Skills Session	Each	15.00
AP/LTP-FA/CPR/AED	AP-HSSSFA713-r.2 5	Adult and Pediatric CPR/AED Skills Session	Each	10.00
AP/LTP-FA/CPR/AED	AP-HSSSFA713-r.2 1	Adult and Pediatric CPR/AED Skills Session	Each	10.00
AP/LTP-FA/CPR/AED	AP-HSSSFA711-r.2 5	Adult CPR/AED Skills Session	Each	10.00
AP/LTP-FA/CPR/AED	AP-HSSSFA711-r.2 1	Adult CPR/AED Skills Session	Each	10.00
AP/LTP-FA/CPR/AED	AP-HSSSFA710-r.2 5	First Aid Skills Session	Each	10.00
AP/LTP-FA/CPR/AED	AP-HSSSFA710-r.2 1	First Aid Skills Session	Each	10.00
AP/LTP-FA/CPR/AED	AP-HSSSFA520-r.2 5	Adult and Infant CPR/AED	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA520-r.2 1	Adult and Infant CPR/AED	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA519-r.2 5	Infant First Aid/CPR/AED	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA519-r.2 1	Infant First Aid/CPR/AED	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA516BBP-BL-r.25	Adult and Pediatric First Aid/CPR/AED and Bloodborne Pathogens-BL	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA516BBP-BL-r.21	Adult and Pediatric First Aid/CPR/AED and Bloodborne Pathogens-BL	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA516-BL-r.25	Adult and Pediatric First Aid/CPR/AED-BL	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA516-BL-r.21	Adult and Pediatric First Aid/CPR/AED-BL	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA515BBP-BL-r.25	Pediatric First Aid/CPR/AED and Bloodborne Pathogens-BL	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA515BBP-BL-r.21	Pediatric First Aid/CPR/AED and Bloodborne Pathogens-BL	Each	50.00
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AP/LTP-FA/CPR/AED	r.25	Pediatric First Aid/CPR/AED-BL	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA515-BL-r.21	Pediatric First Aid/CPR/AED-BL	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA514BBP-BL-r.25	Adult First Aid/CPR/AED and Bloodborne Pathogens-BL	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA514BBP-BL-r.21	Adult First Aid/CPR/AED and Bloodborne Pathogens-BL	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA514-BL-r.25	Adult First Aid/CPR/AED-BL	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA514-BL-r.21	Adult First Aid/CPR/AED-BL	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA513BBP-BL-r.25	Adult and Pediatric CPR/AED and Bloodborne Pathogens-BL	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA513BBP-BL-r.21	Adult and Pediatric CPR/AED and Bloodborne Pathogens-BL	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA513-BL-r.25	Adult and Pediatric CPR/AED-BL	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA513-BL-r.21	Adult and Pediatric CPR/AED-BL	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA512BBP-BL-r.25	Pediatric CPR/AED and Bloodborne Pathogens-BL	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA512BBP-BL-r.21	Pediatric CPR/AED and Bloodborne Pathogens-BL	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA512-BL-r.25	Pediatric CPR/AED-BL	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA512-BL-r.21	Pediatric CPR/AED-BL	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA511BBP-BL-r.25	Adult CPR/AED and Bloodborne Pathogens-BL	Each	42.00
	AP-HSSSFA511BBP-			



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AP/LTP-FA/CPR/AED	BL-r.21	Adult CPR/AED and Bloodborne Pathogens-BL	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA511-BL-r.25	Adult CPR/AED-BL	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA511-BL-r.21	Adult CPR/AED-BL	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA510BBP-BL-r.25	First Aid and Bloodborne Pathogens-BL	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA510BBP-BL-r.21	First Aid and Bloodborne Pathogens-BL	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA510-BL-r.25	First Aid-BL	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA510-BL-r.21	First Aid-BL	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA503R-r. 25	Adult and Pediatric First Aid/CPR/AED with Epi and Asthma Recertification	Each	52.00
AP/LTP-FA/CPR/AED	AP-HSSSFA503R-r. 21	Adult and Pediatric First Aid/CPR/AED with Epi and Asthma - Review	Each	52.00
AP/LTP-FA/CPR/AED	AP-HSSSFA503C-r. 25	Adult and Pediatric First Aid/CPR/AED with Epi and Asthma Challenge	Each	52.00
AP/LTP-FA/CPR/AED	AP-HSSSFA503C-r. 21	Adult and Pediatric First Aid/CPR/AED with Epi and Asthma - Challenge	Each	52.00
AP/LTP-FA/CPR/AED	AP-HSSSFA503-r.2 5	Adult and Pediatric First Aid/CPR/AED with Epi and Asthma	Each	52.00
AP/LTP-FA/CPR/AED	AP-HSSSFA503-r.2 1	Adult and Pediatric First Aid/CPR/AED with Epi and Asthma	Each	52.00
AP/LTP-FA/CPR/AED	AP-HSSSFA503-BL-r.25	Adult and Pediatric First Aid/CPR/AED with Epi and Asthma-BL	Each	52.00
AP/LTP-FA/CPR/AED	AP-HSSSFA503-BL-r.21	Adult and Pediatric First Aid/CPR/AED with Epi and Asthma-BL	Each	52.00
AP/LTP-FA/CPR/AED	AP-HSSSFA468-r.2 5	Adult First Aid/CPR/AED with Bloodborne Pathogens and AEO	Each	52.00
AP/LTP-FA/CPR/AED	AP-HSSSFA468-r.2 1	Adult First Aid/CPR/AED with Bloodborne Pathogens and AEO	Each	52.00
AP/LTP-FA/CPR/AED	AP-HSSSFA466-r.2 5	Adult and Pediatric First Aid/CPR/AED with BBP and AEO	Each	52.00



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AP/LTP-FA/CPR/AED	AP-HSSSFA466-r.2 1	Adult and Pediatric First Aid/CPR/AED with BBP and AEO	Each	52.00
AP/LTP-FA/CPR/AED	AP-HSSSFA460R-r. 25	Adult and Pediatric First Aid/CPR/AED with BBP, Epi, Asthma Recertification	Each	54.00
AP/LTP-FA/CPR/AED	AP-HSSSFA460R-r. 21	Adult and Pediatric First Aid/CPR/AED with BBP, Epi, Asthma Review	Each	54.00
AP/LTP-FA/CPR/AED	AP-HSSSFA460C-r. 25	Adult and Pediatric First Aid/CPR/AED with BBP, Epi, Asthma Challenge	Each	54.00
AP/LTP-FA/CPR/AED	AP-HSSSFA460C-r. 21	Adult and Pediatric First Aid/CPR/AED with BBP, Epi, Asthma Challenge	Each	54.00
AP/LTP-FA/CPR/AED	AP-HSSSFA460-r.2 5	Adult and Pediatric First Aid/CPR/AED with BBP, Epi, Asthma	Each	54.00
AP/LTP-FA/CPR/AED	AP-HSSSFA460-r.2 1	Adult and Pediatric First Aid/CPR/AED with BBP, Epi, Asthma	Each	54.00
AP/LTP-FA/CPR/AED	AP-HSSSFA459R-r. 25	Adult and Pediatric First Aid/CPR Recert and Bloodborne Pathogens Training	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA459R-r. 21	Adult and Pediatric First Aid/CPR Review and Bloodborne Pathogens Training	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA459C-r. 25	Adult and Pediatric First Aid/CPR Challenge and Bloodborne Pathogens Training	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA459C-r. 21	Adult and Pediatric First Aid/CPR Challenge and Bloodborne Pathogens Training	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA459-r.2 5	Adult and Pediatric First Aid/CPR and Bloodborne Pathogens Training	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA459-r.2 1	Adult and Pediatric First Aid/CPR and Bloodborne Pathogens Training	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA458-r.2 5	Adult First Aid/CPR/AED and BBP and Asthma and Epi and AEO	Each	54.00
AP/LTP-FA/CPR/AED	AP-HSSSFA458-r.2 1	Adult First Aid/CPR/AED and BBP and Asthma and Epi and AEO	Each	54.00
AP/LTP-FA/CPR/AED	AP-HSSSFA456R-r. 25	Adult and Pediatric First Aid/CPR/AED with BBP, Asthma, Epi, and AEO Recert	Each	54.00
AP/LTP-FA/CPR/AED	AP-HSSSFA456R-r. 21	Adult and Pediatric First Aid/CPR/AED with BBP, Asthma, Epi, and AEO Review	Each	54.00

Adult and Pediatric First Aid/CPR/AED with BBP, Asthma, Epi and



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AP/LTP-FA/CPR/AED	AP-HSSSFA456C-r. 25	AEO Challenge	Each	54.00
AP/LTP-FA/CPR/AED	AP-HSSSFA456C-r. 21	Adult and Pediatric First Aid/CPR/AED with BBP, Asthma, Epi and AEO Challenge	Each	54.00
AP/LTP-FA/CPR/AED	AP-HSSSFA456-r.2 5	Adult and Pediatric First Aid/CPR/AED with BBP, Asthma, Epi, and AEO	Each	54.00
AP/LTP-FA/CPR/AED	AP-HSSSFA456-r.2 1	Adult and Pediatric First Aid/CPR/AED with BBP, Asthma, Epi, and AEO	Each	54.00
AP/LTP-FA/CPR/AED	AP-HSSSFA450R-r. 25	Adult First Aid/CPR/AED with Asthma, Epi and AEO Recertification	Each	52.00
AP/LTP-FA/CPR/AED	AP-HSSSFA450R-r. 21	Adult First Aid/CPR/AED with Asthma, Epi and AEO Review	Each	54.00
AP/LTP-FA/CPR/AED	AP-HSSSFA450C-r. 25	Adult First Aid/CPR/AED with Asthma, Epi and AEO Challenge	Each	52.00
AP/LTP-FA/CPR/AED	AP-HSSSFA450C-r. 21	Adult First Aid/CPR/AED with Asthma, Epi and AEO Challenge	Each	54.00
AP/LTP-FA/CPR/AED	AP-HSSSFA450-r.2 5	Adult First Aid/CPR/AED with Asthma, Epi and AEO	Each	52.00
AP/LTP-FA/CPR/AED	AP-HSSSFA450-r.2 1	Adult First Aid/CPR/AED with Asthma, Epi and AEO	Each	54.00
AP/LTP-FA/CPR/AED	AP-HSSSFA448R-r. 25	Adult First Aid/CPR/AED and Administering Emergency Oxygen Recertification	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA448R-r. 21	Adult First Aid/CPR/AED and Administering Emergency Oxygen Review	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA448C-r. 25	Adult First Aid/CPR/AED and Administering Emergency Oxygen Challenge	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA448C-r. 21	Adult First Aid/CPR/AED and Administering Emergency Oxygen Challenge	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA448-r.2 5	Adult First Aid/CPR/AED and Administering Emergency Oxygen	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA448-r.2 1	Adult First Aid/CPR/AED and Administering Emergency Oxygen	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA447R-r. 25	Adult First Aid/CPR and Administering Emergency Oxygen Recertification	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA447R-r. 21	Adult First Aid/CPR and Administering Emergency Oxygen Review	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA447C-r. 25	Adult First Aid/CPR and Administering Emergency Oxygen Challenge	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA447C-r. 21	Adult First Aid/CPR and Administering Emergency Oxygen Challenge	Each	50.00



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AP/LTP-FA/CPR/AED	AP-HSSSFA447-r.2 5	Adult First Aid/CPR and Administering Emergency Oxygen	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA447-r.2 1	Adult First Aid/CPR and Administering Emergency Oxygen	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA446R-r. 25	Adult and Pediatric First Aid/CPR/AED and Administering Emergency Oxygen Recert	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA446R-r. 21	Adult and Pediatric First Aid/CPR/AED and Administering Emergency Oxygen Review	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA446C-r. 25	Adult and Pediatric First Aid/CPR/AED & Administering Emergency Oxygen Challenge	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA446C-r. 21	Adult and Pediatric First Aid/CPR/AED & Administering Emergency Oxygen Challenge	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA446-r.2 5	Adult and Pediatric First Aid/CPR/AED and Administering Emergency Oxygen	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA446-r.2 1	Adult and Pediatric First Aid/CPR/AED and Administering Emergency Oxygen	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA446-BL-r.25	Adult and Pediatric First Aid/CPR/AED and Administering Emergency Oxygen-BL	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA446-BL-r.21	Adult and Pediatric First Aid/CPR/AED and Administering Emergency Oxygen-BL	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA438R-r. 25	Adult First Aid/CPR/AED with Anaphylaxis and Epinephrine Admin Recertification	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA438R-r. 21	Adult First Aid/CPR/AED with Anaphylaxis and Epinephrine Auto-Injector Review	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA438C-r. 25	Adult First Aid/CPR/AED with Anaphylaxis and Epinephrine Admin Challenge	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA438C-r. 21	Adult First Aid/CPR/AED with Anaphylaxis and Epinephrine Auto-Injector Challenge	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA438-r.2 5	Adult First Aid/CPR/AED with Anaphylaxis and Epinephrine Administration	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA438-r.2 1	Adult First Aid/CPR/AED with Anaphylaxis and Epinephrine Auto-Injector	Each	50.00



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AP/LTP-FA/CPR/AED	AP-HSSSFA437R-r. 25	Adult First Aid/CPR with Anaphylaxis and Epinephrine Administration Recert	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA437R-r. 21	Adult First Aid/CPR with Anaphylaxis and Epinephrine Auto-Injector Review	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA437C-r. 25	Adult First Aid/CPR with Anaphylaxis and Epinephrine Admin Challenge	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA437C-r. 21	Adult First Aid/CPR with Anaphylaxis and Epinephrine Auto-Injector Challenge	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA437-r.2 5	Adult First Aid/CPR with Anaphylaxis and Epinephrine Administration	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA437-r.2 1	Adult First Aid/CPR with Anaphylaxis and Epinephrine Auto-Injector	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA436R-r. 25	Adult & Pediatric First Aid/CPR/AED with Anaphylaxis & Epi Admin Recert	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA436R-r. 21	Adult & Pediatric First Aid/CPR/AED with Anaphylaxis & Epi Auto-Injector Review	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA436C-r. 25	Adult & Pediatric FA/CPR/AED with Anaphylaxis & Epi Administration Challenge	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA436C-r. 21	Adult & Pediatric FA/CPR/AED with Anaphylaxis & Epi Auto-Injector Challenge	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA436-r.2 5	Adult & Pediatric First Aid/CPR/AED with Anaphylaxis & Epinephrine Admin	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA436-r.2 1	Adult & Pediatric First Aid/CPR/AED with Anaphylaxis & Epinephrine Auto-Injector	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA428R-r. 25	Adult First Aid/CPR/AED with Asthma & Quick-Relief Medication Admin Recert	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA428R-r. 21	Adult First Aid/CPR/AED with Asthma & Quick-Relief Medication Admin Review	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA428C-r. 25	Adult FA/CPR/AED with Asthma & Quick-Relief Medication Admin Challenge	Each	50.00
		Adult FA/CPR/AED with Asthma & Quick-Relief Medication Admin		



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AP/LTP-FA/CPR/AED	AP-HSSSFA428C-r. 21	Challenge	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA428-r.2 5	Adult First Aid/CPR/AED with Asthma & Quick-Relief Medication Administration	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA428-r.2 1	Adult First Aid/CPR/AED with Asthma & Quick-Relief Medication Administration	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA427R-r. 25	Adult FA/CPR with Asthma & Quick-Relief Medication Admin Recertification	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA427R-r. 21	Adult FA/CPR with Asthma & Quick-Relief Medication Administration Review	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA427C-r. 25	Adult First Aid/CPR with Asthma & Quick-Relief Medication Admin Challenge	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA427C-r. 21	Adult First Aid/CPR with Asthma & Quick-Relief Medication Admin Challenge	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA427-r.2 5	Adult First Aid/CPR with Asthma & Quick-Relief Medication Administration	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA427-r.2 1	Adult First Aid/CPR with Asthma & Quick-Relief Medication Administration	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA426R-r. 25	Adult and Peds FA/CPR/AED with Asthma & Quick-Relief Medication Admin Recert	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA426R-r. 21	Adult and Peds FA/CPR/AED with Asthma & Quick-Relief Medication Admin Review	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA426C-r. 25	Adult and Peds FA/CPR/AED with Asthma & Quick-Relief Medication Admin Challenge	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA426C-r. 21	Adult and Peds FA/CPR/AED with Asthma & Quick-Relief Medication Admin Challenge	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA426-r.2 5	Adult and Pediatric FA/CPR/AED with Asthma & Quick-Relief Medication Admin	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA426-r.2 1	Adult and Pediatric FA/CPR/AED with Asthma & Quick-Relief Medication Admin	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA421R-r. 25	Adult First Aid, CPR with BBP, Anaphylaxis and Epi Recertification	Each	52.00



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AP/LTP-FA/CPR/AED	AP-HSSSFA421R-r. 21	Adult First Aid, CPR with BBP, Anaphylaxis and Epi- Review	Each	52.00
AP/LTP-FA/CPR/AED	AP-HSSSFA421C-r. 25	Adult First Aid, CPR with BBP, Anaphylaxis and Epi Challenge	Each	52.00
AP/LTP-FA/CPR/AED	AP-HSSSFA421C-r. 21	Adult First Aid, CPR with BBP, Anaphylaxis and Epi- Challenge	Each	52.00
AP/LTP-FA/CPR/AED	AP-HSSSFA421-r.2 5	Adult First Aid, CPR with BBP, Anaphylaxis and Epi	Each	52.00
AP/LTP-FA/CPR/AED	AP-HSSSFA421-r.2 1	Adult First Aid, CPR with BBP, Anaphylaxis and Epi	Each	52.00
AP/LTP-FA/CPR/AED	AP-HSSSFA421-BL-r.25	Adult First Aid, CPR with BBP, Anaphylaxis and Epi-BL	Each	52.00
AP/LTP-FA/CPR/AED	AP-HSSSFA421-BL-r.21	Adult First Aid, CPR with BBP, Anaphylaxis and Epi-BL	Each	52.00
AP/LTP-FA/CPR/AED	AP-HSSSFA420R-r. 25	Adult and Child First Aid/CPR/AED and Bloodborne Pathogens Recertification	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA420R-r. 21	Adult and Child First Aid/CPR/AED and Bloodborne Pathogens Review	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA420C-r. 25	Adult and Child First Aid/CPR/AED and Bloodborne Pathogens Challenge	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA420C-r. 21	Adult and Child First Aid/CPR/AED and Bloodborne Pathogens Challenge	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA420-r.2 5	Adult and Child First Aid/CPR/AED and Bloodborne Pathogens	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA420-r.2 1	Adult and Child First Aid/CPR/AED and Bloodborne Pathogens	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA419R-r. 25	Adult and Child First Aid/CPR and Bloodborne Pathogens Recertification	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA419R-r. 21	Adult and Child First Aid/CPR and Bloodborne Pathogens Review	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA419C-r. 25	Adult and Child First Aid/CPR and Bloodborne Pathogens Challenge	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA419C-r. 21	Adult and Child First Aid/CPR and Bloodborne Pathogens Challenge	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA419-r.2 5	Adult and Child First Aid/CPR and Bloodborne Pathogens	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA419-r.2 1	Adult and Child First Aid/CPR and Bloodborne Pathogens	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA418R-r. 25	Adult First Aid/CPR/AED and Bloodborne Pathogens Recertification	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA418R-r. 21	Adult First Aid/CPR/AED and Bloodborne Pathogens Review	Each	50.00



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AP/LTP-FA/CPR/AED	AP-HSSSFA418C-r. 25	Adult First Aid/CPR/AED and Bloodborne Pathogens Challenge	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA418C-r. 21	Adult First Aid/CPR/AED and Bloodborne Pathogens Challenge	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA418-r.2 5	Adult First Aid/CPR/AED plus Bloodborne Pathogens	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA418-r.2 1	Adult First Aid/CPR/AED plus Bloodborne Pathogens	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA417R-r. 25	Adult First Aid/CPR and Bloodborne Pathogens Recertification	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA417R-r. 21	Adult First Aid/CPR and Bloodborne Pathogens Review	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA417C-r. 25	Adult First Aid/CPR and Bloodborne Pathogens Challenge	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA417C-r. 21	Adult First Aid/CPR and Bloodborne Pathogens Challenge	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA417-r.2 5	Adult First Aid/CPR and Bloodborne Pathogens	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA417-r.2 1	Adult First Aid/CPR and Bloodborne Pathogens	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA416R-r. 25	Adult and Pediatric First Aid/CPR/AED and Bloodborne Pathogens Recertification	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA416R-r. 21	Adult and Pediatric First Aid/CPR/AED and Bloodborne Pathogens Review	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA416C-r. 25	Adult and Pediatric First Aid/CPR/AED and Bloodborne Pathogens Challenge	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA416C-r. 21	Adult and Pediatric First Aid/CPR/AED and Bloodborne Pathogens Challenge	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA416-r.2 5	Adult and Pediatric First Aid/CPR/AED and Bloodborne Pathogens	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA416-r.2 1	Adult and Pediatric First Aid/CPR/AED and Bloodborne Pathogens	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA415R-r. 25	Adult and Pediatric First Aid/CPR/AED Recertification	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA415R-r. 21	Adult and Pediatric First Aid/CPR/AED Review	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA415C-r. 25	Adult and Pediatric First Aid/CPR/AED Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA415C-r. 21	Adult and Pediatric First Aid/CPR/AED Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA415-r.2 5	Adult and Pediatric First Aid/CPR/AED	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA415-r.2 1	Adult and Pediatric First Aid/CPR/AED	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA414R-r. 25	Adult CPR/AED, Pediatric CPR and First Aid Recertification	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA414R-r. 21	Adult CPR/AED, Pediatric CPR and First Aid Review	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA414C-r. 25	Adult CPR/AED, Pediatric CPR and First Aid Challenge	Each	42.00



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AP/LTP-FA/CPR/AED	AP-HSSSFA414C-r. 21	Adult CPR/AED, Pediatric CPR and First Aid Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA414-r.2 5	Adult CPR/AED, Pediatric CPR and First Aid	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA414-r.2 1	Adult CPR/AED, Pediatric CPR and First Aid	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA413R-r. 25	Adult and Pediatric First Aid/CPR Recertification	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA413R-r. 21	Adult and Pediatric First Aid/CPR Review	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA413C-r. 25	Adult and Pediatric First Aid/CPR Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA413C-r. 21	Adult and Pediatric First Aid/CPR Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA413-r.2 5	Adult and Pediatric First Aid/CPR	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA413-r.2 1	Adult and Pediatric First Aid/CPR	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA412R-r. 25	Adult and Child First Aid/CPR/AED Recertification	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA412R-r. 21	Adult and Child First Aid/CPR/AED Review	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA412C-r. 25	Adult and Child First Aid/CPR/AED Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA412C-r. 21	Adult and Child First Aid/CPR/AED Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA412-r.2 5	Adult and Child First Aid/CPR/AED	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA412-r.2 1	Adult and Child First Aid/CPR/AED	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA411R-r. 25	Pediatric First Aid/CPR/AED Recertification	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA411R-r. 21	Pediatric First Aid/CPR/AED Review	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA411C-r. 25	Pediatric First Aid/CPR/AED Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA411C-r. 21	Pediatric First Aid/CPR/AED Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA411-r.2 5	Pediatric First Aid/CPR/AED	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA411-r.2 1	Pediatric First Aid/CPR/AED	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA410R-r. 25	Adult CPR/AED, Infant CPR and First Aid Recertification	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA410R-r. 21	Adult CPR/AED, Infant CPR and First Aid Review	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA410C-r. 25	Adult CPR/AED, Infant CPR and First Aid Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA410C-r. 21	Adult CPR/AED, Infant CPR and First Aid Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA410-r.2 5	Adult CPR/AED, Infant CPR and First Aid	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA410-r.2 1	Adult CPR/AED, Infant CPR and First Aid	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA409R-r. 25	Adult CPR/AED, Child CPR and First Aid Recertification	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA409R-r. 21	Adult CPR/AED, Child CPR and First Aid Review	Each	42.00



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AP/LTP-FA/CPR/AED	AP-HSSSFA409C-r. 25	Adult CPR/AED, Child CPR and First Aid Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA409C-r. 21	Adult CPR/AED, Child CPR and First Aid Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA409-r.2 5	Adult CPR/AED, Child CPR and First Aid	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA409-r.2 1	Adult CPR/AED, Child CPR and First Aid	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA408R-r. 25	Pediatric First Aid/CPR Recertification	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA408R-r. 21	Pediatric First Aid/CPR Review	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA408C-r. 25	Pediatric First Aid/CPR Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA408C-r. 21	Pediatric First Aid/CPR Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA408-r.2 5	Pediatric First Aid/CPR	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA408-r.2 1	Pediatric First Aid/CPR	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA407R-r. 25	Adult and Infant First Aid/CPR Recertification	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA407R-r. 21	Adult and Infant First Aid/CPR Review	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA407C-r. 25	Adult and Infant First Aid/CPR Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA407C-r. 21	Adult and Infant First Aid/CPR Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA407-r.2 5	Adult and Infant First Aid/CPR	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA407-r.2 1	Adult and Infant First Aid/CPR	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA406R-r. 25	Adult and Child CPR/First Aid Recertification	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA406R-r. 21	Adult and Child CPR/First Aid Review	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA406C-r. 25	Adult and Child CPR/First Aid Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA406C-r. 21	Adult and Child CPR/First Aid Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA406-r.2 5	Adult and Child CPR/First Aid	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA406-r.2 1	Adult and Child CPR/First Aid	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA405R-r. 25	Child First Aid/CPR/AED Recertification	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA405R-r. 21	Child First Aid/CPR/AED Review	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA405C-r. 25	Child First Aid/CPR/AED Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA405C-r. 21	Child First Aid/CPR/AED Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA405-r.2 5	Child First Aid/CPR/AED	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA405-r.2 1	Child First Aid/CPR/AED	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA404R-r. 25	Adult First Aid/CPR/AED Recertification	Each	42.00



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AP/LTP-FA/CPR/AED	AP-HSSSFA404R-r. 21	Adult First Aid/CPR/AED Review	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA404C-r. 25	Adult First Aid/CPR/AED Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA404C-r. 21	Adult First Aid/CPR/AED Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA404-r.2 5	Adult First Aid/CPR/AED	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA404-r.2 1	Adult First Aid/CPR/AED	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA403R-r. 25	Infant First Aid/CPR Recertification	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA403R-r. 21	Infant First Aid/CPR Review	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA403C-r. 25	Infant First Aid/CPR Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA403C-r. 21	Infant First Aid/CPR Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA403-r.2 5	Infant First Aid/CPR	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA403-r.2 1	Infant First Aid/CPR	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA402R-r. 25	Child First Aid/CPR Recertification	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA402R-r. 21	Child First Aid/CPR Review	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA402C-r. 25	Child First Aid/CPR Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA402C-r. 21	Child First Aid/CPR Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA402-r.2 5	Child First Aid/CPR	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA402-r.2 1	Child First Aid/CPR	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA401R-r. 25	Adult First Aid/CPR Recertification	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA401R-r. 21	Adult First Aid/CPR Review	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA401C-r. 25	Adult First Aid/CPR Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA401C-r. 21	Adult First Aid/CPR Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA401-r.2 5	Adult First Aid/CPR	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA401-r.2 1	Adult First Aid/CPR	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA32-r.25	Adult & Pediatric First Aid/CPR/AED with Injuries and Splinting	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA32-r.21	Adult & Pediatric First Aid/CPR/AED with Head, Neck, MBI & Splinting	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA31-r.25	Adult & Pediatric First Aid/CPR/AED with Life Threatening Bleeding & Tourniquet	Each	50.00
		Adult & Pediatric First Aid/CPR/AED with Life Threatening Bleeding		



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AP/LTP-FA/CPR/AED	AP-HSSSFA31-r.21	& Tourniquet	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA304-r.2 5	Adult and Pediatric CPR/AED with Asthma & Anaphylaxis/Epinephrine Administration	Each	44.00
AP/LTP-FA/CPR/AED	AP-HSSSFA304-r.2 1	Adult and Pediatric CPR/AED with Asthma & Anaphylaxis/Epinephrine Auto-Injector	Each	44.00
AP/LTP-FA/CPR/AED	AP-HSSSFA303R-r. 25	Adult and Pediatric CPR/AED Recertification	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA303R-r. 21	Adult and Pediatric CPR/AED Review	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA303C-r. 25	Adult and Pediatric CPR/AED Challenge	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA303C-r. 21	Adult and Pediatric CPR/AED Challenge	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA303-r.2 5	Adult and Pediatric CPR/AED	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA303-r.2 1	Adult and Pediatric CPR/AED	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA302R-r. 25	Adult CPR/AED and Pediatric CPR Recertification	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA302R-r. 21	Adult CPR/AED and Pediatric CPR Review	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA302C-r. 25	Adult CPR/AED with Pediatric CPR Challenge	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA302C-r. 21	Adult CPR/AED with Pediatric CPR Challenge	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA302-r.2 5	Adult CPR/AED with Pediatric CPR	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA302-r.2 1	Adult CPR/AED with Pediatric CPR	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA301R-r. 25	Adult and Pediatric CPR Recertification	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA301R-r. 21	Adult and Pediatric CPR Review	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA301C-r. 25	Adult and Pediatric CPR Challenge	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA301C-r. 21	Adult and Pediatric CPR Challenge	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA301-r.2 5	Adult and Pediatric CPR	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA301-r.2 1	Adult and Pediatric CPR	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA221-r.2 5	Adult and Child First Aid/CPR/AED with Anaphylaxis/Epinephrine Administration	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA221-r.2 1	Adult and Child First Aid/CPR/AED with Anaphylaxis/Epinephrine Auto-Injector	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA22-r.25	Adult First Aid/CPR/AED with Injuries and Splinting	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA22-r.21	Adult First Aid/CPR/AED with Head, Neck, MBI & Splinting	Each	50.00



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AP/LTP-FA/CPR/AED	AP-HSSSFA21-r.25	Adult First Aid/CPR/AED with Life Threatening Bleeding & Tourniquet Application	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA21-r.21	Adult First Aid/CPR/AED with Life Threatening Bleeding & Tourniquet Application	Each	50.00
AP/LTP-FA/CPR/AED	AP-HSSSFA208R-r. 25	Adult and Child CPR/AED Recertification	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA208R-r. 21	Adult and Child CPR/AED Review	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA208C-r. 25	Adult and Child CPR/AED Challenge	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA208C-r. 21	Adult and Child CPR/AED Challenge	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA208-r.2 5	Adult and Child CPR/AED	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA208-r.2 1	Adult and Child CPR/AED	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA207R-r. 25	Pediatric CPR/AED Recertification	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA207R-r. 21	Pediatric CPR/AED Review	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA207C-r. 25	Pediatric CPR/AED Challenge	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA207C-r. 21	Pediatric CPR/AED Challenge	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA207-r.2 5	Pediatric CPR/AED	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA207-r.2 1	Pediatric CPR/AED	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA206R-r. 25	Adult CPR/AED and Infant CPR Recertification	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA206R-r. 21	Adult CPR/AED and Infant CPR Review	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA206C-r. 25	Adult CPR/AED and Infant CPR Challenge	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA206C-r. 21	Adult CPR/AED and Infant CPR Challenge	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA206-r.2 5	Adult CPR/AED and Infant CPR	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA206-r.2 1	Adult CPR/AED and Infant CPR	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA205R-r. 25	Adult CPR/AED and Child CPR Recertification	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA205R-r. 21	Adult CPR/AED and Child CPR Review	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA205C-r. 25	Adult CPR/AED and Child CPR Challenge	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA205C-r. 21	Adult CPR/AED and Child CPR Challenge	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA205-r.2 5	Adult CPR/AED and Child CPR	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA205-r.2 1	Adult CPR/AED and Child CPR	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA204R-r. 25	Adult and Child AED Recertification	Each	24.00



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AP/LTP-FA/CPR/AED	AP-HSSSFA204R-r. 21	Adult and Child AED Review	Each	24.00
AP/LTP-FA/CPR/AED	AP-HSSSFA204C-r. 25	Adult and Child AED Challenge	Each	24.00
AP/LTP-FA/CPR/AED	AP-HSSSFA204C-r. 21	Adult and Child AED Challenge	Each	24.00
AP/LTP-FA/CPR/AED	AP-HSSSFA204-r.2 5	Adult and Child AED	Each	24.00
AP/LTP-FA/CPR/AED	AP-HSSSFA204-r.2 1	Adult and Child AED	Each	24.00
AP/LTP-FA/CPR/AED	AP-HSSSFA203R-r. 25	Pediatric CPR Recertification	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA203R-r. 21	Pediatric CPR Review	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA203C-r. 25	Pediatric CPR Challenge	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA203C-r. 21	Pediatric CPR Challenge	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA203-r.2 5	Pediatric CPR	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA203-r.2 1	Pediatric CPR	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA202R-r. 25	Adult and Infant CPR Recertification	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA202R-r. 21	Adult and Infant CPR Review	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA202C-r. 25	Adult and Infant CPR Challenge	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA202C-r. 21	Adult and Infant CPR Challenge	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA202-r.2 5	Adult and Infant CPR	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA202-r.2 1	Adult and Infant CPR	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA201R-r. 25	Adult and Child CPR Recertification	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA201R-r. 21	Adult and Child CPR Review	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA201C-r. 25	Adult and Child CPR Challenge	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA201C-r. 21	Adult and Child CPR Challenge	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA201-r.2 5	Adult and Child CPR	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA201-r.2 1	Adult and Child CPR	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA157R-r. 25	Adult CPR/AED with BBP, Asthma, Epi and AEO Recertification	Each	46.00
AP/LTP-FA/CPR/AED	AP-HSSSFA157R-r. 21	Adult CPR/AED with BBP, Asthma, Epi and AEO Review	Each	46.00
AP/LTP-FA/CPR/AED	AP-HSSSFA157C-r. 25	Adult CPR/AED with BBP, Asthma, Epi and AEO Challenge	Each	46.00
AP/LTP-FA/CPR/AED	AP-HSSSFA157C-r. 21	Adult CPR/AED with BBP, Asthma, Epi and AEO Challenge	Each	46.00
AP/LTP-FA/CPR/AED	AP-HSSSFA157-r.2 5	Adult CPR/AED with BBP, Asthma, Epi and AEO	Each	46.00
AP/LTP-FA/CPR/AED	AP-HSSSFA157-r.2 1	Adult CPR/AED with BBP, Asthma, Epi and AEO	Each	46.00



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AP/LTP-FA/CPR/AED	AP-HSSSFA152R-r. 25	Adult CPR with BBP, Asthma, Epi and AEO Recertification	Each	46.00
AP/LTP-FA/CPR/AED	AP-HSSSFA152R-r. 21	Adult CPR with BBP, Asthma, Epi and AEO Review	Each	46.00
AP/LTP-FA/CPR/AED	AP-HSSSFA152C-r. 25	Adult CPR with BBP, Asthma, Epi and AEO Challenge	Each	46.00
AP/LTP-FA/CPR/AED	AP-HSSSFA152C-r. 21	Adult CPR with BBP, Asthma, Epi and AEO Challenge	Each	46.00
AP/LTP-FA/CPR/AED	AP-HSSSFA152-r.2 5	Adult CPR with BBP, Asthma, Epi and AEO	Each	46.00
AP/LTP-FA/CPR/AED	AP-HSSSFA152-r.2 1	Adult CPR with BBP, Asthma, Epi and AEO	Each	46.00
AP/LTP-FA/CPR/AED	AP-HSSSFA151R-r. 25	First Aid and BBP and Asthma and Epi and AEO Recertification	Each	46.00
AP/LTP-FA/CPR/AED	AP-HSSSFA151R-r. 21	First Aid and BBP and Asthma and Epi and AEO Review	Each	46.00
AP/LTP-FA/CPR/AED	AP-HSSSFA151C-r. 25	First Aid and BBP and Asthma and Epi and AEO Challenge	Each	46.00
AP/LTP-FA/CPR/AED	AP-HSSSFA151C-r. 21	First Aid and BBP and Asthma and Epi and AEO Challenge	Each	46.00
AP/LTP-FA/CPR/AED	AP-HSSSFA151-r.2 5	First Aid and BBP and Asthma and Epi and AEO	Each	46.00
AP/LTP-FA/CPR/AED	AP-HSSSFA151-r.2 1	First Aid and BBP and Asthma and Epi and AEO	Each	46.00
AP/LTP-FA/CPR/AED	AP-HSSSFA147R-r. 25	Adult CPR/AED and Administering Emergency Oxygen Recertification	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA147R-r. 21	Adult CPR/AED and Administering Emergency Oxygen Review	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA147C-r. 25	Adult CPR/AED and Administering Emergency Oxygen Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA147C-r. 21	Adult CPR/AED and Administering Emergency Oxygen Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA147-r.2 5	Adult CPR/AED and Administering Emergency Oxygen	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA147-r.2 1	Adult CPR/AED and Administering Emergency Oxygen	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA137R-r. 25	Adult CPR/AED with Anaphylaxis and Epinephrine Administration Recertification	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA137R-r. 21	Adult CPR/AED with Anaphylaxis and Epinephrine Auto-Injector Review	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA137C-r. 25	Adult CPR/AED with Anaphylaxis and Epinephrine Administration Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA137C-r. 21	Adult CPR/AED with Anaphylaxis and Epinephrine Auto-Injector Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA137-r.2 5	Adult CPR/AED with Anaphylaxis and Epinephrine Administration	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA137-r.2 1	Adult CPR/AED with Anaphylaxis and Epinephrine Auto-Injector	Each	42.00



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AP/LTP-FA/CPR/AED	AP-HSSSFA132R-r. 25	Adult CPR with Anaphylaxis and Epinephrine Administration Recertification	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA132R-r. 21	Adult CPR with Anaphylaxis and Epinephrine Auto-Injector Review	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA132C-r. 25	Adult CPR with Anaphylaxis and Epinephrine Administration Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA132C-r. 21	Adult CPR with Anaphylaxis and Epinephrine Auto-Injector Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA132-r.2 5	Adult CPR with Anaphylaxis and Epinephrine Administration	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA132-r.2 1	Adult CPR with Anaphylaxis and Epinephrine Auto-Injector	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA131R-r. 25	First Aid with Anaphylaxis and Epinephrine Administration Recertification	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA131R-r. 21	First Aid with Anaphylaxis and Epinephrine Auto-Injector Review	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA131C-r. 25	First Aid with Anaphylaxis and Epinephrine Administration Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA131C-r. 21	First Aid with Anaphylaxis and Epinephrine Auto-Injector Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA131-r.2 5	First Aid with Anaphylaxis and Epinephrine Administration	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA131-r.2 1	First Aid with Anaphylaxis and Epinephrine Auto-Injector	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA127R-r. 25	Adult CPR/AED and Asthma Recertification	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA127R-r. 21	Adult CPR/AED and Asthma Review	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA127C-r. 25	Adult CPR/AED and Asthma Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA127C-r. 21	Adult CPR/AED and Asthma Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA127-r.2 5	Adult CPR/AED and Asthma	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA127-r.2 1	Adult CPR/AED and Asthma	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA122R-r. 25	Adult CPR and Asthma Recertification	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA122R-r. 21	Adult CPR and Asthma Review	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA122C-r. 25	Adult CPR and Asthma Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA122C-r. 21	Adult CPR and Asthma Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA122-r.2 5	Adult CPR and Asthma	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA122-r.2 1	Adult CPR and Asthma	Each	42.00



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AP/LTP-FA/CPR/AED	AP-HSSSFA121R-r. 25	First Aid and Asthma Recertification	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA121R-r. 21	First Aid and Asthma Review	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA121C-r. 25	First Aid and Asthma Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA121C-r. 21	First Aid and Asthma Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA121-r.2 5	First Aid and Asthma	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA121-r.2 1	First Aid and Asthma	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA117R-r. 25	Adult CPR/AED and Bloodborne Pathogens Recertification	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA117R-r. 21	Adult CPR/AED and Bloodborne Pathogens Review	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA117C-r. 25	Adult CPR/AED and Bloodborne Pathogens Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA117C-r. 21	Adult CPR/AED and Bloodborne Pathogens Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA117-r.2 5	Adult CPR/AED and Bloodborne Pathogens	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA117-r.2 1	Adult CPR/AED and Bloodborne Pathogens	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA112R-r. 25	Adult CPR and Bloodborne Pathogens Recertification	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA112R-r. 21	Adult CPR and Bloodborne Pathogens Review	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA112C-r. 25	Adult CPR and Bloodborne Pathogens Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA112C-r. 21	Adult CPR and Bloodborne Pathogens Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA112-r.2 5	Adult CPR and Bloodborne Pathogens	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA112-r.2 1	Adult CPR and Bloodborne Pathogens	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA111R-r. 25	First Aid and Bloodborne Pathogens Recertification	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA111R-r. 21	First Aid and Bloodborne Pathogens Review	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA111C-r. 25	First Aid and Bloodborne Pathogens Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA111C-r. 21	First Aid and Bloodborne Pathogens Challenge	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA111-r.2 5	First Aid and Bloodborne Pathogens	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA111-r.2 1	First Aid and Bloodborne Pathogens	Each	42.00
AP/LTP-FA/CPR/AED	AP-HSSSFA108R-r. 25	Child CPR/AED Recertification	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA108R-r. 21	Child CPR/AED Review	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA108C-r. 25	Child CPR/AED Challenge	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA108C-r. 21	Child CPR/AED Challenge	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA108-r.2 5	Child CPR/AED	Each	34.00



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AP/LTP-FA/CPR/AED	AP-HSSSFA108-r.2 1	Child CPR/AED	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA107R-r. 25	Adult CPR/AED Recertification	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA107R-r. 21	Adult CPR/AED Review	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA107C-r. 25	Adult CPR/AED Challenge	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA107C-r. 21	Adult CPR/AED Challenge	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA107-r.2 5	Adult CPR/AED	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA107-r.2 1	Adult CPR/AED	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA106R-r. 25	Child AED Recertification	Each	24.00
AP/LTP-FA/CPR/AED	AP-HSSSFA106R-r. 21	Child AED Review	Each	24.00
AP/LTP-FA/CPR/AED	AP-HSSSFA106C-r. 25	Child AED Challenge	Each	24.00
AP/LTP-FA/CPR/AED	AP-HSSSFA106C-r. 21	Child AED Challenge	Each	24.00
AP/LTP-FA/CPR/AED	AP-HSSSFA106-r.2 5	Child AED	Each	24.00
AP/LTP-FA/CPR/AED	AP-HSSSFA106-r.2 1	Child AED	Each	24.00
AP/LTP-FA/CPR/AED	AP-HSSSFA105R-r. 25	Adult AED Recertification	Each	24.00
AP/LTP-FA/CPR/AED	AP-HSSSFA105R-r. 21	Adult AED Review	Each	24.00
AP/LTP-FA/CPR/AED	AP-HSSSFA105C-r. 25	Adult AED Challenge	Each	24.00
AP/LTP-FA/CPR/AED	AP-HSSSFA105C-r. 21	Adult AED Challenge	Each	24.00
AP/LTP-FA/CPR/AED	AP-HSSSFA105-r.2 5	Adult AED	Each	24.00
AP/LTP-FA/CPR/AED	AP-HSSSFA105-r.2 1	Adult AED	Each	24.00
AP/LTP-FA/CPR/AED	AP-HSSSFA104R-r. 25	Infant CPR Recertification	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA104R-r. 21	Infant CPR Review	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA104C-r. 25	Infant CPR Challenge	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA104C-r. 21	Infant CPR Challenge	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA104-r.2 5	Infant CPR	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA104-r.2 1	Infant CPR	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA103R-r. 25	Child CPR Recertification	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA103R-r. 21	Child CPR Review	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA103C-r. 25	Child CPR Challenge	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA103C-r. 21	Child CPR Challenge	Each	34.00



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AP/LTP-FA/CPR/AED	AP-HSSSFA103-r.2 5	Child CPR	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA103-r.2 1	Child CPR	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA102R-r. 25	Adult CPR Recertification	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA102R-r. 21	Adult CPR Review	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA102C-r. 25	Adult CPR Challenge	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA102C-r. 21	Adult CPR Challenge	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA102-r.2 5	Adult CPR	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA102-r.2 1	Adult CPR	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA101R-r. 25	First Aid Recertification	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA101R-r. 21	First Aid Review	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA101C-r. 25	First Aid Challenge	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA101C-r. 21	First Aid Challenge	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA101-r.2 5	First Aid	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSSFA101-r.2 1	First Aid	Each	34.00
AP/LTP-FA/CPR/AED	AP-HSSCPR701	Hands-Only CPR Presenter Training	Each	0.00
AP/LTP-FA/CPR/AED	AP-HSSCPR101	Hands-Only CPR	Each	0.00



Appendix B – Product Packages and Price List

Product Packages(s)

- AP/LTP-Babysitters Training
- AP/LTP-Administering Emergency Oxygen
- AP/LTP-Bloodborne Pathogens
- AP/LTP-CPR/AED for the Prof Rescuer
- AP/LTP-Emer Medical Response
- AP/LTP-FA/CPR/AED
- AP/LTP-Responding to Emergencies
- AP/LTP-Spanish FA/CPR/AED
- AP/LTP-Wilderness and Remote FA
- AP/LTP-FAST
- AP/LTP-FAST-Fee Exempt
- AP/LTP-ALS/PALS Blended
- AP/LTP-Basic Life Support
- AP/LTP-NALS

(Price List Attached)

Additional Product Packages can be added as needed. Please contact your Red Cross representative as listed on Appendix A.

Equipment and Materials

Training equipment, materials and other supplies may be purchased through your Red Cross representative as listed on Appendix A. or www.RedCrossStore.org.

Method of Payment

Preferred Payment Type

Invoice



American Red Cross
Training Services

Training Provider

Resource Guide

Hall County School District 2

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WELCOME

Thank you for choosing to be a Training Provider for the American Red Cross. As a Red Cross Training Provider, your organization joins a long tradition of providing life-saving education and training throughout the United States dating back to 1909.

Purpose of the Resource Guide

This American Red Cross Training Provider Resource Guide provides the basic information needed to serve as an American Red Cross Training Provider. It also establishes policies relating to the delivery of training services to an independent contractor of the American Red Cross that are binding upon your organization and made part of your Licensed Training Provider Agreement with the American Red Cross.

Your organization and any instructor for your organization who is authorized to conduct Red Cross-approved courses — whether that is an employee, volunteer, or independent contractor — must strictly comply with this Guide and the Licensed Training Provider (LTP) Agreement. Your organization is responsible for the quality of training conducted by any instructor (as defined by the LTP Agreement). Your organization is also responsible for that individual's acts and omissions in connection with that training. If your organization, or any of your instructors, violates any requirement of this Guide, the Red Cross retains sole discretion to take whatever action toward your organization or its instructors that it deems appropriate. This may include but is not limited to temporary suspension of your right to conduct courses and upload course records into Red Cross learning management system; temporary suspension of instructors; termination of an instructor's right to deliver training, or termination of your organization's LTP Agreement.

Licensed Training Providers

Licensed Training Providers ("LTP" or "Training Provider") are companies, organizations, or unincorporated sole proprietors licensed by the Red Cross to independently use Red Cross training materials, in the instruction of Red Cross training courses, based on an LTP Agreement with Red Cross. A Training Provider may choose to:

- Teach Red Cross courses "internally" to individuals within the LTP's company or organization.
- Teach Red Cross courses "externally" to outside companies, organizations, or individuals, either exclusively or in addition to internal training.

ABOUT THE RED CROSS

Proceeds from Red Cross training support the lifesaving, charitable mission of the Red Cross — including disaster relief, blood collection and service to the Armed Forces.

Global Red Cross and Red Crescent Network

The Global Red Cross and Red Crescent Network is the largest humanitarian network in the world, with a presence in almost every country. The global network is unified and guided by seven Fundamental Principles.

Humanity

The Global Red Cross and Red Crescent Network, born of a desire to bring assistance without discrimination to the wounded on the battlefield, endeavors — in its international and national capacity — to prevent and alleviate human suffering wherever it may be found. Its purpose is to protect life and health and to ensure respect for the human being. It promotes mutual understanding, friendship, cooperation, and lasting peace amongst all peoples.

Impartiality

It makes no discrimination as to nationality, race, religious beliefs, class, or political opinions. It endeavors to relieve the suffering of individuals, being guided solely by their needs, and to give priority to the most urgent cases of distress.

Neutrality

In order to continue to enjoy the confidence of all, the Network may not take sides in hostilities or engage at any time in controversies of a political, racial, religious, or ideological nature.

Independence

The Network is independent. The National Societies, while auxiliaries in the humanitarian services of their governments and subject to the laws of their respective countries, must always maintain their autonomy so that they may be able at all times to act in accordance with the principles of the Movement.

Voluntary Service

It is a voluntary relief movement not prompted in any manner by desire for gain.

Unity

There can be only one Red Cross or Red Crescent Society in any one country. It must be open to all. It must carry on its humanitarian work throughout its territory.

Universality

The Global Red Cross and Red Crescent Network, in which all Societies have equal status and share equal responsibilities and duties in helping each other, is worldwide.

Mission

The American Red Cross prevents and alleviates human suffering in the face of emergencies by mobilizing the power of volunteers and the generosity of donors.

Vision Statement

The American Red Cross, through its network of volunteers, donors, and partners, is always there in times of need. We aspire to turn compassion into action so that:

- All people affected by disaster across the country and around the world receive care, shelter, and hope;
- Our communities are ready and prepared for disasters;
- Everyone in our country has access to safe, lifesaving blood and blood products;
- All members of our armed services and their families find support and comfort whenever needed;
- In an emergency, there are always trained individuals nearby, ready to use their Red Cross skills to save lives.

History

Clara Barton and a circle of her acquaintances founded the American Red Cross in Washington, D.C., on May 21, 1881. Barton first heard of the Swiss-inspired global Red Cross network while visiting Europe following the Civil War. Returning home, she campaigned for an American Red Cross and for ratification of the Geneva Convention protecting the war-injured, which the United States ratified in 1882.

The American Red Cross Today

Today, the supporters, volunteers and employees of the American Red Cross provide compassionate care in five critical areas:

- People affected by disasters in America.
- Support for members of the military, their families and veterans.
- Blood collection, processing and distribution.
- Health and safety education and training services.
- International relief and development. For more information, visit [redcross.org](https://www.redcross.org).

CONDUCTING RED CROSS TRAINING PROGRAMS

Maintaining Training Standards

Quality, consistency and standardized delivery of courses are the highest priorities of the American Red Cross. Red Cross courses are designed with standardized instructor outlines and lesson plans based on well-defined objectives to provide an optimal learning experience for a variety of participants. Many courses are designed to meet workplace certification and training requirements of different occupational settings, such as day-care workers, workplace response teams, lifeguards, swim instructors, healthcare providers and other professional responders. Both the course participants and organizations that hire individuals with Red Cross certifications expect and depend on quality training.

To meet the objectives of the courses and ensure standardized delivery, all instructors must strictly follow the course outlines and lesson plans included in the manual. Omitting content or skills is prohibited. Adaptation of the course outline is allowed when those sections are not built off of previously covered teaching skills or content. Examples where adaptation may be necessary include facility availability; specific instructor-to-participant ratios; equipment-to-participant ratios and the physical constraints or needs of a participant. Adaptation based on participant physical constraints or participant needs must follow the guidance in the *Inclusion Resource Guide* found on the Red Cross Learning Center. Adapting the training does not mean that instructors or instructor trainers can add to, delete or change content or the requirements for certification. Adding, deleting or changing content or the requirements for certification will result in corrective action.

Training Provider Course and Price List

The *Training Provider Course and Price List* contains the courses available to Training Providers. This list of Product Packages includes course combinations and bundles for Training Providers and their students. When executing the LTP Agreement, each Training Provider selects the Product Package(s) with the courses they want to make available to their instructors.

The Red Cross publishes an annual price list that may include modest price adjustments, rather than larger increases that would more significantly impact our Training Providers.

The annual *Training Provider Course and Price List* can be found in the Red Cross Learning Center under Resources>Administrative Information. Advance notice of price changes is provided in accordance with the terms of the LTP Agreement.

To add Red Cross training courses to your *LTP Agreement*, contact your sales representative.

Red Cross Training Programs

The Red Cross offers a broad range of training programs for both public and professional responders in the areas of First Aid, CPR/AED, swimming and water safety, and caregiving.

An Instructor Bulletin and key information on instructor certification requirements and course options, can be found on each program page of the Red Cross Learning Center (www.redcrosslearningcenter.org) in the Course Materials page under the 'Classes' section.

Your *LTP Agreement* details the training program or programs that your organization is licensed to teach using Red Cross-certified instructors in good standing.

First Aid/CPR/AED

The purpose of the courses in the First Aid/CPR/AED program is to help participants recognize and respond appropriately to cardiac, breathing, and first aid emergencies; and to know how to care for a suddenly injured or ill person until more advanced medical personnel arrive and take over.

The First Aid/CPR/AED program is available in multiple formats: classroom (instructor-led), blended learning, virtual and online. The appropriate level of training is decided by the organization.

The program offers the flexibility of selecting First Aid, CPR and AED courses for adults, children and infants depending upon your training needs, with a variety of course options and delivery formats.

Spanish versions of the instructor-led program are available.

These supplemental training modules and Skill Boosts can be added for additional training and certification:

- Bloodborne Pathogens Training
- Skill Boost: Asthma and Quick-Relief Medication Administration
- Skill Boost: Anaphylaxis and Epinephrine Auto-Injector Administration
- Skill Boost: Opioid Overdose and Naloxone Administration
- Skill Boost: Life-Threatening Bleeding and Tourniquet Application*
- Skill Boost: Head, Neck, Muscle, Bone, Joint Injuries and Splinting*

* Additional instructor training and certification beyond First Aid/CPR/AED Instructor required to teach this Skill Boost. See Instructor Lifecycle> Bridging Resources in the Red Cross Learning Center for additional resources. Additional Skill Boosts may be offered from time to time.

Responding to Emergencies: Comprehensive First Aid/CPR/AED

Responding to Emergencies (RTE) is an extended, comprehensive First Aid and CPR/AED program designed primarily for high schools and colleges that require a curriculum that can be taught over the course of a semester and adapted to a variety of course outlines. The program is available in an instructor-led format and features classroom lectures, videos, simulated emergency situations, discussion, and hands-on skills practice.

Wilderness and Remote First Aid

The Wilderness and Remote First Aid program is designed to teach how to use first aid skills to help in emergency situations where help is delayed. The Wilderness and Remote First Aid program emphasizes experiential learning and major portions of the course are meant to be taught in outdoor settings. It is appropriate for youth-serving organizations as well as adults who participate in outdoor recreational activities or who work in remote settings where emergency medical services (EMS) response is more than one hour away.

Basic Life Support

The purpose of the Basic Life Support (BLS) program is to ensure that healthcare providers have the knowledge and skills necessary to respond to breathing and cardiac emergencies. The course emphasizes active, hands-on learning and uses scenario activities to help participants learn how to provide CPR, use an AED, and relieve an obstructed airway for adult, child, and infant patients. The Basic Life Support program is available in multiple formats: classroom, instructor-led, blended learning, and virtual.

Advanced Life Support

The American Red Cross Advanced Life Support (ALS) course provides participants with the knowledge and skills they need to assess, recognize, and care for patients who are experiencing a cardiovascular, cerebrovascular, or respiratory emergency. The course emphasizes providing high-quality patient care by integrating psychomotor skills, rhythm interpretation, electrical interventions and pharmacologic knowledge with critical thinking and problem solving to achieve the best possible patient outcomes. The Advanced Life Support program is available in two formats: classroom (instructor-led) and blended learning, featuring adaptive learning functionality.

Pediatric Advanced Life Support

The American Red Cross Pediatric Advanced Life Support (PALS) course provides participants with the knowledge and skills they need to assess, recognize, and care for pediatric patients who are experiencing a respiratory emergency, shock, or a cardiac emergency. The course emphasizes providing high-quality patient care by integrating psychomotor skills, rhythm interpretation, electrical interventions, and pharmacologic knowledge with critical thinking and problem solving to achieve the best possible patient outcomes. The Pediatric Advanced Life Support program is available in two formats: classroom (instructor-led) and blended learning, featuring adaptive learning functionality.

CPR/AED for Professional Rescuers

The CPR/AED for Professional Rescuers (CPRO) program trains individuals with a duty to act including lifeguards and other aquatic facility personnel to respond to breathing and cardiac emergencies in adults, children, and infants until more advanced medical personnel take over. The CPR/AED for Professional Rescuers program is available in two formats: classroom (instructor-led) and blended learning, featuring adaptive learning functionality.

Emergency Medical Response

The purpose of the American Red Cross Emergency Medical Response program is to train participants in the knowledge and skills of an emergency medical responder (EMR) to help sustain life, reduce pain and minimize the consequences of injury or sudden illness until more advanced medical personnel take over. Ideal for corporate emergency response teams, law enforcement, security officers or students wishing to begin a career in public safety or healthcare upon graduation. This instructor-led course is designed to meet or exceed National Emergency Medical Services Education Standards Emergency Medical Responder Instructional Guidelines.

Title 22 – California First Aid for Public Safety Personnel

In accordance with the requirements of Title 22 of the California Code of Regulations, the purpose of the First Aid for Public Safety Personnel (FAPSP) course is to train lifeguards, fire fighters, and peace officers in the knowledge and skills necessary to help sustain life, reduce pain and minimize the consequences of injury or illness until more advanced medical help arrive.

Lifeguarding

The purpose of the Lifeguarding program is to train lifeguards to act with speed and confidence in emergency situations both in and out of the water. Topics include water rescue skills, surveillance and recognition, first aid, breathing and cardiac emergencies, CPR, AED, and more.

Courses within the Lifeguarding Program include:

- Lifeguarding (for facilities with pool depths including 7 feet or more)
- Shallow Water Lifeguarding (for facilities with pool depths up to 5 feet, up to 6 feet, or up to 7 feet)
- Aquatic Attraction Lifeguarding (for facilities with aquatic attractions and pool depths less than or equal to 3 feet).

Lifeguarding courses are available in both classroom (instructor-led) and blended learning delivery types.

These supplemental training modules and Skill Boosts can be added to Lifeguarding courses to provide additional training and certification:

- Waterfront Skills
- Waterpark Skills
- Administering Emergency Oxygen*
- Skill Boosts (see First Aid/CPR/AED for additional details) *

* Additional instructor training beyond Lifeguarding Instructor is required to teach this Skill Boost. See the course materials page on the Red Cross Learning Center for additional details.

Swimming and Water Safety

The Swimming and Water Safety program teaches people of different ages and abilities how to be safe in, on or around the water and how to swim. The program covers the knowledge and skills needed for aquatic skill development in a logical progression. As participants develop these skills, they become safer and better swimmers.

The Swimming and Water Safety program includes basic level courses and presentations (e.g., Learn-to-Swim) and instructor courses including Water Safety Instructor™ and Basic Swim Instructor. The Swimming and Water Safety program is available in multiple formats: classroom (instructor-led), blended learning, and online. Delivery format varies by course.

Safety Training for Swim Coaches

The American Red Cross Safety Training for Swim Coaches program was developed in association with USA Swimming to teach those involved in competitive swimming, including coaches, officials, athletic trainers and aquatic exercise trainers. The Safety Training for Swim Coaches program is available in two formats: blended learning and online (for coaches who have current American Red Cross Lifeguarding/First Aid/CPR/AED or Shallow Water Lifeguarding First Aid/CPR/AED certification).

Longfellow's WHALE Tales

The American Red Cross created Longfellow's WHALE Tales to help teachers and youth leaders teach children about safe behavior in, on, and around the water. WHALE is an acronym for Water Habits Are Learned Early. The materials in the Longfellow's WHALE Tales K–6 Educational Packet are designed to give children an awareness of being safe around the water and to promote healthful aquatic recreation. These leader-led program materials are available on the Red Cross Learning Center (for instructors) and on redcross.org/whale-tales for individuals without access to the Learning Center.

Babysitter's Training

The purpose of the Babysitter's Training program is to provide the knowledge and skills necessary to safely and responsibly give care for children and infants. This course — designed for youth ages 11 to 15 — helps participants to develop leadership skills; learn how to develop a babysitting business, keep themselves and others safe and help children behave; and learn about basic childcare and basic first aid.

The Babysitter's Training program is available in two formats: classroom (instructor-led) and online.

RESOURCES FOR RED CROSS TRAINING PROVIDERS

Live demonstrations and overview sessions are regularly scheduled and hosted by the Implementation Team. To attend a session, contact your sales representative for registration instructions.

The Red Cross Learning Center (RCLC)

The Red Cross Learning Center (www.redcrosslearningcenter.org) supports the American Red Cross Training Services programs with the functionality to administer, track, report, and deliver training as well as maintain certification data. It is the learning management system (LMS) of the Red Cross and houses content used by students, instructors and third-party administrative provider contacts. Users will be able to access different resources and functionality based on their profile and roles (student, instructor, contract administrator).

Use the “Forgot Password” link on the Login page to reset or create a new password. Also see [Logging In for the First Time](#). Once logged in, launch the [Partner Portal Overview](#) or the [Instructor Portal Overview](#) for a brief orientation to the Learning Center.

RCLC Access for Students, Instructors or Administrators:

Students (non-instructors) taking online-only or blended learning courses will use the Red Cross Learning Center—Student Portal to:

- Access and launch online courses.
- Access relevant digital course materials.
- View their certifications.
- Link to the Red Cross store to purchase course materials and supplies.
- Learn more about the science behind the course content.
- Learn about other opportunities such as becoming an instructor.
- Get help from the Training Support Center.

The Instructor Portal can be used to:

- Manage classes you are teaching.
- View and print student certificates for all classes reported.
- Access the Red Cross store to purchase materials and supplies.
- Access instructor resources and course materials, including instructor manuals, videos and course presentations.
- Participate in the Forum to network with other instructors.
- Read the latest news from Red Cross.
- Chat or submit a case to the Training Support Center.

The Partner Portal includes everything that the Instructor Portal has, plus the ability to:

- Set up, manage and report classes on behalf of affiliated instructors.
- Manage instructors.
- View and print lists of all students certified through the provider organization.
- Post and list classes to the public on the Red Cross website (RCO).

- Report summary numbers for Centennial Campaign (for participating organizations).
- Register as a Learn-To-Swim facility.
- Read the latest news from Red Cross.
- Chat or submit a case to the Training Support Center

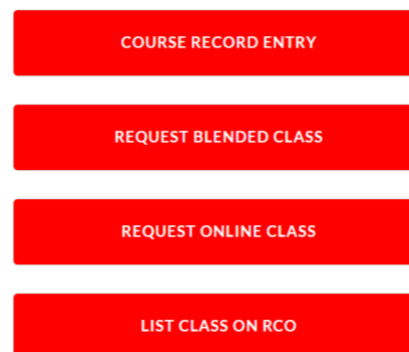
If you or your instructors do not have the correct level of access, please contact the Training Support Center via chat, email or dial 1-800-RED-CROSS.

Reporting and Setting Up Classes

There are a few ways to set up and report classes. Log in and access through the red buttons that appear on the right side of the homepage. Instructors will see Course Record Entry and Request Blended Class. Administrators will additionally see Request Online Class and List Class on RCO.

Processing Instructor Led Classes

To process an Instructor-Led course that has already been completed and taught in-person, or to report the completion of a blended learning in-person session by a student who took an online session, use the option for [Course Record Entry](#).



Setting Up and Delivering Blended Learning Courses

There are several ways to deliver Blended Learning courses.

- [Request Online Class](#): Account administrators receive a registration link after they set up the online portion of a course. Only students with access to the link will be able to register for the online portion. Administrations must determine how many seats are needed for the online portion at the time of set up and it must be set up prior to conducting the in-person skill session. The Administrator is able to see student completion status. Students must complete the online portion prior to the in-person skill session. After completing the in-person skill session, instructors or administrators report via course record entry.
- [Request Blended Class](#): In this method, set a specific number of online access vouchers. The learners will need to complete the online training by a set date and attend a skills session that is set up in advance in the Red Cross Learning Center. The Instructor will be able to see student's online completion and progress. Once the class is complete, instructors and administrators must report student evaluations and close the class for students to receive certificates. If a student does not attend the skill session, they will need to be re-enrolled in a new class. Note: The student's progress will reset if they enroll in a new blended learning class.

Instructor & Instructor Trainer Updates, Recertification and Bridging

To view current instructor credentials, login to the Red Cross Learning Center and navigate to the “My Certification” tab in the top menu. To ensure all requirements for Recertification and Program Updates are met, navigate to the “Instructor Lifecycle” tab.

Instructor and IT bridging are expedited instructor and IT certification options that recognize an individual’s past certification and experience – either with the Red Cross or other national training organizations. Bridging allows for Red Cross certification without the need to attend a full instructor course. Most instructor and IT bridge courses are online and are free to eligible instructor or IT candidates.

Individuals who qualify for and complete an instructor or IT bridge will be granted the same instructor or IT certification as an individual who completed the full instructor course for the program. For additional information on bridging, including eligibility requirements, go to the “Instructor Lifecycle” tab and select “Bridging to Become an Instructor.”

eNewsletters

The *iConnection* newsletter is a monthly email sent to Red Cross instructors and instructor trainers to help them deliver Red Cross training programs. *iConnection* articles cover program updates and enhancements, answers to frequently asked questions related to content within Red Cross programs, and information on enhancements to instructor tools and resources.

To receive the *iConnection* newsletter, instructors and instructor trainers are required to maintain a current profile and email address in the Red Cross Learning Center.

We offer two additional monthly eNewsletters for customers:

- The Scan: Sent to all Red Cross aquatics customers who opt into receiving information from the Red Cross. This eNewsletter covers Lifeguarding and Learn-to-Swim programs as well features about lifesaving heroics, products to be used poolside and opportunities/events outside of a pool environment. To sign up, click [here](#).
- News & Resources: Sent to workplace and healthcare customers who opt in to receiving information from the Red Cross. This eNewsletter covers updates to course information for First Aid/CPR/AED and BLS/ALS/PALS, among other programs. It also features lifesaving heroics, a product-of-the-month, and events relevant to these customers such as trade shows. To sign up, click [here](#).

Training Support Center

The Training Support Center (TSC) is available to assist Training Providers with program inquiries, course record entry, billing inquiries, and other support functions for administrators, instructors, and instructor trainers. TSC representatives are available through the “Click to Chat” or “Create a Support Case” functionality on the Red Cross Learning Center (www.redcrosslearningcenter.org) “Questions” page, by e-mail at support@redcrosstraining.org, or by phone at 1-800-RED-CROSS.

The hours of operation for the TSC are:

Monday—Friday from 8:30 a.m. to 9 p.m. ET and Saturday from 8:30 a.m. to 5 p.m. ET

For a more in-depth overview and to ask questions live with our Onboarding Team, join one of the FREE orientations. Find a list of upcoming sessions and register on the homepage of RCLC in the Quick Actions & Links section.

Red Cross Store

The Red Cross Store is an online store offering a variety of training supplies and products, including:

- Training program materials such as instructor and participant manuals, textbooks, and DVDs.
- Training supplies including CPR manikins, AED training devices, breathing barriers and pocket masks.

For more information, visit the Red Cross Store at www.redcross.org/store or link to it from the Red Cross Learning Center at www.redcrosslearningcenter.org.

INSTRUCTORS AND INSTRUCTOR TRAINERS

Instructor Certification

Certification occurs when a candidate successfully completes the instructor course or the instructor bridge course (if qualified) and is issued an instructor certification indicating that all requirements have been met on that date.

Before an instructor can teach and gain access to the Red Cross Learning Center—Instructor Portal, s/he must be affiliated with a Training Provider. Once certified, an instructor may provide training based upon the affiliation with the Training Provider and the Training Provider’s agreement with the Red Cross.

Instructor Courses

Red Cross instructor courses are in a blended learning format featuring an online introduction to the instructor course and an in-person portion. Instructor courses train individuals to be able to teach the course(s) within a specific program. The online portion typically includes a review of the Red Cross mission and services, an overview of the training program and materials, and an introduction to the tools and resources available to instructors. Candidates must complete the online introduction before attending the first session of the in-person instructor course.

The in-person portion is led by a certified Red Cross Instructor Trainer (IT) in the specific program area. It

includes a pre-course skills assessment, a review of the training program and materials, and features one or more practice-teaching assignments. This allows instructor candidates the opportunity to practice the sections they will be teaching.

Individuals who successfully complete the instructor course will be granted a Red Cross Instructor certification permitting them to teach the course or courses within the training program area for a specific period of time, which is usually two years. Newly certified instructors must affiliate with a Training Provider in order to teach Red Cross courses and submit training records.

The specific prerequisites and details for instructor courses vary by training program. For information on instructor courses, visit the Red Cross Learning Center at www.redcrosslearningcenter.org (no login required).

To register for an instructor course, interested candidates can search for a class by location on the Red Cross website <https://www.redcross.org/take-a-class> or call 1-800-RED-CROSS.

The Red Cross offers organizations “Full Service” instructor courses in which a Red Cross Instructor Trainer delivers the course on-site to multiple candidates. For information on scheduling an instructor course at your location, contact your sales representative.

Instructor Trainers

Instructor Trainers are individuals certified to teach Red Cross instructor courses which certify new instructors. Similar to instructor requirements, in order for an instructor trainer (IT) to be able to teach instructor courses, the IT must:

- Successfully complete an instructor trainer course in each of the courses you wish to teach.
- Be affiliated with a Training Provider’s RCLC account—whether as an employee, volunteer, or independent contractor—with an active LTP Agreement with the Red Cross
- Agree to the Instructor Trainer Agreement.

Instructor and Instructor Trainer (IT) Agreement

All Red Cross instructors and instructor trainers (IT) are required to review and agree to the [Instructor Agreement](#) as part of the certification and recertification process. It outlines an instructor’s obligations in the conduct of Red Cross courses. Certified instructors and ITs can access and view the *Instructor Agreement* on the Red Cross Learning Center.

Instructor Get Started Guide

The [Instructor Get Started Guide](#) is a resource for newly certified Red Cross instructors detailing the key initial steps that an instructor needs to complete to begin teaching Red Cross programs based on their new Instructor certification. The *Instructor Get Started Guide* can be found under Resources>Administrative Information in the Red Cross Learning Center.

Instructor Trainer Academies

Instructor Trainer Academies are training courses where candidates achieve their IT certification by participating and successfully completing a training program led by a Red Cross Instructor Trainer Educator. IT Academy curriculum is focused on providing the IT candidates with the knowledge, skills and familiarity with the Red Cross training program area so the IT can train new instructors in:

- Skill, expertise and mastery in the training program area,
- Facilitation and classroom management, and
- Understanding of Red Cross training tools, resources, and processes.

IT Academies are available for the First Aid/CPR/AED, Lifeguarding, and Water Safety programs. To attend an IT Academy, interested individuals must meet the qualifications and are required to complete an online application that includes providing details of the individual's teaching experience to-date and information on the IT candidates' interest in becoming an IT. Once the application is submitted, the IT Academy Administrative Coordinator reviews the application and contacts approved IT candidates with the steps to register for an IT academy.

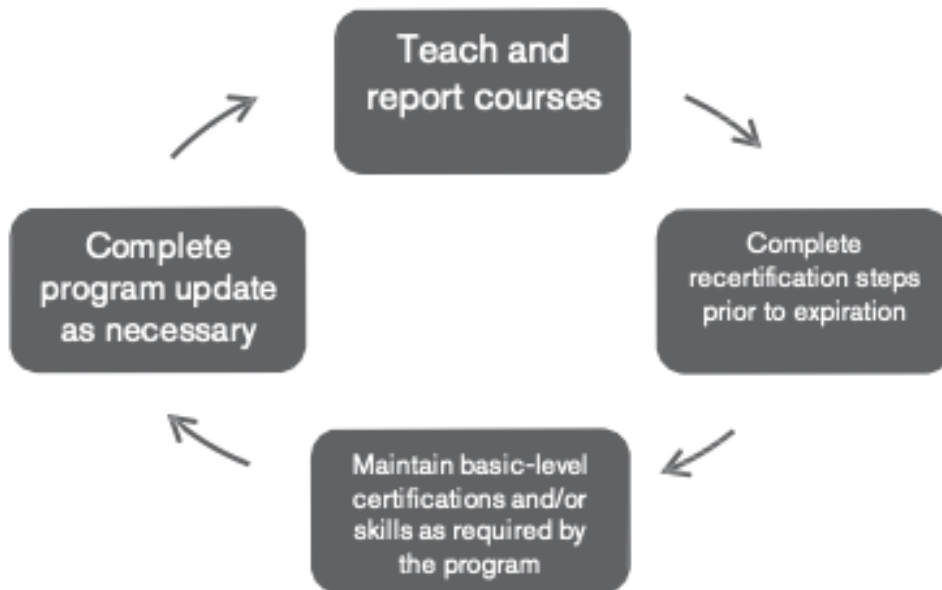
The nationwide IT Academy schedule and the specific requirements and process to apply to attend are available in the Instructor Lifecycle section on the Red Cross Learning Center.

The Red Cross is always interested in working with organizations that would like to host an aquatic Instructor Trainer Academy at their facility. Program facility needs and requirements depend on the specific program area. Potential host facilities for aquatic Academies can complete the "Host IT Academy" application form located in the Instructor Trainer Candidates page under the Instructor Lifecycle section of the Red Cross Learning Center. <https://www.redcrosslearningcenter.org/s/instructor-trainer-candidates>

Maintaining Instructor and Instructor Trainer Certification

Requirements to maintain instructor and IT certification varies by training program. However, requirements typically include maintaining a basic-level certification in the program area, teaching a minimum number of class during the two-year certification period, completing an online recertification assessment or – depending on the program area – an in-person review course, and completing any instructor/IT update course as required by the Red Cross following a program update. Online Instructor/IT recertification assessments and updates are typically available at no cost during the update period.

A visual of the typical instructor or instructor trainer lifecycle is provided below.



For more information on the instructor lifecycle and maintaining certification requirements, instructors and ITs should review the program Instructor Bulletin, instructor’s manual, and instructor trainer’s guide and should review the contents of the Instructor Lifecycle section of the Red Cross Learning Center.

Quality Assurance

The Red Cross is the leader in quality health and safety training. It maintains this status by ensuring instructors and instructor trainers have the tools, resources and information to allow them to adhere to Red Cross training standards. The purpose of the Quality Assurance program is to maintain the integrity of Red Cross training programs and ensure compliance by Training Providers and instructors with all Red Cross training standards and requirements, including those set forth in the LTP Agreement, the Instructor Agreement, and this Guide.

Quality Assurance has the right to fully review and take remedial measures for any classes that do not meet Red Cross standards, whether as a response to a reported concern or as a proactive measure to ensure quality. Among other measures, Quality Assurance may permanently or temporarily suspend the right of instructors and Training Providers to conduct courses, and to upload course records into the Red Cross Learning Center. Quality Assurance may terminate an instructor's training certification when the Red Cross has lost confidence in that instructor's ability to deliver courses in conformity with our standards and requirements, including those set forth in the Instructor Agreement.

Training Providers and instructors have the duty to cooperate in any inquiry or investigation undertaken by Red Cross Quality Assurance. They have a duty to furnish accurate and timely information, and provide Quality Assurance timely access to facilities, personnel, and records that are relevant to training activities, all upon the Red Cross's request. Training Providers and instructors are forbidden to retaliate against any person who raises concerns with the Red Cross about the quality of training delivered by them.

Any Quality Assurance questions or concerns should be addressed to qualityassurance@redcross.org

AWARDS AND ALLIANCES

American Red Cross Scientific Advisory Council

The American Red Cross Scientific Advisory Council is an independent panel of nationally recognized health and safety experts that helps establish the standard in first aid care and water safety. Drawing on a body of collective expertise from such diverse fields as emergency medicine, occupational health, sports medicine, school health, emergency medical services (EMS) response, and disaster mobilization, the Council advises the Red Cross in areas related to the development and dissemination of audience-appropriate information and training in first aid and water safety.

More information on the Scientific Advisory Council including scientific advisory statements and from the Council's bi-annual proceedings is available on the Red Cross Learning Center Science page or at www.redcross.org/science.

OSHA Alliance

On May 19, 2005, the American Red Cross and the Occupational Safety and Health Administration (OSHA) signed an Alliance agreement geared towards preparing employers and their employees to respond to disasters, life-threatening injuries, and other emergencies.

Through this agreement, the Red Cross and OSHA will provide information, guidance, and access to training resources on health and safety topics including emergency preparedness, disease prevention, and first aid in the workplace.

More information about the alliance is available on the OSHA National Alliances website: https://www.osha.gov/dcsp/alliances/red_cross/red_cross.html.

Lifesaving Awards

The Red Cross Lifesaving Award program began in 1911. The Red Cross believes everyone that helps save a life should be recognized and therefore the current program includes several types of awards. Over the years, the continued focus on lifesaving has provided the platform to grow this program to include:

The Certificate of Merit Award

The highest award given by the American Red Cross to an individual or team of individuals who save or sustain a life using skills and knowledge learned in a Red Cross Training Services course. This action exemplifies the highest degree of concern of one human being for another in distress. Certificate of Merit award is signed by the President of the United States, who is the Honorary Chairman of the American Red Cross, and the Chairman of the American Red Cross.

The Lifesaving Award (for Professional Responder and Healthcare Providers)

Given to an individual or team of individuals who saves or sustains a life outside of a medical setting and had an obligation to respond as part of employment (e.g., on-duty lifeguards; police, fire, and EMS personnel responding to a 9-1-1 call; professional health care workers). The certificate is signed by the Chairman of the American Red Cross and the President and CEO of the American Red Cross.

The Certificate of Extraordinary Personal Action

Awarded to individuals who step up in an emergency and help to save or sustain a life. The awardees exemplify the mission of the Red Cross to prevent and alleviate human suffering in the face of emergencies and are commended for their willingness to help others in distress. This award is given to individuals who are not Red Cross or are unable to provide evidence of Red Cross training.

The Instructor Lifesaving Award

One of the highest awards given by American Red Cross Training Services to instructors who taught an individual who used skills to save or sustain a life.

More information, including a nomination form for Red Cross Lifesaving Awards, can be found at www.LifesavingAwards.org.

MARKETING & BRAND GUIDELINES

American Red Cross Training Provider and Water Safety Instructor® Graphic Guidelines

We are pleased to offer Red Cross Training Providers the following graphics to use in your marketing materials:



Graphic and Wordmark Usage

The Red Cross has established graphic standards and guidelines for the use of these Red Cross Training Provider and Water Safety Instructor® graphics which Red Cross Training Providers must comply with all instances.

Training Providers may create their own marketing assets to promote training offerings. These assets may use any of the approved Training Provider and Water Safety Instructor graphics. A clear space equal to the size of the red bar/stripe must surround the graphic in all directions.

The Red Cross may also create and distribute marketing materials specifically for use by Training Providers.

Training Providers may use these assets to promote training offerings. These assets shall not be changed or altered in any way except in designated sections.

The terms “Water Safety Instructor” and “WSI” are trademarks of the Red Cross and must be used in conjunction with the words American Red Cross or Red Cross. Training Providers may use these terms to promote and advertise that they offer Red Cross courses. It is preferred that the trademark symbol for any of the terms indicated below is used in a header or title/headline. If it is not possible to use in a header or title/headline, the trademark symbol should be used upon first use in the body copy text of any of these terms as follows:

American Red Cross Water Safety Instructor™

American Red Cross WSI™

Red Cross Water Safety Instructor™

Red Cross WSI™

The graphics and wordmarks may not be altered in any way.

Subject to the license terms in their *Licensed Training Provider Agreement*, the terms in this document, and additional terms provided by the Red Cross in association with the download of approved logos and other marketing materials (collectively, the “Terms”), Training Providers may obtain downloadable files with approved graphics and branded marketing materials to promote and advertise that they offer Red Cross courses.

Usage – Approved

The following uses of the Red Cross name, Training Provider graphics, Water Safety Instructor graphics and Water Safety Instructor wordmarks by Training Providers are permitted subject to the Terms:

- Websites, web properties and social media pages of Training Providers to promote classes, including in streamed advertising videos.
- Brochures, flyers and promotional materials for Training Providers to post, email and make available in printed format in their location.
- Brochures, flyers and promotional materials developed by Training Providers, using an approved Training Provider graphic, an approved Water Safety Instructor graphic or use of the name American Red Cross, subject to our Brand Standards and the Terms.

All other uses must be approved in writing, in advance, by the Red Cross. Requests must be made via email sent to trainingsvcsmkting@redcross.org.

Usage — Prior Written Approval Required

The following uses of the Red Cross name and logo and Training Provider graphics, Water Safety Instructor graphics and Water Safety Instructor wordmarks require prior written approval in each instance:

- Paid advertising, including, but not limited to, print, digital, TV, and social media.
- Promotional items Training Providers develop such as apparel, hats, pins, cups, bottles, recognition plaques, etc. However, Training Providers may purchase promotional items from the Red Cross at redcrossstore.org without prior written approval.

Usage — Prohibited

The following uses of the Red Cross name and logo, the Training Provider graphics, the Water Safety Instructor graphics and Water Safety Instructor wordmarks are prohibited **in all instances** (Unauthorized Uses”):

- Altered versions of the Training Provider graphic or Water Safety Instructor graphics.
- Altered versions of marketing materials created by the Red Cross.
- Unauthorized versions of the Red Cross logo created by Training Providers or obtained in any manner other than by digital download directly from the Red Cross, unless the Red Cross expressly authorizes otherwise.
- Use of Red Cross logo on uniforms designed by Training Provider, with or without Training Provider’s logo.
- Registration of any Internet domain name or subdomain using the phrases American Red Cross or Red Cross.
- Hashtags using Red Cross or American Red Cross or other terms intended to reference Red Cross (such as ARC or RC), except as have been expressly authorized by Red Cross. NOTE: Use of the Red Cross handle on social media channels is permitted.
- Keyword search term advertising using Red Cross, American Red Cross or other terms intended to reference Red Cross (such as ARC or RC).
- Combination of the Red Cross name and/or logo with any other logo, slogan, statement.
- Presentation of the Red Cross name and/or logo in a way that causes confusion as to affiliation, endorsement or is otherwise misleading.
- Any use of the Red Cross name and/or logo after suspension or termination of one’s LTP Agreement.
- Use of the wordmarks “Water Safety Instructor” or “WSI” without use of the trademark symbol on first use in body copy.

- Use of the wordmarks “Water Safety Instructor” or “WSI” without their being preceded by the words “American Red Cross” or “Red Cross.”

The Red Cross **name** only as well as Water Safety Instructor or WSI wordmarks may be used on business cards and letterhead in conjunction with one of the statements set forth above. Neither the Red Cross **logo** nor the Training Provider or Water Safety Instructor **graphics** may be used on business cards and letterhead.

Usage Examples

These examples and recommendations are being offered to Training Providers so that the public can distinguish what is American Red Cross training and what is not.

For Training Providers That Teach Only Red Cross Programs

- The words “American Red Cross” should appear before every Red Cross course name.
- All Training Providers should use the course description provided by the Red Cross in the Water Safety

Instructor fact sheet that can be found on the Red Cross Learning Center.

We encourage but do not require the use of the phrase “Proud Provider of Red Cross Training” as well as use of one or both of the Water Safety Instructor Training graphics seen in this guide on Training Provider websites and in marketing materials for Red Cross courses and/or the Training Provider’s Red Cross programs in general.

For Training Providers That Teach Both Red Cross and Other Programs

- The words “American Red Cross” should appear before every Red Cross course name.
- Use the course description provided by the Red Cross in the Water Safety Instructor fact sheet that can be found on the Red Cross Learning Center.
- We encourage use of the “Proud Provider of Red Cross Training” graphic on course pages mentioning Red Cross training. Placement of any phrases or graphics need to be associated only with the Red Cross courses.
- We also encourage, but do not require, the use of one or both of the Water Safety Instructor Training and/or the “Proud Provider or Red Cross Training” graphics seen in this guide on Training Provider websites and in marketing materials related to Red Cross courses specifically.

Copyright Permission Requests

American Red Cross materials are proprietary and subject to copyright protection. Training Providers and Certified Instructors must take care to use Red Cross training materials only as authorized, and to protect those materials from unauthorized use, copying, or distribution. The American Red Cross vigorously protects its materials to preserve their integrity and to protect them against exploitation by others. Training Providers are not authorized to edit or modify any American Red Cross material without permission and must not remove any copyright notices from them. Further, you may not create derivative works of any American Red Cross material except as expressly permitted under your *Licensed Training Provider Agreement*. Under clearly defined criteria, the American Red Cross may grant permission to use text, photographs, illustrations and audiovisual material from the American Red Cross.

Improper use of American Red Cross materials or propriety content may result in immediate withdrawal of permission to use American Red Cross materials, and/or cancellation of the *Licensed Training Provider Agreement*. Training providers and certified instructors who have questions should contact their sales representatives or the Training Support Center.

Translations into Other Languages

The translation of American Red Cross materials into another language requires prior written approval from American Red Cross. Additional requirements may also apply.

Training Outside the Jurisdiction of the American Red Cross

The American Red Cross is not permitted to solicit, deliver services, or provide program support for instructors, companies, agencies, or organizations that are not within the jurisdiction of the United States or its territories unless permitted by or requested to do so by the Red Cross or Red Crescent Society of that country. Training overseas is generally confined to U.S. military installations and U.S. embassies and consulates. This includes accessing online only training.

ADDITIONAL PRODUCTS AND SERVICES

Automated External Defibrillators (AEDs)

The Consensus on Science and Treatment Recommendations for CPR and Emergency Cardiovascular Care (ECC) agrees that Sudden Cardiac Arrest can be treated most effectively by a combination of CPR and defibrillation. Along with providing comprehensive training on how to use an AED, the Red Cross contracts with leading manufacturers to help your organization obtain the devices you need to keep your workplaces, schools, and facilities safe. Contact your sales representative for current AED offers.

Aquatic Examiner Service

The Aquatic Examiner Service (AES) Program is designed to:

- Develop goals to improve operations, training, and performance.
- Increase lifeguard accountability, attention to safety, professionalism, and pride.
- Reinforce and strengthen the lifeguard's emergency response skills.
- Maintain high lifeguarding operational standards.

The AES program starts with a Red Cross examiner conducting an in-depth facility tour to understand your safety and lifeguarding operations. You'll then receive a comprehensive, objective evaluation based on American Red Cross Lifeguarding program standards. As a follow-up, unannounced site visits will evaluate on-the-job lifeguard performance including surveillance and rescue skills.

For more information and to request a quote, visit [redcross.org/aquaticexaminer](https://www.redcross.org/aquaticexaminer).

Emergency and First Aid Kits

In addition to training program materials, equipment and supplies, the Red Cross Store provides a variety of emergency and First Aid kits perfect for your workplace, for your home, or on the go. From car First Aid kits to bleeding control kits to ANSI-compliant emergency cabinets, the Red Cross Store can provide the emergency response equipment you need.

Visit <https://www.redcross.org/store> to browse our emergency and first aid products

Red Cross Mobile Apps

Put expert advice in the hands of employees, instructors and individuals with the Red Cross suite of free mobile apps. These apps can be downloaded from iTunes or Google Play.

First Aid App

Simple step-by-step instructions guide you through everyday first aid scenarios. The app is fully integrated with 9-1-1 and can call EMS at any time. Videos and animations make learning first aid fun and easy. The content is preloaded, giving you instant access to safety information at any time, even without reception or an Internet connection. View app user and lifesaving award stories, find a hospital near you, and easily find and sign up for a training class. You can even login to view digital certificates and receive reminders to certify (if you took a blended learning or online course on the Red Cross Learning Center). Ahora disponible en español. Download from iTunes or Google Play or text “GETFIRST” to 90999.

Pet First Aid App

Take care of your furry family member. The American Red Cross Pet First Aid app puts veterinary advice for everyday emergencies in the palm of your hand. With videos, interactive quizzes, and simple step-by-step advice it's never been easier to know Pet First Aid. Respond to pet emergencies with size specific CPR techniques and locate your nearest emergency vet hospital or pet-friendly hotels. You can customize multiple pet profiles and set veterinary appointments. Interactive quizzes allow you to earn badges that you can share with your friends. Download from iTunes or Google Play or text “GETPET” to 90999.

Blood App

Find nearby Red Cross blood drives, schedule appointments, follow your blood journey from donation to delivery. Download from iTunes or Google Play or text “BLOODAPP” to 90999.

Hero Care App

Whether you're the parent of a child joining the military or a family member of the military/veteran communities, Hero Care will connect you to important resources that can help you through both emergency and non-emergency situations. Ahora disponible en español. Download from iTunes or Google Play or text “GETHEROCARE” to 90999.

Emergency App

Monitor more than 35 different severe weather and emergency alerts, to help keep you and your loved ones' safe. Ahora disponible en español. Download from iTunes or Google Play or text “GETEMERGENCY” to 90999.

Swim App

The Swim app helps the entire family by focusing on water competency which involves a combination of being water smart, having water safety and survival skills, and knowing what to do in a water emergency. This app teaches users the layers of protection to prevent drowning and about risks around water at home, in lakes, rivers and oceans, as well as in risky situations. You can learn water safety and drowning prevention through videos and quizzes, learn how to choose a quality swim lesson program, track water skills your young swimmer completes, and share badges when mastering knowledge and/or skills. Download from iTunes or Google Play or text "SWIM" to 90999.



Educational Service Unit 9

Drew Harris, Administrator
5807 Osborne Dr. West, Hastings, NE 68901
Telephone: 402-463-5611
www.esu9.org
www.esu9.org

TO: Superintendent of Schools

FROM: Drew Harris, Administrator
Emily Burr, Business Office Manager
Joe Haney, Director of Special Services

DATE: February 23, 2026

SUBJ: Contracts for Special Education Services for 2026-27 School Year -
School Age and Below Age Five

Thank you for meeting with ESU 9 representatives regarding services for the 2026-27 school year. During our conversations, you agreed to purchase the services outlined in the attached documents for your district.

We respectfully request that your board approve this contract at its next meeting and return a signed copy to ESU 9 no later than April 13, 2026.

Attached is the Contract for Special Education Services for school-age and below age five children for the 2026-27 school year. The contract is based on cost estimates prepared specifically for your district, and the services and amounts reflected are projected costs intended to assist with your budgeting process. Please note that all rates are estimates.

Please review the estimated costs detailed in Schedule B. If acceptable, sign the contract and return a signed copy to ESU 9. The district should retain a copy of the fully executed contract, including Schedule A (Description of Services), for audit purposes.

Please keep in mind that ESU 9 uses these contracts to determine staffing needs for the services purchased. Projections are developed to align as closely as possible with anticipated district needs.

If your district contracts with other agencies for special education services, those agencies should provide a contract, a description of services, and a cost schedule. Before entering into agreements with other agencies, please verify that the agency or individual has applied with NDE to be a provider and has a state-approved rate. For additional information regarding service agencies, refer to 92 NAC Rule 51.

Just a reminder to include in your school district's special education budget for 2026-27 the following:

1. Contracted amounts from ESU 9
2. Costs for district-hired staff
3. Services purchased from other school districts
4. Services purchased from service agencies other than ESU 9

If you have any questions regarding the attached contract, please contact us.

EDUCATIONAL SERVICE UNIT 9
CONTRACT FOR SCHOOL AGE AND BELOW AGE FIVE
SPECIAL EDUCATION SERVICES

THIS AGREEMENT, made and entered into this 23rd day of February, 2026, by and between EDUCATIONAL SERVICE UNIT 9 of the State of Nebraska hereinafter called "SERVICING AGENCY", and Hall County School District 2, called "DISTRICT". This contract is in effect from August 7, 2026 or the date signed by both parties, whichever is later, through May 24, 2027.

WITNESSETH:

The District does hereby agree to hire Servicing Agency to service its school age students with disabilities and below age five children with disabilities during the school year 2026-27 and the Servicing Agency agrees to act as such Servicing Agency for the consideration and under the terms and conditions as hereinafter set forth:

1. A description of the program of Special Education and related services to be provided to District students shall be as set forth in Schedule "A" hereto attached and by reference made a part thereof.
2. It is agreed that the District shall pay the Servicing Agency for said special education or related services as listed on Schedule "B".
3. The Servicing Agency agrees to bill the District for the actual cost of special education services rendered and to make any adjustments caused by prior overpayment or underpayment.
4. The Service Agency retains the right to adjust any service rate listed on Schedule "B" during the contract period.
5. The Servicing Agency agrees to provide the District with the final billing and the actual rate for cost of services. A complete reconciliation of the actual costs of special education services rendered will be provided upon request only. The final billing to the District shall serve as a final reconciliation of the amount of payments. The Servicing Agent will apply credits owed from the final billing to any amounts due to the Servicing Agent. Amounts billed to Districts on the final billing must be paid in full within 45 days of the date of final invoice.
6. The District agrees that the final billing for special education services submitted to the District by the Servicing Agency for actual services rendered during the contract period shall be considered as an amendment to the original contract and by reference made a part thereof.
7. Special education programs or services which extend beyond the regular school year will be provided by the Servicing Agency upon request by the District. Said costs of such extended programs shall be billed to the District by the Servicing Agency and the District agrees to pay the Servicing Agency for any such costs.
8. It is further agreed that in the event the District does not pay the Servicing Agency as herein set forth, the Servicing Agency may cancel this contract and refuse further service. In the event of such cancellation, the Servicing Agency may recover any past due amounts.
9. Upon request, the Servicing Agency shall record and supply to the District information on each child for whom services are contracted.
10. Servicing Agency shall assist the District with the preparation of financial reports and other procedures required by NDE Rule 51 and any other applicable law when requested by the District.
11. The District delegates the development of the Individual Education Program (IEP) and Individual Family Service Plan (IFSP) to the Servicing Agency and the Servicing Agency agrees to perform those duties required to comply with NDE Rule 51, Rule 52 and any other applicable law.
12. The District and the Servicing Agency agree to abide by the mandated procedures for identification, verification, placement, development of the Individual Education Program and Individual Family Service Plan, inspection and review of student records, and other requirements as specified in NDE Rule 51 and any other applicable law, Regulations and Standards for Special Education Programs, Nebraska State Department of Education, the Federal Regulations of the Individual with Disabilities Education Act (IDEA).
13. The District hereby agrees that changes or modifications in the program or children served shall be mutually agreed upon before said change or modifications are implemented.

14. Should the Servicing Agency be unable to render the services contracted because of the Servicing Agency's inability to employ personnel who meet the criteria for employment of the Servicing Agency and/or the certification requirements of the State of Nebraska, or for other reasons which are determined by the Servicing Agency to be valid, the Servicing Agency will not assume liability for those services contracted for but not provided. In which instance, schools will be notified no later than September 1, 2026.
15. The District herewith agrees that any act intentionally and unilaterally done which act may cause litigation against the Servicing Agency shall be defended at the sole expense of the District and any damages assessed against the District for the Servicing Agency or either of them shall be borne entirely by the District. This paragraph shall not operate to indemnify or relieve the Servicing Agency of any liability otherwise attaching to it under any applicable state or federal law, nor to any action undertaken by the District in the provision of special education services or related services which is undertaken in consultation with the Servicing Agency or in a good faith effort by the District to comply with lawful obligations of the District.
16. The Servicing Agency shall be responsible to the District for acts and omissions of the Servicing Agency's employees, subcontractors and their agents and employees, and other persons or entities performing portions of the work for, or on behalf of, the Servicing Agency or any of its subcontractors. As part of that responsibility, the Servicing Agency shall enforce the ESU's policies on alcohol-free, drug-free, tobacco-free, harassment-free and weapon-free policies and zones, and all policies and regulations with regard to criminal background check and sex offender registry notice found on the ESU's website and require compliance with those policies and zones by the Servicing Agency's employees, subcontractors, and all persons carrying out the contract.
17. The District herewith agrees that in the event the District desires to change the services provided by this contract for a subsequent year whether by change in staffing, change in specific personnel, change in contracted hours of any area of endorsement held by personnel presently assigned to the District, to eliminate any program or service being provided pursuant to this contract, it shall be the duty of the District to notify the administrator in writing of such requested change on or before March 15th next preceding the starting date of the school year to be affected by any changes as are described in this paragraph.
18. The District herewith agrees that in the event that no such written notice is made to the Servicing Agency on or before March 15th, that the Servicing Agency shall be entitled to assume that the District desires the same FTE in all areas of endorsement, certification or other qualification, and in all programs it had through this contract with the Servicing Agency. In the event the District should later notify the Servicing Agency of a diminished request for FTE in any area of endorsement, certification or other qualification, or in any program or service provided by this contract, the Servicing Agency shall use its best effort to find other employment for such affected personnel, provided, however, that in the event such personnel cannot be reassigned and to the extent that such personnel constitute a cost to the Servicing Agency that cannot be passed through by way of contract or otherwise, the District agrees to pay any cost incurred by the Servicing Agency for such personnel.
19. This contract may be renegotiated by mutual agreement.

ACCEPTED FOR EDUCATIONAL SERVICE UNIT 9 AS SERVICING AGENCY

THIS 23rd DAY OF February 2026

BY Joe Huesel
ESU 9 Representative

ACCEPTED FOR GIPS SCHOOL AS DISTRICT THIS 25 DAY OF

February, 2026 BY Dr. Summer E. Stephens
School Official's Signature

SCHEDULE "A"
DESCRIPTION OF SPECIAL EDUCATION AND RELATED SERVICES
SERVICING AGENCY: Educational Service Unit 9, Hastings, NE

I. Direct Special Education and Related Services

A. School Psychologist Services

1. Conduct and interpret psychological/educational evaluations for disability verification and instructional planning (**92 NAC 51-006**).
2. Participate as an MDT/IEP/IFSP team member and contribute to verification, eligibility, program recommendations, and placement decisions.
3. Provide consultation to educators, families, and outside agencies, including interpretation of assessment results.
4. Assist with behavior assessment, intervention planning, and mental health support strategies.

B. Speech-Language Pathology

1. Provide assessment, diagnosis, and intervention for speech-language impairments to support access to education and communication development.
2. Collaborate with educators to integrate strategies across settings consistent with IEP/IFSP objectives.
3. Participate in MDT/IEP/IFSP meetings and progress monitoring.

C. Hearing Impaired / Deaf Services

1. Provide specialized auditory/communication assessment and interventions for students who are deaf or hard of hearing.
2. Adapt instructional access and facilitate communication within educational settings.
3. Support use of auditory assistive technology, student advocacy and classroom accommodations.
4. Participate in MDT/IEP/IFSP development, progress monitoring, and transition planning.

D. Visually Impaired Services

1. Provide assessment and specialized instruction to support students with visual impairments.
2. Recommend adaptations and assistive technology.
3. Collaborate with educators and families to ensure program implementation aligned with IEP/IFSP goals.

4. Participate in MDT/IEP/IFSP development, progress monitoring, and transition planning.

E. Behavior Consultation Services

1. Conduct functional behavioral assessments (FBA) and assist teams in developing positive behavior intervention plans (BIP).
2. Provide evidence-based consultation and coaching for behavior strategies in educational settings.
3. Provide staff training related to behavior intervention strategies, positive behavioral supports, and implementation.

F. Transition Services

1. Coordinate planning and services to support postsecondary goals for eligible students.
2. Collaborate with families and community agencies to facilitate successful transitions.
3. Provide assessments and programming consistent with transition components of IEPs.

G. Special Education (Resource) Teacher

1. Providing specially designed instruction to students participating in a modification of the general curriculum at an instructional level below their general education peers.
2. Developing, implementing, and monitoring IEPs, including progress documentation and reporting in compliance with 92 NAC 51-007.
3. Collaborating with general education staff to support student access to the general curriculum in the least restrictive environment pursuant to 92 NAC 51-008.

H. Paraeducator Services

1. Provide instructional and behavioral support as directed by certified personnel.
2. Implement accommodations and modifications specified in IEPs under supervision of certified staff.

I. Educational Sign Language Interpreter Services

1. Facilitate communication in educational settings using manual sign systems or other modes as required by IEP/IFSP.
2. Provide sign language support for classroom instruction, meetings, and school activities.
3. Consult with staff to enhance communication strategies and accessibility.

II. Early Childhood Services (Birth–Age Five)

1. Provide early intervention services as defined by **92 NAC 52-003.06**, including IFSP implementation and developmental services in natural environments.
2. Provide early childhood special education services and IEP-based instruction for children ages three through five per **92 NAC 51**.
3. Coordinate family-centered services, progression monitoring, and transition planning to preschool or kindergarten settings.

III. Program Coordination, Supervision, and Compliance

A. Special Education Coordinator / Supervisor Roles

1. Oversee special education eligibility, evaluation, verification, and placement processes in compliance with **92 NAC 51-006/007**.
2. Monitor and support district compliance with State and Federal requirements, including documentation and procedural safeguards.
3. Facilitate professional development related to IDEA/Rule standards for school staff and families.
4. Coordinate with community agencies and assist with complex case coordination, including re-verification and dispute resolution.

B. Program Supervision

1. Supervise assigned special education programs and personnel; ensure implementation fidelity.
2. Assist districts in interpreting and applying Rule requirements and best practices for service delivery.

ESU 9 SERVICE AGENCY CODE:					950009
2026-27 SPECIAL EDUCATION SCHEDULE B FOR:				Grand Island	400002
ESTIMATED COSTS FOR BUDGET PURPOSES ONLY					
SCHOOL AGE SERVICES					
NDE Service Description	ESU9 Service Description	NDE Service Code	Estimated Hourly Rate	Estimated Hours	Budget Cost
Sign Lanuage Interpreter	Interpreter	0000	46.00	6831.00	\$314,226.00
School Age Budget Total					\$314,226.00
BELOW AGE 5 SERVICES					
NDE Service Description	ESU9 Service Description	NDE Service Code	Estimated Hourly Rate	Estimated Hours	Budget Cost
Sign Lanuage Interpreter	Interpreter	0000	46.00	69.00	\$3,174.00
Below Age 5 Budget Total					\$3,174.00
Total All Services					\$317,400.00



(402)462-4187
info@hshn.org
123 N. Marian Road
Hastings, NE 68901

**ANNUAL INTERAGENCY AGREEMENT BETWEEN
HEAD START CHILD AND FAMILY DEVELOPMENT PROGRAM, INC.**

and

GIPS Homeless Liaison

PURPOSE:

The purpose of this Agreement is to define the framework for cooperation between Head Start Child and Family Development Program, Inc. (HSCFDP), Head Start Preschool and Early Head Start Program and the community service agencies serving Adams, Clay, Franklin, Hall, Nuckolls, and Webster County to provide a structure for collaboration and cooperation among the above agency in order to:

- Provide comprehensive quality services to eligible children ages 0-5 and their families.
- Collaborate and coordinate with existing community agencies to provide a family-centered, community-based programs by integrating quality developmentally appropriate early childhood education, adult literacy and education, parenting education and employment to help families reach their goals.

AREAS OF COORDINATION AND COOPERATION

1. Be an active participant in the start-up or continuation of programs.
2. Provide a representative from your agency to serve on the Head Start Policy Council, Health/Mental Health Advisory as available / needed.
3. Participate in the identification and referral of families. Accept referrals from our agency.
4. Participate in public awareness activities so that all agencies serving eligible families recognize Head Start Preschool/ Early Head Start as a collaborative resource.
5. Provide training and technical assistance on your program as needed to better serve children and families.
6. This agreement does not imply or include the sharing of personally identifiable information.

Kathleen Riley

Kathleen Riley, Executive Director

Dr. Summer E. Stephens

Agency Representative Signature

2/2/26

Date

02/02/2026

Date

Agreements valid for one year

Grand Island Public Schools

Fund Balances

Fiscal Year: 2025-2026

Month: March

Year: 2026

Fund Type:

Include Cash Balance

FY End Report

<u>Fund</u>	<u>Description</u>	<u>Beginning Balance</u>	<u>Revenue</u>	<u>Expense</u>	<u>Transfers</u>	<u>Fund Balance</u>
01	General	\$55,300,175.66	\$83,021,695.49	(\$67,511,316.85)	\$0.00	\$70,810,554.30
02	Depreciation	\$8,524,872.47	\$0.00	(\$793,083.76)	\$0.00	\$7,731,788.71
03	Employee Benefit	\$3,509,536.03	\$67,145.18	(\$30,166.59)	\$0.00	\$3,546,514.62
04	Contingency	\$1,140,622.85	\$22,703.96	\$0.00	\$0.00	\$1,163,326.81
05	Activities	\$3,830,569.50	\$1,021,169.40	(\$1,544,322.70)	\$0.00	\$3,307,416.20
06	School Nutrition	\$1,880,124.89	\$4,028,350.53	(\$4,707,488.07)	\$0.00	\$1,200,987.35
07	Bond	\$8,123,199.73	\$2,895,099.12	(\$5,428,466.86)	\$0.00	\$5,589,831.99
08	Special Building	\$4,172,854.06	\$1,977,224.12	(\$370,025.00)	\$0.00	\$5,780,053.18
09	Qualified Capitol Purpose Undertaking	\$6,432,918.48	\$669,188.32	(\$2,280,965.55)	\$0.00	\$4,821,141.25
10	Cooperative	\$739,596.90	\$0.00	(\$334,408.01)	\$0.00	\$405,188.89
12	Student Fee	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Grand Total:		\$93,654,470.57	\$93,702,576.12	(\$83,000,243.39)	\$0.00	\$104,356,803.30

End of Report

GRAND ISLAND PUBLIC SCHOOLS
FURNITURE, EQUIPMENT, & MISCELLANEOUS ITEMS
FOR DISPOSAL

Quantity	Description	Resale? Yes or No
29	ACELLUS GOLDBOOK PRO	NO
4	ACER N18Q1	NO
4	APPLE A1219	NO
77	APPLE A1395	NO
101	APPLE A1458	NO
192	APPLE A1474	NO
1	APPLE A1489	NO
1	APPLE A1566	NO
1	APPLE A1708	NO
11	APPLE A1823	NO
85	APPLE A1893	NO
2	APPLE A1954	NO
15	APPLE A2197	NO
1	DELL 7480	NO
1	HP 11 G4	NO
5	HP 11 G5 EE	NO
75	HP 11 G6 EE	NO
248	HP 11 G8 EE	NO
1071	HP 11A G6 EE	NO

1173	HP 11A G8 EE	NO
1	HP 14 G5	NO
145	HP 445 G6	NO
1	HP G4	NO
633	HP X360 11 G2 EE	NO
1	HP Z2 G4	NO
1	HP Z2 G5	NO
2	LENOVO 11E	NO
10	LENOVO 13 GEN 2	NO
2	LENOVO L440	NO
12	LENOVO M710Q	NO
2	LENOVO M73	NO
1	LENOVO P50	NO
1	LENOVO T450	NO
1	LENOVO YOGA HOME	NO
1	MICROSOFT 1645	NO
6	HARD DRIVE	NO

2/19/2026

GIPS BOE Regular Meeting
Monday, March 16, 2026 5:30 PM
Kneale Administration Building - Board Room

1. CALL TO ORDER

Speaker(s): Board President

2. OATH OF OFFICE - Board of Education Member, Dr. Kenton Mann

Speaker(s): Dr. Summer Stephens

3. ROLL CALL

Speaker(s): Mrs. Angela Dibbert

4. CONSENT AGENDA

Speaker(s): Board President

4.1. Minutes from the previous month's meeting

4.2. Acceptance of Agendas From Standing Committees

4.3. Claims as submitted

4.4. Policy

4.4.1. 1211 ANNUAL CENSUS

Speaker(s): Mr. Matt Fisher

4.4.2. 7210 SCHOOL CALENDAR

4.4.3. 8250 STUDENT ATTENDANCE RECORDS

4.4.4. 8517 RETURN TO LEARN FROM CANCER

4.5. Bid Proposals as submitted

4.6. Staff Adjustments as submitted

4.7. MOU, Agreements, and Contracts Renewals

4.7.1. AmeriaCorps MOU

4.7.2. American Red Cross Licensed Trainer Agreement

4.7.3. ESU9 SPED Contract FY 2026-27

4.7.4. Head Start Agreement

4.8. Treasurer's Report as submitted

4.9. Surplus Property Listing

4.10. Approval of Agenda as submitted

5. SPECIAL RECOGNITION

5.1. 2026 Hall County Spelling Bee

Speaker(s): Mrs. Cara Kuhl

5.2. GISH Artists Recognized by the Nebraska Art Showcase

Speaker(s): Ms. Micki Nuss, Mr. Chris Holton, & Ms. Beth Butters

5.3. GISH Girls Bowling State Champions & GISH Boys Bowling State Runners-Up

Speaker(s): Mr. Chris Ladwig

6. REQUESTS TO ADDRESS THE BOARD

Speaker(s): Board President

7. INFORMATION ITEMS

7.1. Barr Middle School Digital Citizenship & A.I. Project

Speaker(s): Mrs. Denise Petersen

7.2. 2026-2027 Staff Handbooks

Speaker(s): Dr. Carrie Kolar

7.3. GIPS 2024-25 Annual Report

Speaker(s): Mr. Mitchell Roush

7.4. Gates Professional Services

Speaker(s): Mr. Dan Petsch

7.5. Gates Letter of Intent

Speaker(s): Mr. Dan Petsch

7.6. GISH Professional Services

Speaker(s): Mr. Dan Petsch

7.7. Policy

7.7.1. 4511 SCHOOL MASCOT, LOGO, AND COLORS

Speaker(s): Mr. Matt Fisher

7.7.2. 6213 STAFF USE OF ELECTRONIC COMMUNICATION DEVICES AND ADMINISTRATIVE GUIDELINES FOR NETWORK USE

Speaker(s): Mr. Matt Fisher

7.7.3. 6280 CERTIFIED STAFF PROFESSIONAL SCHEDULE

Speaker(s): Mr. Matt Fisher

7.7.4. 8515 DO NOT RESUSCITATE REQUESTS

Speaker(s): Mr. Matt Fisher

7.7.5. 8680 STUDENT ORGANIZATIONS

Speaker(s): Mr. Matt Fisher

7.7.6. 8810 STUDENT GIFTS AND SOLICITATIONS

Speaker(s): Mr. Matt Fisher

7.7.7. 9211 DISTRICT ANNUAL REPORT

Speaker(s): Mr. Matt Fisher

8. ACTION ITEMS

8.1. 2026-2027 Staff Handbooks

Speaker(s): Dr. Carrie Kolar

8.2. GIPS 2024-25 Annual Report

Speaker(s): Mr. Mitchell Roush

8.3. Gates Professional Services

Speaker(s): Mr. Dan Petsch

8.4. Gates Letter of Intent

Speaker(s): Mr. Dan Petsch

8.5. GISH Professional Services

Speaker(s): Mr. Dan Petsch

8.6. 4305 SUSPENSION AND DEBARMENT

Speaker(s): Mr. Matt Fisher

8.7. 6281 ELEMENTARY CERTIFIED STAFF PREPARATION TIME

Speaker(s): Mr. Matt Fisher

8.8. 6331 CERTIFIED STAFF LEAVE OF ABSENCE: SICK, BEREAVEMENT, AND PERSONAL EMERGENCY

Speaker(s): Mr. Matt Fisher

8.9. 7150 ACADEMIC FREEDOM

Speaker(s): Mr. Matt Fisher

9. REPORTS

9.1. Grand Island Public Schools Foundation Report

Speaker(s): Mrs. Tracy Goodman

9.2. Student Representative Report

Speaker(s): Ms. Katherin Xicara Ramos

9.3. Superintendent Report

Speaker(s): Mr. Matt Fisher

10. EXECUTIVE SESSION FOR THE PURPOSE OF NEGOTIATIONS AND REAL ESTATE BECAUSE IT IS IN THE BEST INTEREST OF THE PUBLIC TO DISCUSS THIS MATTER IN CLOSED SESSION

11. RECONVENE FROM EXECUTIVE SESSION

12. APPROVAL OF ANY ACTION DEEMED NECESSARY AS A RESULT OF EXECUTIVE SESSION

13. NOTIFICATION OF UPCOMING BOARD MEETINGS

14. ADJOURNMENT



2026-2027

Grand Island Public Schools

**Classified Staff
Handbook**

Table of Contents

Welcome to Grand Island Public Schools

Section 1: Intent of Handbook

Welcome to Grand Island Public Schools! This handbook is intended to be used by classified employees to provide general information about the District and to serve as a guide to the District's policies, rules, and regulations, benefits of employment, and performance expectations.

References in this handbook to "classified employees" are intended to apply to all staff who are not required by their position to hold a teaching or administrative certificate.

Each classified employee 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 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 adopted after this handbook, will control.

This handbook does not create a "contract" of employment. Classified employee positions and assignments 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. 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.

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.gips.org. Specific department information is located on the [GRID](#) for staff members.

This handbook will be in effect for the 2024-2025 and subsequent school years unless replaced by a later edition.

VISION

Students prepared to make positive contributions to society and thrive in an ever-changing world.

MISSION

Every Student, Every Day, A Success! In educating students, we teach hearts as well as minds.

STUDENT COMMITMENTS

Within the school district of Grand Island:

Every student will be taught to read, write and communicate effectively; solve problems; acquire and apply knowledge; and demonstrate mastery through performance to the best of the student's abilities;

Every student will be treated with fairness and dignity;

Every student will be honored for their unique qualities and backgrounds;

Every student will experience a sense of belonging, contribution and success; and

Every student will develop responsibility and show respect for others as well as oneself.

In educating students, we teach hearts as well as minds.

Article 1: School Calendar and Schedules

Section 1: Severe Weather and School Closures

The Superintendent is authorized by the Board of Education to close school in case of severe weather or extenuating circumstances. If the Superintendent closes school, reasonable steps will be taken to notify staff as soon as practical. All staff members are expected to check the local news, their phone, and any other typical means of communication to determine if the school is closed on a workday. A staff member who reports to work on a closure date, but failed to check their phone, email, or other typical method of communication, will not be paid for that workday, unless the Superintendent or designee approves their pay or requires them to work that day. Classified employees are hourly employees. Official snow days called by the Superintendent are not compensated, however, employees may use a floating holiday or a vacation day if they have them available.

Article 2: Employment, Compensation and Benefits

Section 1: Employment

Classified employees may be asked in the spring whether they wish to continue employment during the following school year. This is done for staff planning purposes and does not constitute an offer of employment.

Should an employee wish to resign from employment the employee should give two weeks' written notice of resignation to the Chief of Human Capital Management or the employee's immediate supervisor.

Classified employees are "at-will" employees and may be terminated at any time by the school district. Notice of termination may be delivered by the administration at any time.

Section 2: Assignments

The duties to be performed are subject to assignment by the administration and your supervisor. Job descriptions, where available, may provide additional information about the position duties.

Employees are expected to devote full time attention and effort to their work and to perform the assigned duties diligently and faithfully to the best of the employee's ability.

Section 3: Personnel File

The District will follow the requirements of state and federal law and regulation regarding an employee's personnel file. Contact the HR Office with any questions concerning a personnel file.

Section 4: Grievances and Complaints

Employee grievances or complaints shall be addressed through the administrative chain of command including the process set forth in board policy ([see GIPS Board Policy 6270](#)).

Section 5: Compensation

The Board of Education establishes the pay scale for each fiscal year. Following board action, the most current pay scales and grade ranges will be posted on the [GRID under Human Resources](#). Employees will be paid on the 15th of each month. It is mandatory for all employees to have their pay deposited electronically in a financial institution of their choice. Paychecks may be viewed by logging onto School ERP Pro. Employees must complete 90 days in the position before requesting a transfer to a different position within the district.

The Chief Financial Officer and Chief of Human Capital Management are responsible for establishing all position titles and determining starting salaries for all new classified employees. Generally, new employees are placed at the training wage for the appropriate job title. All classified employees, other than those hired as temporary employees, are paid on steps.

New Employee Training Period

The training period for new employees is normally up to 90 calendar days (never less than 30 days). New employees must be evaluated by their supervisors within the training period before they can be moved to Step 1. New employees are encouraged to ask their supervisors about the evaluation prior to the end of the training period. The supervisor must recommend the rate change to the Human Resources Director before the rate can be changed. Rate changes will be effective at the beginning of the pay period after the recommended increase has been approved through the Human Resources Department.

One Year of Experience

One year of experience is defined as:

- 9 or 10 month employees working one complete semester or more
- 12 month employees working 6 months or more prior to August 5
- 12 month/part time employees working 6 months or more prior to August 5

Employees who do not receive one year of experience in their present job category in a current year will not advance one step on the schedule for the next year.

Definitions of Employment:

- 9 Month Employment - working 1235-1525 hours per year and less than 12 months
- 10 Month Employment - working 1526-1819 hours per year and less than 12 months
- 12 Month Employment - working 1820-2080 hours per year
- 12 Month/Part-Time- working less than 1820 hours per year
- Full-time Employment- working at least 7 hours per day and 35 hours per week, totaling not less than 1235 hours
- Temporary Employment- working summers and special assignments
- Actively Employed- indicates that the employee is on the job, on paid vacation, or on paid sick leave. Does not include employees who are on unpaid leave of absence, workmen's comp or disability.

Movement on the Salary Schedule

If an employee has completed a "successful" year of experience, one step on the pay range is granted for the next school year. A "successful" year of experience is based on an overall rating of basic, proficient or distinguished on the Classified Staff Performance Appraisal form for the year. Employees who have reached the maximum pay (step 9) for the position they are assigned will be eligible to receive a "longevity" pay increase annually following the year they reach step 9.

If an employee does not receive a performance appraisal for the year, the performance of the employee will be considered "satisfactory" and the employee will advance one step on the pay range for the next school year. All Board action takes precedent for the salary schedule.

If an employee receives an overall rating of “not satisfactory” on the Classified Staff Performance Appraisal form for the year, an Improvement Plan must be completed at the time of the appraisal conference. The employee will **not** advance one step on the pay range for the next school year. The employee is at-will and may be discharged with a “not satisfactory” performance appraisal.

Section 6: Overtime

Overtime is paid to classified employees in accordance with the Fair Labor Standards Act (FLSA).

Classified employees may be classified as either “exempt” or “non-exempt” for overtime purposes. Employees who are classified as exempt employees are not eligible for overtime. Those who are “non-exempt” are eligible for overtime.

The regular workweek for overtime purposes 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.

Employees will be expected to accurately report hours worked. An employee who falsified their time worked may be terminated, effective immediately.

Non-exempt employees must receive prior approval from their immediate supervisor to work additional hours beyond their regular work schedule. Non-exempt employees will be paid for each hour worked in excess of 40 hours in a workweek and are expected to accurately and timely report overtime hours to their supervisor.

Overtime pay for non-exempt employees will be paid at the rate of not less than 1 1/2 times the employee’s regular rate of pay for hours worked in excess of the 40-hour workweek. Employees with two or more non-exempt positions may be eligible for overtime pay based upon the total number of hours worked in one workweek. If applicable, the employee and the Chief of Human Capital Management will agree upon the overtime rate, in compliance with FLSA regulations.

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 overtime exemption to be applicable. An employee who feels an improper deduction affecting exemption status has occurred shall 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 Superintendent or Superintendent’s designee may suspend an employee with or without pay for the employee’s violation of District policy or rules. Such suspensions and deductions (when applicable) will be made pursuant to law.

Section 7: Benefits

The Benefit Guide may be found in The GRID under [Employee Benefits](#).

Section 8: The GRID

The GRID is a warehouse of information for staff. You can access the site by going to: grid.gips.org (or in the GIPS folder in the top left hand corner of your toolbar). On The GRID, employees are able to access district information from each department, access salary schedules, printable calendars, quick links, a staff directory and many more helpful items.

Article 3: Absences from Work

Section 1: Absence Procedures

Requesting Leave

Leave requests should be made as soon as practicable under the circumstances. An employee who wants to use available leave is to submit a request for leave through the Timeclock Plus. A leave request should be submitted at least 5 duty days prior to the requested leave day. The supervisor may require that more notice be given, depending on the nature of the employee's duties or the need to schedule a substitute.

Giving Notice of Unscheduled Absences

An employee who is unable to request advance approval for an absence because of the nature of the circumstance requiring the absence (such as personal illness or unforeseen emergency) is to report the need to be absent as soon as the situation is known. To report the need to take unexpected leave, employees are to contact their immediate supervisor as soon as practical. Before the end of the day on the first day of the absence, and on each subsequent day of absence, the employee is to report to their immediate supervisor whether the employee will be able to return to work on the next duty day.

Returning from Absences

If an employee is absent without advance approval either: (1) the day immediately preceding or immediately following a regularly scheduled school break (such as winter break, spring break, and quarter or semester breaks) or (2) during the first two weeks or the last two weeks of school, the employee may be required to give verification (for example, a doctor's note) to establish that the employee was unable to work for an excusable condition or excusable reason.

Section 2: Payroll Deductions for Absences in Excess of Paid Leave

Should an employee be absent from work in excess of the employee's accumulated paid leave, the employee's compensation may be reduced by the day or days of work missed.

Section 3: Leaves of Absence

An employee may apply to the Chief of Human Capital Management for a leave of absence. The Chief of Human Capital Management may consider a leave of absence request on a case-by-case basis. Every leave of absence shall be without pay except as may be required under applicable state or federal laws.

Section 4: Sick Leave

Full-time employees must be actively employed to be granted sick leave for unavoidable absences due to personal illness or injury. Sick leave is accumulated at the rate of one day per month and is available for use after the end of the month in which it was earned. Unused sick leave may be accumulated to a maximum of 90 days of sick leave at full pay. Absences which exceed the employee's accumulated sick leave days are not paid. However, an employee may elect to use accumulated vacation time as additional sick leave.

Employees who use sick leave must indicate the illness on the corresponding days on their time record (TCP). In the case of any extended period of absence (three or more days) due to illness or injury, the supervisor or the Human Resources Director may require a doctor's written statement verifying the need for continued leave and specifying the probable time the employee will be able to return to work. After an absence due to illness of three or more days, a written release to return to work may be required from the employee's physician. Full-time classified employees are allowed to use, from their accumulated sick

leave, up to a maximum of ten (10) days, for an illness of the employee’s immediate family members, defined as spouse, child, step child, mother, father, brother, sister, mother-in-law, father-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, grandparent, grandchild, or person in the same home as part of the family and to attend the birth of a child or grandchild when the delivering mother is (i) spouse of the faculty member; (ii) a dependent daughter; (iii) a daughter- in-law; or (iv) a nondependent daughter, provided that the absence in excess of three (3) days to attend the birth of a child of the faculty member’s spouse or dependent daughter shall require a physician’s statement and absence in excess of three (3) days to attend the birth of a non-dependent daughter shall be permitted only when severe medical conditions exist.

Section 5: Bereavement Leave

Full-time employees are eligible for a maximum of three (3) days per year with full pay for absence in case of death of an immediate family member, defined as spouse, child, step child, mother, father, brother, sister, mother-in-law, father-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, grandparent, grandchild, or person in the same home as part of the family. One day may be allowed for the funeral of a relative or close friend not defined as “immediate family.” Employees who are hired after the beginning of the fiscal year (August 5th) will receive a prorated benefit for the remainder of that fiscal year.

Section 6: Vacation Leave

Full-time employees who are in a vacation earning status must be actively employed to be eligible for paid vacations. Actively employed indicates that the employee is on the job, on paid vacation, or on paid sick leave. Actively employed does not include employees who are on unpaid leave of absence, workman’s comp or disability.

Please note the following schedules:

Twelve Month Employee Schedule

Continuous and Eligible Service	Vacation Days	Total Vacation Days
First day of work*		vacation accrued from start date per FTE- 5 days
Beginning 2nd through 3rd year	5/6 day per month	10 days anniversary date to anniversary date
Beginning 4th through 6th year	1 day per month	12 days anniversary date to anniversary date
7th through 14th years	1.25 days per month	15 days anniversary date to anniversary date
Beginning of 15th year	1.66 days per month	20 days anniversary date to anniversary date

Ten Month Employee Schedule

Continuous and Eligible Service	Vacation Days	Total Vacation Days
After 1 year**	1/2 day per month accrued	5 days per August to August fiscal year

*A new employee must complete a minimum of 12 months of employment to receive paid vacation days. The days may be taken prior to 12 months of continuous employment. However, if the employee leaves the district prior to one year of service they will be docked for vacation days which have been utilized.

**Employee’s move on vacation schedule on anniversary of employee’s start date of full time employment. New employees hired on or after February 16, will be considered first year employees from the date of employment through the next fiscal year.

Nine-month employees and part-time employees do not receive paid vacation days.

Vacation days should be used during the fiscal year in which they are earned. However, vacation days for one year’s employment may be carried over to the next school year, but must be used prior to August 4 of that year. An employee will not be permitted to accrue any hours beyond 1 year of vacation.

When an employee separates from the district, unused and accrued vacation time will be paid out to the employee.

Section 7: Holiday Leave

Full-time employees (working at least 7 hours per day and 35 hours per week or more) are eligible for the paid holidays which fall during their months of employment. These holidays are:

9 Month	10 Month	12 Month
Labor Day Thanksgiving Day Christmas (1 day) New Year’s Floating Holiday (2) + (1)	Labor Day Thanksgiving Day Christmas (2 days) New Year’s Friday before Easter Memorial Day Floating Holiday (2) + (1)	Labor Day Thanksgiving Day Christmas (2 days) New Year’s Friday before Easter Memorial Day Independence Day Floating Holiday (2) + (1)

If a holiday occurs while a full-time employee is on sick leave or vacation, that holiday is paid and is not counted as a sick day or a vacation day. An employee must be actively employed the workday before and after the holiday to be paid for the holiday.

Section 8: Floating Holiday Leave

Floating Holiday pay is included in the employee’s total annual budgeted hours, and may be taken any time **during the employee’s normal work schedule** with approval from the employee’s immediate supervisor at least one week in advance of the day requested. Full time classified employees will receive two floating holidays per year, plus, staff who were eligible for sick leave the previous year and who used three or less days of sick leave will earn an additional floating holiday the next year. Full time employees **must work the entire previous fiscal year** to be eligible for the third floating holiday. Employees who are hired after the beginning of the fiscal year (August 5) will receive a pro- rated floating holiday benefit for the remainder of the school year, and floating holidays taken after notice of resignation is submitted will be prorated for that year. Floating holidays cannot be taken during the final week of school. An

employee **must** be actively employed the workday before and after the floating holiday to be paid for the Floating holiday.

Section 9: Unpaid Leaves

The District complies with all laws that require leave to be allowed, such as for FMLA leaves, military service, and jury duty. Should an employee be absent from work in excess of the employee's available paid leaves, the absence will be unpaid leave except as may be required by law. The employee's salary may be subject to reduction for the day or days of work missed.

Section 10: Jury Duty Leave

An employee who is summoned for jury service must promptly notify their immediate supervisor. The employee will be allowed time off for jury duty, pursuant to law.

There will be no loss of salary or deduction to the employee for time spent in jury service. The District will reduce the employee's salary by an amount equal to any compensation, other than expenses, paid by the court for jury duty service.

If an employee 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 employee's immediate supervisor.

Section 11: Family and Medical Leave

Employee Rights and Responsibilities under the Family Medical Leave Act

Family and medical leave 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 childbirth;
- 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 servicemember 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 servicemember medically unfit to perform his or her duties for which the servicemember 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, an employee's health coverage under a "group health plan" will be maintained on the same terms as if the employee had continued to work. Upon return from FMLA leave, most employees must be restored to their original or an equivalent position with equivalent pay, benefits, and other employment terms.

An employee's use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of the FMLA leave.

Eligibility Requirements

An employee is eligible if he or she has been employed with Grand Island 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 the District 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 the employee from performing the functions of his or her 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 regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Use of Leave

The employee 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

An employee may choose, or Grand Island Public Schools may require use of accrued paid leave while taking FMLA leave. In order to use paid leave for FMLA leave, the employee must comply with the District's normal paid leave policies.

Employee Responsibilities

The employee 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 the employee is unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. The employee also must inform the District if the requested leave is for a reason for which FMLA leave was previously taken or certified. The employee also may be required to provide a certification and periodic recertification supporting the need for leave.

Employer Responsibilities

The District will inform employees requesting leave whether they are eligible under FMLA. If they are, the notice will specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the District will provide a reason for the ineligibility.

The District will 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 will 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 poster at school 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 plan for payment of benefits while on FMLA leave, contact the Human Resources Office.

Section 12: Military and Family 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.

Employees requesting to take military leave or family military leave under the Nebraska statutes must notify the Human Resources Office 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 immediate supervisor to schedule the leave so as to not unduly disrupt operations of the District. For leaves of less than 5 days, the employee is to notify the Human Resources Office of the leave request as soon as practicable. Employees are to attach a copy of their orders to a leave request form when they prepare the request for military leave.

Section 13: Adoption Leave

Adoption leave will be permitted to be taken by an adoptive parent for the same time and on the same terms as an employee is permitted to take a leave of absence upon the birth of the employee'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 employee for purposes of adoption. The employee shall be deemed to have waived any adoptive leave days not taken following the commencement of the parent-child relationship, except as the Chief of Human Capital Management and the employee may otherwise agree. Advance notice of an anticipated adoption shall be provided by the employee to the Human Resources Office as early as possible.

Section 14: Subpoena to Testify Leave

An employee must promptly notify their immediate supervisor when the employee 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 employee is testifying on behalf of the District, the absence will be treated similar to a jury duty leave.

In the event the subpoena involves a personal matter, the employee will be required to use available leave days. The Human Resources Office shall make the final determination as to whether a matter is personal to the employee.

Section 15: Voting Leave

Employees will be allowed paid time off to vote in an election if the employee: (a) is a registered voter; (b) does not have 2 consecutive hours between the time of the opening and closing of the polls during which the employee is not required to be present at work; and (c) applies for voting leave prior to or on election day with their immediate supervisor.

When voting leave is available, an employee will be entitled to be absent from work on election day for such period of time as will, when considering the employee's non-working time, total 2 consecutive hours between the time of the opening and closing of the polls. When voting leave is used, no deduction shall be made from the employee's salary or wages on account of such absence. The immediate supervisor may specify the hours during which the employee may be absent for voting leave.

Section 16: Leave Sharing Program

In the event a classified employee has exhausted all paid leave options and has a medical emergency resulting in a prolonged absence from work with a substantial amount of income loss, the employee may request donated days from the Leave Sharing Program. See [the GRID](#) under Human Resources for more information and appropriate paperwork.

Article 4: Duties and Responsibilities

Section 1: Hours of Work & Meetings

Regular, dependable in-person attendance at work is an essential function of a classified employee's employment position.

The district is able to best serve students when each staff member conscientiously makes a sincere effort to satisfy the requirements of their work schedule. This includes, but is not limited to:

1. Being ready to work at the beginning of your scheduled day/shift.
2. Honoring the established break/lunch schedules.
3. Working through to the end of your scheduled day/shift.
4. Reporting to work each day you are scheduled to work.

In the event a staff member is unable to report to work as scheduled, the staff member is expected to notify their supervisor, in person, as soon as they know they will not be at work. This also applies to reporting late to work. In the event of an emergency or other circumstances which prevents the staff member from notifying their supervisor in advance of their absence, the staff member is expected to make contact with their supervisor as soon as possible after they are to report to work.

Any staff member who fails to report an absence in a timely manner will be considered to have abandoned their job and will be subject to replacement.

Employees are required to attend meetings called by the administration or their supervisors, except those meetings which are designated for optional attendance.

Eight hour employees are given at least one-half hour of unpaid time for a meal period and two paid breaks of fifteen minutes each. The break times are determined by the immediate supervisor and can be changed at any time.

Section 2: Arrival to Duty Assignments

Classified employees' work assignments may or may not be scheduled during the regular school day. Classified employees are expected to know their duty dates and times, and to arrive five minutes prior to their scheduled shift.

Section 3: Leaving School

Employees are to be on duty at all times during the assigned workday. Employees may not leave school or their assigned area during duty hours without the approval of their immediate supervisor. If approval is given, employees must clock out of Timeclock Plus and follow the building procedure when leaving the building.

Employees who leave the school during their designated lunch period or for an approved absence must check out and check back in the office. Employees who need to leave during the school day for unexpected reasons (such as illness or an emergency) must notify their immediate supervisor as soon as practical.

Section 4: School Procedures

Employees are expected to adhere to the following school procedures in the performance of their duties:

Photo ID Card

A Photo ID card should be worn at all times whenever they are working in the district. If the photo id card (badge) should be stolen or lost, please report to your supervisor or the HR department immediately.

Use of Cell Phones

Employees must ensure that any use of a cell phone does not interfere with their job duties, distract from their attention to the job, or extend beyond a reasonable time, as determined by their immediate supervisor.

Employees are not to use cell phones or otherwise engage in distracted driving while transporting students, driving a school vehicle, or while on duty. 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. Employees 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 must be used by all occupants.

Checking Out of Equipment

All equipment must be checked out through the Supervisor. School equipment may be used only for school purposes. School equipment and other resources may be used for personal purposes only as authorized by the Superintendent or designee.

Accidents and Safety

All injuries to students or to adults which occur on district-owned grounds or buildings, should be reported to the supervisor or principal immediately and an accident report should be completed. The principal or immediate supervisor will submit the accident report to the Benefits Specialist. Depending

upon the seriousness of the injury, the injured person should either be taken to his/her doctor or to the hospital and a request for a doctor made to the office of the doctor specified.

Section 5: Supervision of Students

Proper supervision of students is necessary. Employees responsible for student supervision are expected to meet the four “P’s” for student supervision and safety. All employees of the school should be familiar with these principles, to the extent they may be involved in supervision of students or interacting with students.

Proper Supervision

- Report to all duty assignments on time.
- Circulate through your duty area. Pay particular attention to areas and activities that pose an increased risk of injury.
- Be vigilant while supervising students. Never leave the students unattended; the need to make a copy is not greater than the need to supervise the students. If an emergency requires that an employee must leave students, the employee must request that another nearby staff member supervise those students or notify the office so someone can help. If the employee is on recess duty, the employee’s responsibility is to supervise the students in the assigned area. When talking with other adults or students, remember that the employee’s primary duty is supervision, and the employee is to be aware of what all students are doing.
- If the employee has seen or has been informed that a particular student has a propensity to act dangerously or in an unpredictable manner, the employee’s supervision of that student must increase with the known risk of injury. (Remember, though, that this type of information may be confidential—do not share confidential information about students except with other staff who need to know the information to perform their jobs).
- Be careful with touching students. Touching students should be limited to that necessary to protect the student. 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.
- Use good judgment when dealing with difficult situations involving students. Physical confrontation generally escalates tense situations.
- Be careful with language. Profanity or abusive language should not be used. Be a good role model for students. If a student uses such language, you should correct the student and take disciplinary action as is appropriate, which may include making a report to the administration.

Proper Instructions

- Proper instructions are important to reduce the risk of injury when students undertake an activity, especially an activity that has an increased risk of harm to students.
- Repeat the instructions on how to complete a task that has a heightened risk of danger, as often as needed. Do not assume because students heard the directions once they will be remembered.

Proper Maintenance of Buildings, Grounds, and Equipment

- Conduct periodic inspections of equipment under your control or in your area of supervision.
- If equipment is broken and presents a risk of injury, immediately take it out of service (if it can’t be moved, tape a “Do Not Use” sign) and notify the Principal immediately so repairs may be undertaken.

Proper Warnings

- If you have knowledge of a hazard that can likely cause injury, take steps to warn other staff and students. Tell your immediate supervisor immediately so additional warnings may be given.

Contact the Principal for Assistance

The Principal should be contacted immediately when a situation exists which could cause injury to students or others.

Examples include:

- student fight
- student health problem (fainting, bleeding, high temperature, difficulty breathing, etc.); if the Principal cannot be immediately located, call 911 if the problem appears to be of immediate and serious concern
- a report or a suspicion that a student has a weapon or other dangerous item or drugs, alcohol, or other illegal substances
- presence of an intruder (a non-student or staff member who refuses to go to the office)

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.

Student Searches

Only certificated staff may conduct searches of students. The Principal must be contacted so they can be present during searches of students or their belongings. A student suspected of having an item in violation of school rules should be directed to wait until a certificated staff is present. 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.

Section 6: Reporting Child Abuse

Nebraska state law and District policy requires staff to promptly make a report to the proper law enforcement agency or the Department of Health and Human Services (Child Protective Services) when the employee has reasonable cause to believe that a child has been abused or neglected, including sexual abuse, 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.

Employees are to inform the Principal that they intend to make a report. However, simply informing a Principal or supervisor does not end the employee's responsibility; employees are obligated by law to make certain a report was made if they do not do it themselves.

This requirement shall apply to all school employees, including coaches and volunteers, participating in interstate amateur athletic competitions. The term “promptly” means “within a 24-hour period.”

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 promptly interview the child. A counselor or an administrator will help you with any questions or concerns that you may have.

Article 5: Personal and Professional Conduct

Section 1: Ethics Standards

The Grand Island Public School District expects its classified employees to adhere to ethics standards which are modified from those established by the Nebraska Department of Education for certificated employees. The classified school employment job ethics standards which classified employees are expected to adhere to include those set forth below.

Principle I - Commitment as School Employee:

Employees shall exhibit good moral character, maintain high standards of performance, and promote equality of opportunity.

In fulfillment of the employee’s contractual and personal responsibilities, the employee:

1. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
2. Shall 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.
3. Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence personal decisions.
4. Shall not make any fraudulent statement or fail to disclose a material fact for which the employee is responsible.
5. Shall not exploit school relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
6. Shall not sexually harass students, parents or school patrons, employees, or board members.
7. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of job duties.
8. Shall report to the Chief of Human Capital Management any known violation of above paragraphs.
9. Shall seek no reprisal against any individual who has reported a violation of this rule.

Principle II - Commitment to the Student:

Mindful that the employee’s classified position exists for the purpose of serving the best interests of the school district’s students and patrons, the classified employee shall perform his/her job duties with genuine interest, concern, and consideration for the student. The employee 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 employee:

1. Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.
2. Shall keep in confidence personally identifiable information that has been obtained in the course of employment unless disclosure is approved by the administration or is required by law.
3. 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 classified employee bears responsibility for instilling an understanding of confidence in the rule of law, respect for individual freedom, and a responsibility to promote respect from the public for the integrity of the profession.

In fulfillment of the obligation to the public, the employee:

1. Shall not misrepresent an institution with which the employee is affiliated and shall take added precautions to distinguish between the employee's personal and institutional views.
2. Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
3. Shall neither offer nor accept gifts or favors that will impair judgment to be exercised in the course of employment.
4. Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
5. Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any state or territory.
6. Shall, with reasonable diligence, attend to the duties of the employee's position.

Principle IV - Commitment to Classified Position Employment Practices:

The employee shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The employee shall believe that sound personnel relationships with governing administration and board of education are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to employment practices, the employee:

1. Shall apply for, accept, offer, or assign a position or responsibility on the basis of preparation and legal qualifications.
2. Shall not knowingly withhold information regarding a position from an applicant or employer or misrepresent an assignment or conditions of employment.
3. Shall give prompt notice to the employer of any change in availability of service.
4. Shall conduct job-related business through designated procedures, when available, that have been approved by the employing agency.

5. Shall not assign unqualified personnel tasks for which an employee is responsible.
6. Shall permit no commercial or personal exploitation of his or her employment position.
7. Shall use time on duty and leave time for the purpose for which intended.

Competent Performance

Employees must possess the abilities and skills necessary to accomplish the designated task.

Therefore, each employee shall:

1. Keep records for which he or she is responsible in accordance with law and policies of the school system;
2. Supervise others in accordance with law and policies of the District;
3. Recognize the role and function of community agencies and groups as they relate to the District and to his or her position, including but not limited to health and social services, employment services, community teaching resources, cultural opportunities, educational advisory committees, and parent organizations.

Each employee shall:

1. Utilize available materials and equipment necessary to accomplish the designated task;
2. Adhere to and enforce written and dated administrative policy of the District which has been communicated to the educator;
3. Use channels of communication when interacting with educators, community agencies, and groups, in accordance with policy.

Each supervisor shall:

1. Make reasonable assignment of tasks and duties in light of individual abilities and specialties and available personnel resources.

Communication Skills

In communicating with students and other employees, each employee, within the limits prescribed by his or her assignment and role, shall:

1. Utilize information and materials that are relevant to the designated task;
2. Use language and terminology which are relevant to the designated task;
3. Use language which reflects an understanding of the ability of the individual or group;
4. Assure that the designated task is understood;
5. Use feedback techniques which are relevant to the designated task;
6. Consider the entire context of the statements of others when making judgments about what others have said;
7. Encourage each individual to state his ideas clearly.

Management techniques

The employee shall:

1. Resolve discipline problems in accordance with law, board policy, and administrative regulations and policies;
2. Maintain consistency in the application of policy and practice;

3. Develop and maintain positive standards of conduct.

Human and Interpersonal Relationships

Employees shall possess effective human and interpersonal relations skills and therefore:

1. Shall allow others who hold and express differing opinions or ideas to freely express such ideas;
2. Shall not knowingly misinterpret the statement of others;
3. Shall not show disrespect for or lack of acceptance of others;
4. Shall provide leadership and direction for others by appropriate example;
5. Shall offer constructive criticism when necessary;
6. Shall comply with reasonable requests and orders given by and with proper authority;
7. Shall not assign unreasonable tasks;
8. Shall demonstrate self-confidence and self-sufficiency in exercising authority.

Personal Requirements

Each employee within the scope of delegated authority shall:

1. Be able to engage in physical activity appropriate to the designated task except for temporary disability;
2. Be able to communicate so effectively as to accomplish the designated task;
3. Appropriately control his or her emotions;
4. Possess and demonstrate sufficient intellectual ability to perform designated tasks.

Contractual Obligations

Employees shall adhere fully to the terms of a contract or appointment.

Section 2: Role Model

Employees serve as role models for students and their actions and conduct reflect on the school as a whole. Employees are in all respects to conduct themselves in a professional manner.

Section 3: Professional Boundaries

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 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 a sexual topic that is 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 staff member seeking an exception must receive advance approval from his or her administrator. If a staff member is unable to communicate with an administrator in advance (such as in the event of an emergency), the staff member must notify the administrator as soon as possible, but not later than 24 hours immediately following the event.

Any person who suspects a District employee of engaging in any prohibited conduct under this policy, including grooming, should contact the Chief of Human Capital Management as soon as practical.

An employee 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 4: Relationships

It is important for employees to maintain an effective working relationship with the administration and all co-workers. Employees are also to maintain appropriate relationships with students.

Section 5: Civility

All employees shall behave with civility, fairness, and respect in dealing with fellow employees, students, parents, patrons, visitors, and anyone else having business with the District. Uncivil behaviors are prohibited. Employees may be subject to disciplinary action up to and including termination for engaging in uncivil behaviors.

Uncivil behaviors are any behaviors that are physically or verbally threatening, either overtly or implicitly, as well as behaviors that are coercive, intimidating, violent or harassing. Such interactions are prohibited in all forms of communication, including telephone conversations, texting, voice mail messages, face-to-face conversations, written communications, and email messages.

Any employee aware of another employee's uncivil behavior shall report the conduct to the employee's immediate supervisor or to the Chief of Human Capital Management. There will be no retaliation against the person for making the report.

Section 6: Notification of Arrest, etc.

Employees must notify Chief of Human Capital Management by the next business day after:

1. Arrest or Criminal Charges

The employee is arrested, ticketed, or issued a criminal charge where:

- a. The maximum penalty for the crime equals or exceeds six months incarceration;
- b. The crime relates to abuse, neglect or endangerment of a minor, a minor was allegedly a victim or a witness, or the crime involves alleged sexual misconduct;
- c. Conviction would impact performance of employee's job responsibilities, including offenses that:
 - i. Would impact the responsibility to be a role model for students or relations with other

- employees of the District;
 - ii. Would impact the employee's ability to operate a motor vehicle if the employee's work duties include driving; or
 - iii. Would impact the employee's Commercial Driver's License if the employee's job requires that the employee have a CDL.
- d. The arrest or the alleged criminal activity occurred while the employee was on duty, on District property, or in a school owned or utilized vehicle, or at a school-supervised activity or school-sponsored function.

Employees must also promptly report to the Chief of Human Capital Management whenever the employee has been sentenced to be incarcerated for any period of time, even if the offense is not otherwise reportable.

2. Certificate or License

The employee becomes aware that a complaint has been filed against the employee that could affect a certificate or license required for the employee's position.

3. Child Abuse

The employee becomes aware that a report of child abuse or neglect has been made against the employee under the Child Protection Act.

Further, employees must give full disclosure of any Child Protection Act investigation that resulted in an "inconclusive" determination that occurred at any time. Current employees must give such disclosure within ten days following receipt of this handbook.

Employees must give full disclosure of the existence and nature of the above proceedings and must also promptly notify the Chief of Human Capital Management of the disposition of the proceedings.

Legal documents relating to the proceedings shall be treated and maintained as part of the employee's confidential criminal background file.

Failure to notify as required under this policy may subject the employee to disciplinary action, including termination.

Section 7: Evaluations

Evaluations of employees will be conducted in accordance with the District's evaluation policy. Supervisors reserve the right to observe, appraise or evaluate employees more frequently than required by policy on an as-needed basis. Employees are expected to make themselves available for evaluation on request, to participate constructively and positively in the evaluation process, and to accept and implement constructive suggestions and improvement strategies developed by the administration.

An employee's retention in a position and advancement on the pay scale are dependent on the employee receiving a basic, proficient or distinguished overall rating on the evaluation. If the overall rating of the performance appraisal is "unsatisfactory," an Improvement Plan must be completed immediately. The employee is at will and may be discharged with an "unsatisfactory" performance appraisal.

Appropriate documentation needs to be received in the Human Resources Office by the 1st of the month to enable the employee to receive the new rate of pay for that month. Evaluations received after the 1st of the month will be effective for the following month. Pay adjustments are based on the date the appropriate documentation is received in the Human Resources Office, and not by the date of hire.

Section 8: Employee Complaints or Concerns

Employees are to inform their supervisor or the Chief of Human Capital Management of any complaints or concerns about the operations of the District using the established chain of command (immediate supervisor, next higher-level supervisor, etc.) on all matters that require administrative attention; that is, on all matters or issues that their job responsibilities require them to report to a supervisor.

It is important to the efficient and successful operation of the District and a duty of all employees to share any such complaints or concerns in a responsible, professional manner such as to: (1) not disrupt the proper functioning of their duties, (2) not undermine the authority of their co-workers, supervisors, or superiors, (3) maintain close working relationships with their co-workers, supervisors, and superiors, and (4) ensure that all applicable laws and regulations are followed. All official communications from employees must be accurate, demonstrate sound judgment, and promote the District's mission. Employees must ensure that all applicable laws and regulations are followed by the District and its employees. In the event an employee becomes aware of any such non-compliance, the employee is to report such to the employee's immediate supervisor (or the next higher level, if the supervisor is responsible for the problem) and maintain the confidentiality of the report so that the problem can be appropriately corrected in the best interests of the District.

Employees are to use the appropriate complaint or grievance mechanism for matters involving discrimination or harassment or other established mechanism specific to the nature of the complaint or concern.

The District will not tolerate unlawful retaliation against an employee for engaging in legally protected activity. A protected activity includes an employee's act of opposing an unlawful practice prohibited by employment discrimination or other laws that protect the conduct in question. Any act of unlawful retaliation by a supervisor or other employee may result in serious disciplinary action up to and including termination. Any employee may file a complaint with the Superintendent or appropriate Coordinator if the employee feels that they have experienced unlawful retaliation in any form.

Section 9: Attire

It is important for classified employees to project a professional image to students, parents, co-workers, and patrons. Appropriate attire and grooming are one of the means of projecting a professional image. Classified employees are expected to maintain professional attire and grooming when on duty. See [GIPS Board Policy 6212](#) for details. The administration may establish more detailed guidelines for individual classified employees should that be necessary.

Section 10: Outside Employment

Employees shall not perform duties unrelated to District employment during duty hours. In addition, employees shall not engage in employment which conflicts with their school duties.

Section 11: Employee Fundraising

Any employee who directly or indirectly seeks to use their position as a District employee to fundraise (such as through a crowd funding initiative) must obtain prior approval from the Superintendent or Superintendent's designee before taking any action to fundraise.

District employees who engage in fundraising efforts in their private capacities need not abide by this policy.

Article 6: Use of School Facilities & 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 tobacco, alcohol or 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 on school grounds, in a school utilized vehicle or any location over which the District had control. The possession or distribution of a look-alike drug or look-alike-controlled substance is similarly prohibited. 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 an employee in the workplace or on duty time shall be a violation of the drug-free workplace. 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 workplace or off duty time.

As a condition of employment employees will abide by the District's drug-free workplace policies and notify the Chief of Human Capital Management of any criminal drug statute conviction for a violation occurring in the workplace no later than 5 days after such 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. Sanctions may include the requirement that the employee complete an appropriate rehabilitation program, a reprimand, or 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 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 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 employee found to be in violation of this policy shall be subject to disciplinary action, up to and including termination.

The phrase "possession of a weapon" includes, without limitation, a weapon in an employee's personal possession or within reach (such as in the employee's vehicle), as well as in an employee's desk, locker, briefcase, backpack, or purse.

Section 4: Use of School Facilities

An employee 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. Employees are permitted to have access to school facilities during non-school time provided such access is for work-related purposes and the Principal or supervisor has given permission for such access. When employees leave the building, they are to close all windows, lock doors, and make sure that the entry door is fully closed and locked. This is especially important when employees are using the school facilities during any weekend or evening use.

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 approval from the Principal.

Section 5: Recording of Others

To ensure the privacy and confidentiality of student information, no employee 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 Superintendent or Superintendent's designee. This prohibition applies to all staff, 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 6: Use of District Computer & Internet

Classified employees 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.

As a condition of using the computers and the Internet, classified employees agree to the [GIPS District Policy 6213](#). Any violation of any part of the policy or any other activity which school administrators deem inappropriate will be subject to disciplinary action.

Article 7: State and Federal Programs

Section 1: Notice of Nondiscrimination

Grand Island Public Schools 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 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.

Local complaint or grievance procedures are provided for by the District and set forth in this handbook. 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 (OCR)
 One Petticoat Lane
 1010 Walnut St. 3rd Floor, Suite 320
 Kansas City, MO 64106
 (816) 268-0550 (voice)
 Fax (816) 268-0599 (800) 669-4000
 TDD: (800) 669-6820
 (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, MO 66101

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 contact address for the coordinator is: Grand Island Public Schools, Kneale Administrative Building, 123 S Webb Road, Grand Island, NE 68802, (308-385-5900).

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	Students: Associate Superintendent Staff: Chief of Human Capital Management
Title IX	Discrimination or harassment based on sex; gender equity	Students: Associate Superintendent Staff: Chief of Human Capital Management
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment, or reasonable accommodations of persons with disabilities	Students: Associate Superintendent Staff: Chief of Human Capital Management
Homeless student laws	Children who are homeless	Students: Associate Superintendent Staff: Chief of Human Capital Management
Safe and Drug Free Schools and Communities	Safe and drug free schools	Students: Associate Superintendent Staff: Chief of Human Capital Management

Section 3: Anti-discrimination & Harassment Policy

Grand Island Public Schools is committed to offering employment and educational opportunities to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, and other employees, students or other persons is prohibited. In addition, the District will endeavor to protect employees and students from reported discrimination or harassment by non-employees or others in the workplace 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:

In general, verbal or physical conduct relating to a person's protected status constitutes harassment when the conduct unreasonably interferes with the person's work performance or creates an intimidating work, instructional or educational environment.

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.

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 workplace, 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, classroom, 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.

Grievance Procedures

Employment related grievances or complaints shall be addressed through the administrative chain of command, including the process set forth in board policy (see [Personnel Policy 6270](#)).

Section 4: Grievance Procedure for Persons with a Disability

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act address discrimination, harassment, or failure to provide reasonable accommodations to persons with a disability.

The following grievance procedure shall be used for resolution of complaints by employees of alleged

violations of the ADA or Section 504:

1. Complaints shall be filed with the ADA and Section 504 Coordinator. Complaints shall be made in writing, unless the Complainant's disability prevents such, in which event the Complaint can be made verbally.
2. Complaints shall set forth: (a) the name of the Complainant, (b) the address and telephone number or other such information sufficient to enable the Coordinator to contact the Complainant, (c) a brief description of the alleged violation, and (d) the relief requested by the Complainant.
3. Complaints shall be investigated by the Coordinator or the Coordinator's designee. Investigations shall be thorough, but informal, and the Complainant shall be given a full opportunity to submit evidence relevant to the complaint.
4. The Coordinator shall make a decision on the Complaint within 30 days of the filing of the Complaint, unless such time period is extended by agreement with the Complainant, or a longer period is reasonably necessitated by the circumstances. The decision shall be made in writing, shall set forth the Coordinator's proposed resolution of the Complaint, and shall be forwarded to the Complainant.
5. The Complainant shall have 10 days from the date the Coordinator's decision is sent to the Complainant to accept or reject the Coordinator's proposed resolution. The Complainant shall be deemed to have accepted the proposed resolution unless the Complainant rejects the proposed resolution within such time period.
6. In the event the Complainant rejects the proposed resolution, the Complainant shall be given the opportunity to file a request for reconsideration within 10 days from the date the Coordinator's decision is sent to the Complainant. The request for reconsideration shall be filed with the Coordinator. Upon receipt of the request for reconsideration, the Coordinator shall promptly forward the request for reconsideration and all evidence received by the Coordinator in connection with the Complaint to a third person for review (either an administrator or other employee of the District, or members of the Board of Education or Committee of the Board).
7. A decision on the request for reconsideration shall be made within 10 days after the request for reconsideration was filed unless the Board or Committee of the Board is the reviewer, in which event the decision shall be made within 30 days of the filing of the request for reconsideration, unless such time period is extended by agreement with the Complainant, or a longer period is reasonably necessitated by the circumstances.

2026-2027

Grand Island Public Schools

**Certified Staff
Handbook**

Table of Contents

Welcome to Grand Island Public Schools

Section 1: Intent of Handbook

Welcome to Grand Island Public Schools! This handbook is intended to be used by teachers and other certificated staff to provide general information about Grand Island 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 Grand Island Public Schools and the Grand Island 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 certified staff member should review the Policies of the Board of Education, available online at www.gips.org. Specific department information is located on the [GRID](#) for staff members.

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.

VISION

Students prepared to make positive contributions to society and thrive in an ever-changing world.

MISSION

Every Student, Every Day, A Success! In educating students, we teach hearts as well as minds.

STUDENT COMMITMENTS

Within the school district of Grand Island:

Every student will be taught to read, write and communicate effectively; solve problems; acquire and apply knowledge; and demonstrate mastery through performance to the best of the student's abilities;

Every student will be treated with fairness and dignity;

Every student will be honored for their unique qualities and backgrounds;

Every student will experience a sense of belonging, contribution and success; and

Every student will develop responsibility and show respect for others as well as oneself.

In educating students, we teach hearts as well as minds.

Article 1: Contract Days

Section 1: Contract Days

Teachers are contracted for 187 of contract days for the school year. Contract days shall be serviced by individual teachers on varying schedules as established by the Superintendent or Superintendent's designee.

Section 2: 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 will be scheduled by the administration during the contract year as needed to allow all teaching staff to serve the full number of contract days.

Article 2: Employment, Compensation and Benefits

Section 1: Employment

On March 15 of each school year teachers will be requested to accept employment for the next school year. It is important for teachers to respond to the request to signify acceptance as a failure to signify acceptance of employment by the designated date shall constitute cause for amendment or termination of the teacher's contract.

Should a teacher wish to resign from employment the teacher must give written notice of resignation to the Superintendent. The request to resign may 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 the teacher has signified acceptance of employment for the next school year, the Board of Education may act to not accept the resignation unless a suitable replacement can be found.

Section 2: Assignments and Transfers

The professional duties to be performed by a teacher with the District shall be subject to assignment by the Superintendent or designee. A teacher will be expected to devote full time during days of school to the teacher's position and to perform the assigned duties diligently and faithfully to the best of the teacher's professional ability. Job descriptions, where available, may 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 District is an integral part of the overall educational program of the 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.

Although the ultimate decision relative to individual transfers is based upon several considerations,

the prime consideration is that of the welfare of the students in the school system. When employees are assigned, attention is given to the proper balance of experience, and specialized competence on the part of the staff in each of the schools. Transfer to another building is made after consultation with the individuals involved-- staff member, principal, and department head if appropriate. Any employee desiring a transfer should submit a response on the Request to Transfer Google Form distributed by the

Human Resources Office (prior to the stated due date) of the current academic year.

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. Contact the human resources office with questions concerning a 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, including the process set forth in board policy ([see GIPS Board Policy 6270](#)).

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, and the extra-duty salary schedule also incorporated into the negotiated agreement. Paychecks may be viewed by logging onto School ERP Pro.

Salary Payments

Salary is payable over twelve equal installments. Teachers will be paid on the 15th of each month. It is mandatory for all employees to have their pay deposited electronically in a financial institution of their choice. In no event shall the Board advance more than one month's salary to any staff member. 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.

Salary Schedule Movement

Teacher salary schedule movement is completed as set forth in the [negotiated agreement](#). Directions for movement on the Certified Salary Schedule and the Verification of Graduate Hours Form may be found in [The GRID](#) under Human Resources.

Section 6: Benefits

Teachers are provided benefits in accordance with the negotiated agreement. Benefits are completed online and questions may be directed to the business office. The Benefit Guide may be found in The GRID under [Employee Benefits](#).

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

Payroll deductions shall be made in accordance with law, the negotiated agreement, and/or consent of the

teacher. Questions concerning payroll may be directed to the Business Office.

Section 8: Expense Reimbursement

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.

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. There is no guarantee that teachers will be reimbursed for the purchase of materials or meals. Therefore, teachers should obtain prior authorization from the Building Principal before making such purchases.

Section 9: Injuries at Work

All injuries to students or to adults which occur on district-owned grounds or buildings, should be reported to the supervisor or principal immediately and an accident report should be completed. In the event the injury involves a student, the teacher responsible for the student either as a 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 the report. The principal or immediate supervisor will submit the accident report to the Benefits Specialist. Depending upon the seriousness of the injury, the injured person should either be taken to his/her doctor or to the hospital and a request for a doctor made to the office of the doctor specified.

All injuries to students or to adults which occur on district-owned grounds or buildings, should be reported to the supervisor or principal immediately and an accident report should be completed. In the event the injury involves a student, the teacher responsible for the student either as a 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 the report. The principal or immediate supervisor will submit the accident report to the Benefits Specialist. Depending upon the seriousness of the injury, the injured person should either be taken to his/her doctor or to the hospital and a request for a doctor made to the office of the doctor specified.

A GIPS employee who believes that they have been physically injured within the employee's scope of employment by another individual who intentionally, knowingly, or recklessly causes bodily injury to such employee must report such injury to the employee's administrator as soon as practical and refer to [Policy #6230 Staff Protection](#) which may allow the employee to qualify for paid injury leave, workers' compensation, or other similar benefits.

Section 10: The GRID

The GRID is a warehouse of information for staff. You can access the site by going to: grid.gips.org (or in the GIPS folder in the top left hand corner of your toolbar). On The GRID, employees are able to access district information from each department, access salary schedules, printable calendars, quick links, a staff directory and many more helpful items.

Article 3: Absences from Work

Section 1: Paid Leaves

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 human resources office for verification. All leaves (paid or unpaid) are to be entered into Timeclock Plus in a timely manner so substitutes, if required, may be found.

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 Leave

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.

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.

Section 4: Family and Medical Leave Act

Employee Rights and Responsibilities under the Family and Medical Leave Act

Family and medical leave will 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 childbirth;
- 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 servicemember 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 servicemember medically unfit to perform his or her duties for which the servicemember 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, a teacher's health coverage under a "group health plan" will be maintained on the same terms as if the teacher 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.

A teacher's use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of the FMLA leave.

Eligibility Requirements

A teacher is eligible if he or she has been employed with Grand Island 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 Grand Island 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 the teacher from performing the functions of his or her 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 regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Use of Leave

A teacher does not need to use FMLA leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. The teacher 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

The teacher may choose, or the District may require use of accrued paid leave while taking FMLA leave. To use paid leave for FMLA leave, the teacher must comply with the District's normal paid leave policies.

Employee Responsibilities

The teacher 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 the teacher is unable to perform job functions, the family member is unable to perform daily

activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. The teacher also must inform the District if the requested leave is for a reason for which FMLA leave was previously taken or certified. The teacher also may be required to provide a certification and periodic recertification supporting the need for leave.

Employer Responsibilities

The District will inform employees requesting leave whether they are eligible under FMLA. If they are, the notice will specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the District will provide a reason for the ineligibility.

The District will 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 will notify the employee.

Enforcement

An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer.

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 plan for payment of benefits while on an FMLA leave, contact the human resources office at (308)385-5900.

Section 5: Military and Family 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 6: 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 7: 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 8: Voting Leave

Teachers will be allowed paid time off to vote in an election if the teacher: (a) is a registered voter; (b) does not have 2 consecutive hours between the time of the opening and closing of the polls during which the teacher is not required to be present at work; and (c) applies for voting leave prior to or on election day with the Building Principal.

When voting leave is available, a teacher will be entitled to be absent from work on election day for such a period as will, when considering the employee's non-working time, total 2 consecutive hours between the time of the opening and closing of the polls. When voting leave is used, no deduction shall be made from the teacher's salary on account of such absence. The Building Principal may specify the hours during which the employee may be absent for voting leave.

Section 9: Leave Sharing Program

In the event a teacher has exhausted all paid leave options and has a medical emergency resulting in a prolonged absence from work with a substantial amount of income loss, the teacher may request donated days from the Leave Sharing Program. See the [GRID](#) under Human Resources for more information and appropriate paperwork.

Article 4: Duties and Responsibilities

Section 1: Hours of Work & Meetings

Regular, dependable, in-person attendance at work is an essential function of a teacher's employment position.

Certificated employees are required to serve at the playground, lunchroom and hall supervision as designated by the Principal.

Teachers shall attend meetings assigned by the Superintendent of Schools, principals, department heads and team leaders.

In accordance with the negotiated agreement, the work year for staff will be 187 days. Staff will maintain a professional schedule and have professional responsibilities. Eight (8) hours is the base for a work day and includes a duty-free lunch period of thirty (30) minutes.

Section 2: Arrival to Duty Assignments

Teachers and other certificated employees who are part-time or work on adjusted schedules are to be in the building at least 15 minutes before their class or assigned duty begins, and to be in their classroom or assigned duty area at least 15 minutes after their class or assignment ends. During the school day, teachers are to be in their assigned classroom at least five minutes before each period begins to assure that students are not unsupervised within the classroom. See [GIPS Board Policy 6280](#) regarding professional schedules.

Section 3: Leaving School

Teachers are to be always on duty 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 may not leave school during duty hours without the 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

On each contract day, teachers must prepare written lesson plans which cover at least three days of advance instruction. The plans must be in a format accessible to the Principal or substitute teacher if the teacher is absent from school. The lesson plans must be sufficiently clear in establishing objectives and related activities of standards based lessons so that they are easily used by a substitute teacher or other staff member not familiar with previous classroom activities or progress. The lesson 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 written or electronic record of the attendance and achievement of every student.

Upon request, a student's individual record in the teacher's class record 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:

Photo ID Card

A Photo ID card should be worn at all times whenever they are working in the district. If the photo ID card (badge) should be stolen or lost, please report to your supervisor or the HR department immediately.

Use of Cell Phones

Teachers shall not use personal cell phones during duty time unless the teacher is using a District-issued application or website that directly relates to their teaching duties.

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.

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 teaching responsibilities. The teacher must maintain the role of leadership and responsibility for the students, with the paraprofessional in a supportive role. Teachers ultimately bear responsibility for the actions that occur in the classroom. A paraprofessional is not a sufficient substitute for a teacher's duties. 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 calculating grades and recording grades. Paraprofessionals are to work only on their assigned workdays and within their assigned workday. If the teacher desires the para to work hours other than the assigned work hours or assigned workday, contact the administration for approval.

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. Student aid should not be present and assisting a teacher without another adult present after the end of regular teacher duty hours.

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 necessary for teachers and other adults responsible for students. Teachers and other adults responsible for student supervision are expected to meet the four “P’s” for student supervision and safety.

Proper Supervision

- Report to all duty assignments on time.
- Circulate through your duty area. Pay particular attention to areas and activities that pose an increased risk of injury.
- Be vigilant while supervising students. Never leave the classroom unattended; the need to make a copy is not greater than the need to supervise students. If an emergency requires that a teacher leave the classroom, request that another nearby staff member cover the class, or notify the office so someone can help. If the teacher is on recess duty, the teacher’s responsibility is to supervise the students in the assigned area. When talking with other adults or students, the primary duty is supervision, and the teacher is to be aware of what all students are doing.
- If the teacher has seen or has been informed that a particular student has a propensity to act dangerously or in an unpredictable manner, the teacher’s supervision of that student must increase with the known risk of injury. (Remember, though, that this type of information may be confidential—do not share confidential information about students except with other staff who need to know the information to perform their jobs).
- Be careful with touching students. Use of corporal punishment is prohibited. Touching students should be limited to that necessary to protect the student from harm (e.g., falling from playground equipment) and that which professional educators determine appropriate for purposes of proper student relationships.
- Be careful with language. Profanity or abusive language may not be used. Teachers must be good role models for students. If a student uses such language, the teacher should correct the student and take such disciplinary action as is appropriate, which may include making a report to administration.

Proper Instructions

- Proper instructions are important to reduce the risk of injury when students undertake an activity, especially an activity that has an increased risk of harm to students.
- Repeat the instructions on how to complete a task that has a heightened risk of danger, as often as needed. Do not assume because students heard the directions once they will be remembered.

Proper Maintenance of Buildings, Grounds, and Equipment

- Conduct periodic inspections of equipment under your control or in your area of supervision.
- If equipment is broken and presents a risk of injury, immediately take it out of service (if it can't be moved, tape a "Do Not Use" sign) and notify the Principal immediately so repairs may be undertaken.
- Review [Policy #8530.1 Safety and Security Precautions in Schools](#) for specific expectations.

Proper Warnings

- If you have knowledge of a hazard that can likely cause injury, take steps to warn other staff and students. Tell the Principal immediately so additional warnings may be given.

Contact the Principal for Assistance

The Principal should be contacted immediately when a situation exists which could cause injury to students or others.

Examples include:

- student fight
- student health problem (fainting, bleeding, high temperature, difficulty breathing, etc.); if the Principal cannot be immediately located, call 911 if the problem appears to be of immediate and serious concern
- a report or a suspicion that a student has a weapon or other dangerous item or drugs, alcohol, or other illegal substances
- presence of an intruder (a non-student or staff member who refuses to go to the office)

Student Searches

The Principal should also be contacted before performing searches of students or their belongings. A student suspected of having an item in violation of school rules should be directed to wait until another adult is present, or to follow the teacher to the office if the teacher cannot leave his or her 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.

Student Rights

Students should be treated fairly and given the same treatment without consideration of race (including skin color, hair texture and protective hairstyles), color, religion, gender, or disability. Students who need reasonable special accommodation 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 be-

havior and understanding the consequences it may cause. The teacher is responsible for articulating classroom expectations at the beginning of the school year and throughout the year as needed, implementing the classroom expectations on a consistent basis, and being familiar with the student handbook. All staff are responsible for all students in the hallways, in the restrooms, at assemblies, at pep rallies, in other open spaces 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. For specific expectations, see the principal's behavior flowchart.

1. On the first day of class, students must be made aware of classroom expectations.
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, problems continue, talk to the Principal about possible alternatives in discipline procedures. Be attentive and respond to "bullying."
4. If a student continues to cause problems, inform the Principal. 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.
6. Refer students with continued and significant behavioral problems to the student assistance team for a determination of whether the student needs special services. Contact the counselor if you have questions as to the procedure.
7. Talk with other teachers about the classroom management techniques they use to establish an atmosphere conducive to learning in their classroom. A large repertoire of classroom management techniques always enhances learning.
8. Read and understand the student handbook and the student conduct rules of the District.
9. Use good judgment when dealing with difficult situations involving students. Physical confrontation generally escalates tense situations. Corporal punishment is prohibited in the 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.

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.

Article 5: Personal and Professional Conduct

Section 1: Professional Ethics Standards

The School District expects its certificated employees to adhere to the professional ethics standards established by the Nebraska Department of Education as such standards may be modified from time to time. The professional ethics standards which certificated employees are expected to adhere 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 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.
- C. Shall not use coercive means, or promise or provide special treatment to students, colleagues, parents, school patrons, or school board members 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, colleagues, 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 responsibility for instilling an understanding of 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 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 District's [Board Policy 6710](#). 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 Grand Island 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 Grand Island 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 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 Grand Island 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.

B. 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 topic 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, co-workers, and patrons. Appropriate attire and grooming are one of the means of projecting a professional image. Teachers are expected to maintain professional attire and grooming when on duty. As professionals, teachers are expected to be aware of the standard to be maintained. See [GIPS Board Policy 6212](#) for details. 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 who engage in private tutoring for pay (compensation of any kind from a source other than the District) are subject to the following rules:

1. The teacher may not arrange to provide private tutoring for any child enrolled in the teacher's class.
2. The teacher is not to provide private tutoring in a school building.
3. The teacher is not to provide private tutoring during duty time.
4. The teacher is not to advertise or promote the teacher's private tutoring services in the school or in the school's communications systems except with the express permission of the Superintendent or designee.

Section 7: Outside Employment

Teachers shall not perform duties unrelated to District employment during duty hours without the prior permission of the Superintendent. 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 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: 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.

Article 6: Academic Matters

Section 1: Teaching to Student Understanding to Assure Learning

Each teacher is responsible for teaching in a manner to meet the mission of the District and to assure student understanding and learning of the principles and concepts to be presented to students within the curriculum adopted by the District. Teachers will model classroom instruction on the educational model implemented by the District and reflected in the teacher evaluation instrument adopted by the Board of Education. Teachers are responsible for familiarizing themselves with the instructional model and the principles of instruction set forth in the evaluation instrument.

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 2: Measuring & Reporting Academic Achievement

Grades and Grading

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.

Recording Grades

Each teacher shall record grades in the daily class record or other applicable electronic format in order to justify a summative grade that each student earns.

Reconsideration of Grades/Marks

Questions raised concerning duly assigned grades should 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 may 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.

Reduced Credit

Some students in certain situations may qualify for less than the number of credits normally granted for a course. If a student is excessively absent from a class for any particular reason, a teacher may request reduced credit. All cases of reduced credit should be approved by the Principal.

Reports to Parents

Grades and credit are assigned on a trimester or semester basis. Reports will be made available to parents at the close of each quarter during the school year.

Section 3: 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, Parent-Teacher conferences will be scheduled and held during the school year. Teacher attendance at Parent-Teacher conferences is mandatory. A teacher may only be excused from attendance at Parent-Teacher conferences in writing by the Principal and in advance.

Teachers are expected to be prepared for such conferences. Being prepared includes having completed grade books which include all student assignments, work or tests completed before the Parent-Teacher conference.

Article 7: Use of School Facilities & 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 tobacco (including electronic nicotine delivery systems), alcohol or 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 on school grounds, in a school utilized vehicle or any location over which the District had control. The possession or distribution of a look-alike drug or look-alike-controlled substance is similarly prohibited. 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. 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 workplace 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: 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 3: Use of District Computer Network and Internet

[GIPS District Policy 6213](#)

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.

As a condition of using the computers and the Internet, employees agree to [GIPS District Policy 6213](#). Any violation of any part of the policy or any other activity which school administrators deem inappropriate will be subject to disciplinary action.

Section 4: 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 only 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 5: Care of School Property

Teachers are responsible for the proper care of all books, equipment, computers, supplies, and furniture supplied by the school. If an item needs maintenance or repair, report it to the Principal. If a teacher learns that a student has damaged school property or equipment, or if a teacher is responsible for damage to school property, the teacher must 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 6: 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 7: 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.

Section 8: 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.

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 contact address for the coordinator is: Grand Island Public Schools, Kneale Administrative Building, 123 S Webb Road, Grand Island, NE 68802, (308-385-5900).

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	Students: Associate Superintendent Staff: Chief of Human Capital Management
Title IX	Discrimination or harassment based on sex; gender equity	Students: Associate Superintendent Staff: Chief of Human Capital Management
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment, or reasonable accommodations of persons with disabilities	Students: Associate Superintendent Staff: Chief of Human Capital Management
Homeless student laws	Children who are homeless	Students: Associate Superintendent Staff: Chief of Human Capital Management
Safe and Drug Free Schools and Communities	Safe and drug free schools	Students: Associate Superintendent Staff: Chief of Human Capital Management

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.

 **AIA** Document B221™ – 2018**Service Order** for use with Master Agreement Between Owner and Architect

SERVICE ORDER number 002 made as of the Tenth day of February in the year Two Thousand Twenty-Six
(In words, indicate day, month, and year.)

BETWEEN the Owner:
(Name, legal status, address, and other information)

Grand Island Public Schools
123 South Webb Road
Grand Island, NE 68803

and the Architect:
(Name, legal status, address, and other information)

Cannon Moss Brygger & Associates, P.C.
dba CMBA Architects
208 Pine St., Suite 301
Grand Island, NE 68801
308-384-4444

for the following **PROJECT**:
(Name, location, and detailed description)

26124 GIPS-Gates Elementary 2026 Addition & Renovation
2700 W. Louise St.
Grand Island, NE 68803

This Project is an upgrate of a project previously designed for GIPS, But never built. The Basis will be that set of Documents with updates and expanded renovation scope to include all classrooms and public areas.

THE SERVICE AGREEMENT

This Service Order, together with the Master Agreement between Owner and Architect dated the First day of September in the year Two Thousand Twenty-One
(In words, indicate day, month, and year.)

form a Service Agreement.

The Owner and Architect agree as follows.

ADDITIONS AND DELETIONS:

The author of this document may have revised the text of the original AIA standard form. An *Additions and Deletions Report* that notes revisions to the standard form text is available from the author and should be reviewed. A vertical line in the left margin of this document indicates where the author has added to or deleted from the original AIA text.

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

This document provides the Architect's scope of services for the Service Order only and is intended to be used with AIA Document B121™-2018, Standard Form of Master Agreement Between Owner and Architect

TABLE OF ARTICLES

- 1 INITIAL INFORMATION
- 2 SERVICES UNDER THIS SERVICE ORDER
- 3 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION
- 4 COMPENSATION
- 5 INSURANCE
- 6 PARTY REPRESENTATIVES
- 7 ATTACHMENTS AND EXHIBITS

ARTICLE 1 INITIAL INFORMATION

§ 1.1 Unless otherwise provided in an exhibit to this Service Order, this Service Order and the Service Agreement are based on the Initial Information set forth below:

(State below details of the Project's site and program, Owner's contractors and consultants, Architect's consultants, Owner's budget and schedule, anticipated procurement method, Owner's Sustainable Objective, and other information relevant to the Project.)

§ 1.2 The Owner and Architect may rely on the Initial Information. Both parties, however, recognize that such information may materially change and, in that event, the Owner and the Architect shall appropriately adjust the schedule, the Architect's services, and the Architect's compensation. The Owner shall adjust the Owner's budget for the Cost of the Work and the Owner's anticipated design and construction milestones, as necessary, to accommodate material changes in the Initial Information.

ARTICLE 2 SERVICES UNDER THIS SERVICE ORDER

§ 2.1 The Architect's Services under this Service Order are described below or in an exhibit to this Service Order, such as a Scope of Architect's Services document.

§ 2.1.1 Basic Services

(Describe below the Basic Services the Architect shall provide pursuant to this Service Order or state whether the services are described in documentation attached to this Service Order.)

Architectural, Structural, And Civil Engineering will be provided under this document.

§ 2.1.2 Additional Services

(Describe below the Additional Services the Architect shall provide pursuant to this Service Order or state whether the services are described in documentation attached to this Service Order.)

ARTICLE 3 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION

§ 3.1 Unless otherwise provided in an exhibit to this Service Order, the Owner's anticipated dates for commencement of construction and Substantial Completion of the Work are set forth below:

- .1 Commencement of construction date:

To Be Determined (TBD)

- .2 Substantial Completion date:

August of 2027

ARTICLE 4 COMPENSATION

§ 4.1 For Basic Services described under Section 2.1.1, the Owner shall compensate the Architect as follows:

.1 Stipulated Sum

(Insert amount)

.2 Percentage Basis

(Insert percentage value)

Six point Three Five Percent (6.35%) of estimated construction costs crediting back One Hundred and Sixty-Five Thousand Dollars (\$165,000.00) for previous work already completed. For a total fee of One Hundred Seventy-One Thousand Five Hundred and Fifty Dollars. (\$171,550.00)

.3 Other

(Describe the method of compensation)

§ 4.2 For Additional Services described under Section 2.1.2 or in the Master Agreement, the Architect shall be compensated in accordance with the Master Agreement unless otherwise set forth below:

(Insert amount of, or basis for, compensation if other than as set forth in the Master Agreement. Where the basis of compensation is set forth in an exhibit to this Service Order, such as a Scope of Architect's Services document, list the exhibit below.)

§ 4.3 For Reimbursable Expenses described in the Master Agreement, the Architect shall be compensated in accordance with the Master Agreement unless otherwise set forth below:

(Insert amount of, or basis for, compensation if other than as set forth in the Master Agreement. Where the basis of compensation is set forth in an exhibit to this Service Order, such as a Scope of Architect's Services document, list the exhibit below.)

§ 4.4 When compensation identified in Section 4.1 is on a percentage basis, progress payments for each phase of Basic Services shall be calculated by multiplying the percentages identified in this Article by the Owner's most recent budget for the Cost of the Work. Compensation paid in previous progress payments shall not be adjusted based on subsequent updates to the Owner's budget for the Cost of the Work.

ARTICLE 5 INSURANCE

§ 5.1 Insurance shall be in accordance with section 3.3 of the Master Agreement, except as indicated below:

(Insert any insurance requirements that differ from those stated in the Master Agreement, such as coverage types, coverage limits, and durations for professional liability or other coverages.)

Commercial General Liability with policy limits of not less than \$1,000,000.00 for each occurrence and \$2,000,000.00 in the aggregate for bodily injury and property damage.

Automobile Liability covering vehicles owned, and non-owned vehicles used, by the Architect with policy limits of not less than \$1,000,000.00 per accident for bodily injury, death of any person, and property damage arising out of the ownership, maintenance and use of those motor vehicles, along with any other statutorily required automobile coverage.

Workers' Compensation at statutory limits.

Employers' Liability with policy limits of not less than \$500,000.00.

Professional Liability covering negligent acts, errors and omissions in the performance of professional services with policy limits of not less than \$3,000,000.00 per claim and in the aggregate.

§ 5.2 In addition to insurance requirements in the Master Agreement, the Architect shall carry the following types of insurance.

(List below any other insurance coverage to be provided by the Architect, not otherwise set forth in the Master

Agreement, and any applicable limits.)

Coverage

Limits

ARTICLE 6 PARTY REPRESENTATIVES

§ 6.1 The Owner identifies the following representative in accordance with Section 1.4.1 of the Master Agreement:
(List name, address, and other information.)

Dan Petsch, Director of Buildings & Grounds
Grand Island Public Schools
123 South Webb Road
Grand Island, NE 68802
Ph: 308-385-5900
Email: dpetsch@gips.org

§ 6.2 The Architect identifies the following representative in accordance with Section 1.5.1 of the Master Agreement:
(List name, address, and other information.)

James Brisnehan, Principal Architect
208 Pine St., Suite 301
Grand Island, NE 68801
Ph: 308-384-4444
Email: brisnehan.j@cmbaarchitects.com

ARTICLE 7 ATTACHMENTS AND EXHIBITS

§ 7.1 The following attachments and exhibits, if any, are incorporated herein by reference:

- .1 AIA Document, B121TM-2018, Standard Form of Master Agreement Between Owner and Architect for Services provided under multiple Service Orders;
- .2 Other Exhibits incorporated into this Agreement:
(Clearly identify any other exhibits incorporated into this Agreement.)

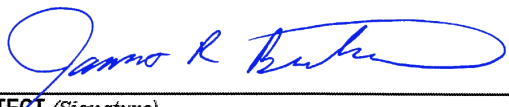
- .3 Other documents:
(List other documents, if any, including additional scopes of service forming part of this Service Order.)

CMBA Hourly Rates Attached as Exhibit

This Service Order entered into as of the day and year first written above.

OWNER *(Signature)*

BY: Hank McFarland, Board President
(Printed name and title)



ARCHITECT *(Signature)*

BY: James Brisnehan, Principal Architect
(Printed name, title, and license number if required)



2026 STANDARD BILLING RATES

Rates are reviewed and adjusted periodically including, but not limited to, calendar year reviews.

PRINCIPAL	\$260
ASSOCIATE PRINCIPAL	\$220
SENIOR ARCHITECT	\$210
ARCHITECT III	\$200
ARCHITECT II	\$190
ARCHITECT I	\$150
ARCHITECTURAL DESIGNER II	\$130
ARCHITECTURAL DESIGNER I	\$120
PROJECT MANAGER III	\$180
PROJECT MANAGER II	\$160
PROJECT MANAGER I	\$130
REGISTERED INTERIOR DESIGNER III	\$160
REGISTERED INTERIOR DESIGNER II	\$150
REGISTERED INTERIOR DESIGNER I	\$140
INTERIOR DESIGNER III	\$130
INTERIOR DESIGNER II	\$120
INTERIOR DESIGNER I	\$110
TECHNICIAN III	\$140
TECHNICIAN II	\$130
TECHNICIAN 1	\$110
INTERN	\$65
MARKETING SPECIALIST	\$200
GRAPHIC DESIGNER	\$120
CLERICAL	\$90



February 20, 2026

Mr. Dan Petsch
Director of Buildings and Grounds
Grand Island Public Schools
123 South Webb Road
P.O. Box 4904
Grand Island, NE 68802

RE: GIPS Gates Elementary 2026 Addition & Renovation / Letter of Intent (Contract Proposal Fee)

Dear Mr. Petsch

This letter is to establish a design fee basis for the 2026 Addition & Renovation at Gates Elementary. This number shall be used for billing purposes until the final construction bids are achieved. The initial construction budget shall be based on \$6 million dollars. 70% of the total construction shall be assumed as new construction and 30% of the total construction shall be assumed as renovation. The new construction MEP design fee shall be assumed at 6.5% of the MEP construction costs. The renovation MEP design fee shall be assumed at 8.5% of the MEP construction costs. A credit back of \$116,000 for previous work already completed shall be applied back to Grand Island Public Schools.

New Construction:

$\$6,000,000 \times 70\% \times (33\% \text{ MEP Construction}) = \$1,386,000$

$\$1,386,000 \times (6.5\% \text{ Design Fee}) = \underline{\$90,090}$

Renovation:

$\$6,000,000 \times 30\% \times (45\% \text{ MEP Construction}) = \$810,000$

$\$810,000 \times (8.5\% \text{ Design Fee}) = \underline{\$68,850}$

Example of MEP Fee Structure Based on \$6 Million Construction:

$\$90,090 + \$68,850 = \$158,940 - (\$116,000 \text{ previous work}) = \$42,940$

Sincerely,

Derek Kotschwar
Derek Kotschwar, PE

Accepted by:

Hank McFarland, Board President
for Grand Island Public Schools
Date: _____

 **AIA** Document B221™ – 2018**Service Order** for use with Master Agreement Between Owner and Architect

SERVICE ORDER number 001 made as of the Tenth day of February in the year Two Thousand Twenty-Six
(In words, indicate day, month, and year.)

BETWEEN the Owner:
(Name, legal status, address, and other information)

Grand Island Public Schools
123 Webb Road
Grand Island, NE 68802

and the Architect:
(Name, legal status, address, and other information)

Cannon Moss Brygger & Associates, P.C.,
dba CMBA Architects
208 Pine St., Suite 301
Grand Island, NE 68801

for the following **PROJECT**:
(Name, location, and detailed description)

25171 GIPS-GISH Planetarium Renovation
Addition & Renovation
2124 N Lafayette Ave.
Grand Island, NE 68803

THE SERVICE AGREEMENT

This Service Order, together with the Master Agreement between Owner and Architect dated the First day of September in the year Two Thousand Twenty-One
(In words, indicate day, month, and year.)

form a Service Agreement.

The Owner and Architect agree as follows.

ADDITIONS AND DELETIONS:

The author of this document may have revised the text of the original AIA standard form. An *Additions and Deletions Report* that notes revisions to the standard form text is available from the author and should be reviewed. A vertical line in the left margin of this document indicates where the author has added to or deleted from the original AIA text.

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

This document provides the Architect's scope of services for the Service Order only and is intended to be used with AIA Document B121™–2018, Standard Form of Master Agreement Between Owner and Architect

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ARTICLE 1 INITIAL INFORMATION

§ 1.1 Unless otherwise provided in an exhibit to this Service Order, this Service Order and the Service Agreement are based on the Initial Information set forth below:

(State below details of the Project's site and program, Owner's contractors and consultants, Architect's consultants, Owner's budget and schedule, anticipated procurement method, Owner's Sustainable Objective, and other information relevant to the Project.)

§ 1.2 The Owner and Architect may rely on the Initial Information. Both parties, however, recognize that such information may materially change and, in that event, the Owner and the Architect shall appropriately adjust the schedule, the Architect's services, and the Architect's compensation. The Owner shall adjust the Owner's budget for the Cost of the Work and the Owner's anticipated design and construction milestones, as necessary, to accommodate material changes in the Initial Information.

ARTICLE 2 SERVICES UNDER THIS SERVICE ORDER

§ 2.1 The Architect's Services under this Service Order are described below or in an exhibit to this Service Order, such as a Scope of Architect's Services document.

§ 2.1.1 Basic Services

(Describe below the Basic Services the Architect shall provide pursuant to this Service Order or state whether the services are described in documentation attached to this Service Order.)

Typical Basic Services including electrical and structural engineering. No Mechanical or Plumbing Engineering is Required. Working with Owner Consultant Digitalis.

§ 2.1.2 Additional Services

(Describe below the Additional Services the Architect shall provide pursuant to this Service Order or state whether the services are described in documentation attached to this Service Order.)

ARTICLE 3 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION

§ 3.1 Unless otherwise provided in an exhibit to this Service Order, the Owner's anticipated dates for commencement of construction and Substantial Completion of the Work are set forth below:

- 1 Commencement of construction date:

To Be Determined (TBD)

- 2 Substantial Completion date:

August of 2026

ARTICLE 4 COMPENSATION

§ 4.1 For Basic Services described under Section 2.1.1, the Owner shall compensate the Architect as follows:

.1 Stipulated Sum
(Insert amount)

.2 Percentage Basis
(Insert percentage value)

Eight Point Four Eight Percent (8.48%) on One Million Dollar (\$1,000,000.00) Estimated Construction Cost. For a total fee of Eighty-Four Thousand Eight Hundred Dollars. (\$84,800.00)

.3 Other
(Describe the method of compensation)

§ 4.2 For Additional Services described under Section 2.1.2 or in the Master Agreement, the Architect shall be compensated in accordance with the Master Agreement unless otherwise set forth below:
(Insert amount of, or basis for, compensation if other than as set forth in the Master Agreement. Where the basis of compensation is set forth in an exhibit to this Service Order, such as a Scope of Architect's Services document, list the exhibit below.)

§ 4.3 For Reimbursable Expenses described in the Master Agreement, the Architect shall be compensated in accordance with the Master Agreement unless otherwise set forth below:
(Insert amount of, or basis for, compensation if other than as set forth in the Master Agreement. Where the basis of compensation is set forth in an exhibit to this Service Order, such as a Scope of Architect's Services document, list the exhibit below.)

§ 4.4 When compensation identified in Section 4.1 is on a percentage basis, progress payments for each phase of Basic Services shall be calculated by multiplying the percentages identified in this Article by the Owner's most recent budget for the Cost of the Work. Compensation paid in previous progress payments shall not be adjusted based on subsequent updates to the Owner's budget for the Cost of the Work.

ARTICLE 5 INSURANCE

§ 5.1 Insurance shall be in accordance with section 3.3 of the Master Agreement, except as indicated below:
(Insert any insurance requirements that differ from those stated in the Master Agreement, such as coverage types, coverage limits, and durations for professional liability or other coverages.)

Commercial General Liability with policy limits of not less than \$1,000,000.00 for each occurrence and \$2,000,000.00 in the aggregate for bodily injury and property damage.

Automobile Liability covering vehicles owned, and non-owned vehicles used, by the Architect with policy limits of not less than \$1,000,000.00 per accident for bodily injury, death of any person, and property damage arising out of the ownership, maintenance and use of those motor vehicles, along with any other statutorily required automobile coverage.

Workers' Compensation at statutory limits.

Employers' Liability with policy limits of not less than \$500,000.00.

Professional Liability covering negligent acts, errors and omissions in the performance of professional services with policy limits of not less than \$3,000,000.00 per claim and in the aggregate.

§ 5.2 In addition to insurance requirements in the Master Agreement, the Architect shall carry the following types of insurance.

(List below any other insurance coverage to be provided by the Architect, not otherwise set forth in the Master

Agreement, and any applicable limits.)

Coverage

Limits

ARTICLE 6 PARTY REPRESENTATIVES

§ 6.1 The Owner identifies the following representative in accordance with Section 1.4.1 of the Master Agreement:
(List name, address, and other information.)

Dan Petsch
Grand Island Public Schools
123 South Webb Road
Grand Island, NE 68803
Ph: 308-385-5900
Email: dpetsch@gips.org

§ 6.2 The Architect identifies the following representative in accordance with Section 1.5.1 of the Master Agreement:
(List name, address, and other information.)

James Brisnehan
208 Pine St., Suite 301
Grand Island, NE 68801
Ph: 308-384-4444
Email:brisnehan.j@cmbaarchitects.com

ARTICLE 7 ATTACHMENTS AND EXHIBITS

§ 7.1 The following attachments and exhibits, if any, are incorporated herein by reference:

- 1 AIA Document, B121TM-2018, Standard Form of Master Agreement Between Owner and Architect for Services provided under multiple Service Orders;
- 2 Other Exhibits incorporated into this Agreement:
(Clearly identify any other exhibits incorporated into this Agreement.)
- 3 Other documents:
(List other documents, if any, including additional scopes of service forming part of this Service Order.)

This Service Order entered into as of the day and year first written above.

OWNER *(Signature)*

BY: Dan Petsch, Director of Building and Grounds

(Printed name and title)



ARCHITECT *(Signature)*

BY: James Brisnehan, Principal Architect

(Printed name, title, and license number if required)



2026 STANDARD BILLING RATES

Rates are reviewed and adjusted periodically including, but not limited to, calendar year reviews.

PRINCIPAL	\$260
ASSOCIATE PRINCIPAL	\$220
SENIOR ARCHITECT	\$210
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ARCHITECT II	\$190
ARCHITECT I	\$150
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ARCHITECTURAL DESIGNER I	\$120
PROJECT MANAGER III	\$180
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REGISTERED INTERIOR DESIGNER III	\$160
REGISTERED INTERIOR DESIGNER II	\$150
REGISTERED INTERIOR DESIGNER I	\$140
INTERIOR DESIGNER III	\$130
INTERIOR DESIGNER II	\$120
INTERIOR DESIGNER I	\$110
TECHNICIAN III	\$140
TECHNICIAN II	\$130
TECHNICIAN 1	\$110
INTERN	\$65
MARKETING SPECIALIST	\$200
GRAPHIC DESIGNER	\$120
CLERICAL	\$90

GRAND ISLAND PUBLIC SCHOOLS

4511 SCHOOL MASCOT, LOGO, AND COLORS

The official mascot, logo, and colors selected for a school is a vital factor in the public image of the school. The honor and integrity of the mascot, logo, and colors selected reflects upon the school, district, and community. The superintendent or designee may reject any proposed name that is incompatible with the best interests of the district, its educational mission, values, or public image.

Procedures for Selecting or Changing a Mascot, Logo, and/or Colors:

The building administrator will notify the superintendent or designee in writing of the desire to create or change a mascot, logo, and/or colors.

The building administrator and superintendent or designee will develop a committee to include GIPS Director of Communications, Director of Facilities, students, staff, parents, and community partners.

The committee should consider the following guidelines. Choose a mascot, logo, and/or colors that:

- represent the spirit of the school;
- match the style of the district;
- identify with a characteristic of the community;
- avoid choosing a controversial mascot such as stereotypical or caricature images of ethnic groups;
- represent courage and integrity;
- encourage pride and energy; and
- utilize a professional designer.

The building administrator will consult with the Director of Facilities for proposed work needs and cost of changes.

The building administrator will then submit the final recommendation to the superintendent for approval by the Board.

Guidelines for use of District and Building Mascots, Logo, and Colors:

The Office of Communications has identified graphic standards for logos to be used by district and building staff. Logo along with specific color and size expectations for each building are **available to district schools on Google Drive as well as published on the district website's media page. included on the GRID (district staff information repository).** All branding, logo, and color use for mascot design must be reviewed and approved by the district Communications Department before finalizing designs.

Policy Adopted: 10/11/2018

Policy Revised: ??/??/????

GRAND ISLAND PUBLIC SCHOOLS

6213 STAFF USE OF ELECTRONIC COMMUNICATION DEVICES AND ADMINISTRATIVE GUIDELINES FOR NETWORK USE

The Grand Island Public Schools may assign portable laptop computers and/or other electronic devices such as an iPad or camera to staff in order to facilitate instructional and administrative duties. These devices will be collectively referred to as Electronic Communication Devices or ECDs. All district ECDs are provided to staff members for a non-specified period of time as deemed appropriate by the district administration. District policies governing the use of technology apply to the use of all district-owned equipment at all times whether inside or outside the school premises. District assigned district ECDs will be formatted with the Grand Island Public Schools' standard image, including the basic operating system, Grand Island Public Schools' licensed software, and access to Grand Island Public Schools networks.

Grand Island Public Schools (GIPS) may issue Electronic Communication Devices (ECDs), such as portable laptop computers, iPads, or cameras, to staff to assist with instructional and administrative duties. These district-owned devices are provided for a period determined by the district administration.

Staff use of district ECDs, both on and off school premises, is always governed by district technology policies. All assigned district ECDs come pre-formatted with the GIPS standard image, which includes the basic operating system, GIPS licensed software, and access to GIPS networks.

All staff members must sign ADMINISTRATORS, FACULTY, AND STAFF AGREEMENT ACCEPTABLE USE AGREEMENT FORM – STAFF form before checking out a district ECD. The Acceptable Use Agreement and accompanying guidelines can be found in the Employee Handbook.

Grand Island Public Schools has the obligation to ensure that its computer resources are used properly and within the guidelines established by the district. Grand Island Public Schools' staff members assigned district ECDs must adhere to the following guidelines:

1. ECDs are to be utilized to support school-related activities.
2. ECDs are for the sole use of staff members, and not for use by family members or any other person.
3. The staff member is responsible for the safety and security of the ECD at all times. The equipment must be secured when not in use.
4. The assigned ECD is the property of Grand Island Public Schools and will be managed by the technology department staff.
5. If the staff member should resign from the district or the administration determines that the equipment is no longer necessary to the staff member's position, the equipment will be returned to the technology department.
6. Software may not be installed on or removed from the assigned portable ECD without specific permission from technology department staff.
7. Grand Island Public Schools reserves the right to monitor the systems of the ECD at any time without notice for signs of illegal or unauthorized activity and may access electronic files of users at any time without notice.
8. The assigned ECD will need periodic upgrades and/or repairs. Staff members must make the assigned equipment available to technology department staff at the requested time for upgrades and repairs.
9. If software/hardware problems arise, the ECD may need to be restored to its original settings and work files may be lost during the restore process. Documents, folders, and desktop files must be synchronized with the building server to the district's cloud storage system. Staff members are responsible for backing up data stored on the computer hard drive. Backups can be made on a server provided by the district or on local devices.
10. The assigned ECD must be maintained in clean condition. Food, drink, and dirty hands should be kept away from the equipment.
11. Any problem with the equipment must be reported immediately to the technology department staff.
12. Staff members will not be held responsible for ECD problems resulting from normal

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~~school-related use; however, staff members may be held personally responsible and liable for the total cost of repair or replacement of the device when loss or damages problems are caused by abuse or negligence as deemed by building and district administration. A staff device protection plan is available for purchase to assist in offsetting any costs due to accidental damage.~~

- ~~13. Staff members must immediately report any damage or loss of the device to an administrator. If the ECD is lost or stolen the staff member responsible for the device shall file a police report and provide a copy to district administration.~~
- ~~14. Any questions, concerns, or interpretations of this policy not covered in this statement will be resolved at the discretion of Grand Island Public Schools' Director of Technology Chief Information Officer.~~

Use of Personal ECDs by Staff Members:

- ~~1. Staff members may use personal ECDs (e.g., laptops, smart phones, personal digital assistants); however, these devices are acceptable for use only on the public unsecured designated network and, due to scarce technical resources, will have limited support of district technology staff. Once the device is used to access the network it is subject to all the network guidelines.~~
- ~~2. Use of the ECD is prohibited for personal use if that use:
 - results in the interruption of others during the scheduled school day; and
 - has an adverse effect on the proper operation of the network.~~
- ~~3. Personal use of the network is allowed during the following times:
 - before and after school or duty hours
 - during the workday but during non-duty time (e.g. uninterrupted lunch period); and
 - brief, but not extensive use (limited duration), during a planning period.~~

~~References: Children's Internet Protection Act, 47 USC § 254
FCC Order adopted August 10, 2011
47 USC § 254(h)(1)(b); 47 CFR 54.500(b) and 68 FR 36932 (2003) (E-rate restrictions)
Neb. Rev. Stat. § 49-14,101.01 (Political Accountability and Disclosure Act)~~

Grand Island Public Schools policies:

- ~~1310 NONDISCRIMINATION~~
- ~~1311 BULLYING AND HARRASSMENT~~
- ~~5521 COPYRIGYT COMPLIANCE~~
- ~~6213.1 Administrative Guidelines for Acceptable Use Agreement Staff~~
- ~~8456 STUDENT USE OF PERSONAL ELECTRONIC COMMUNICATION DEVICES~~

Policy Approved: 06/12/2012

Policy Reviewed: 02/11/2016

Policy Revised: 07/12/2018

Policy Revised: ??/??/????

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~~6213.1 Administrative Guidelines for Acceptable Use Agreement—Staff (Staff)~~

General Regulations

The Grand Island Public Schools network, the Internet, and other on-line resources provided by the district, hereafter “network”, are intended to be used to support the instructional program and further student learning. The Grand Island Public Schools’ network is to be used in a responsible, efficient, ethical, and legal manner in accordance with the mission of the district. All persons using the Grand Island Public Schools network must sign the *Acceptable Use Agreement Form—Staff* before using the Grand Island Public Schools’ network.

User Obligations and Responsibilities

~~Users are authorized to use the district’s network in accordance with user obligations and responsibilities specified below and in accordance with Board Policies 6213, 6251, and 7352.~~

- ~~1. Users shall log in and out of the computers and network resources using only their own username and password, additionally users will not share nor solicit usernames and passwords from others.~~
- ~~2. Users will not attempt to access, manipulate, or destroy other users’ files or personal data, nor shall they impersonate another user during electronic communications. Users are also prohibited from intentionally uploading or downloading computer viruses in order to destroy data or acquire unrestricted access to files and network resources.~~
- ~~3. Users are prohibited from accessing, posting, sending, submitting, publishing, or displaying harmful matter or material that is threatening, obscene, disruptive, or sexually explicit, or that could be viewed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, religion, or political beliefs.~~
- ~~4. Users shall not use the system to encourage the use of drugs, alcohol, or tobacco, nor shall they promote unethical practices or any activity prohibited by law or District policy.~~
- ~~5. Users will report any misuse of the network or computer resources to their supervisor, teacher, or building administrator immediately without alerting others.~~
- ~~6. Users are prohibited from using the network for corporate financial gain or political use. Additionally use of the network is prohibited for personal use if that use:
 - ~~• Results in the interruption of others during the scheduled school day; and~~
 - ~~• Has an adverse effect on the proper operation of the network.~~~~
- ~~7. Personal use of the network is allowed during the following times:
 - ~~• before and after school or duty hours;~~
 - ~~• during the workday but during non-duty time (e.g. uninterrupted lunch period); and~~
 - ~~• brief, but not extensive use (limited duration), during a planning period.~~~~
- ~~8. Due to the responsibilities of their role, users may have access to information that is highly sensitive or confidential and as such are prohibited from unauthorized disclosure, use, and dissemination of personal information regarding students and staff members.~~
- ~~9. The district has the right to monitor the activities of users on any electronic device that accesses the network. Additionally, electronic communications, created and downloaded material, current and deleted files, may be archived and monitored or read by district officials.~~

Consequences of Violation of the Acceptable Use Agreement—~~Staff~~

~~Users who fail to abide by district Acceptable Use Agreement—~~Staff~~ procedures shall be subject to disciplinary action, possible revocation of the user account, and legal action as appropriate. Potential consequences may include, but not be limited to:~~

- ~~• restriction or loss of access to the network and Internet;~~
- ~~• possible suspension or termination; and/or,~~
- ~~• referral to law enforcement.~~

Review of Acceptable Use Agreement—~~Staff~~

Appropriate and acceptable use of the Grand Island Public Schools’ network and access to the Internet are taken very seriously. All new staff members must read and sign the *ADMINISTRATORS, FACULTY, AND STAFF AGREEMENT ACCEPTABLE USE AGREEMENT—STAFF Form* (Policy 6213.1) during the

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~~new employee orientation process. This agreement will be kept on file during the staff members' employment with the district.~~

References: ~~Children's Internet Protection Act, 47 USC § 254~~
~~FCC Order adopted August 10, 2011~~
~~47 USC § 254(h)(1)(b); 47 CFR 54.500(b) and 68 FR 36932 (2003) (E-rate restrictions)~~
~~Neb. Rev. Stat. § 49-14,101.01 (Political Accountability and Disclosure Act)~~

~~Grand Island Public Schools policies:~~

~~1310 NONDISCRIMINATION~~
~~1311 BULLYING AND HARRASSMENT~~
~~5521 COPYRIGYT COMPLIANCE~~
~~6213.2 Acceptable Use Agreement Form - Staff~~
~~8456 STUDENT USE OF PERSONAL ELECTRONIC COMMUNICATION DEVICES~~
~~8457 INTERNET SAFETY~~

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~~ADMINISTRATORS, FACULTY, AND STAFF AGREEMENT~~ ~~ACCEPTABLE USE AGREEMENT—STAFF~~
Form

In order to make sure that all members of the Grand Island Public Schools community understand and agree to these rules of conduct for use of the e-mail and Internet systems of the school district, the Grand Island Public Schools asks that you, as an administrator, faculty member, or staff members user, sign the following statement:

I have received a copy of, and have read, the ~~policy 8457~~ Internet Safety and Acceptable Use Policy ~~and Policy 6213 Staff Use of Electronic Communication Devices and Administrative Guidelines for Network Use~~ adopted by the Grand Island Public Schools, and I understand and will abide by those district guidelines and conditions for the use of the facilities of Grand Island 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 Grand Island Public Schools, any of its employees, or any institution providing network access to Grand Island Public Schools responsible for the performance of the system or the content or any material accessed through it.

Employee's Name _____

Employee's Signature _____ Date _____

This form ~~form~~ will be retained on file by authorized faculty designee for duration of applicable computer/network/Internet use.

Revised: 07/12/2018
Revised: ??/??/????

6280 CERTIFIED STAFF PROFESSIONAL SCHEDULE

The teaching profession has long been recognized as rigorous, challenging and ever changing to meet the needs of all students. For teachers to truly meet the needs of all students in this dynamic environment, we recognize the importance of, and encourage teacher flexibility as a prerequisite for successful instruction.

At the prerogative of the superintendent, the district may establish a “professional schedule” for certified staff. The professional schedule is intended to set the expectation for when staff will be at work and ready to engage with students, parents, members of the community and or staff. The begin time and the end time of the professional schedule sets the minimum expectation for staff to be at work and available for students, parents and staff. In setting the “professional schedule” for teachers, every effort will be made to follow statutory requirements, i.e. 30 minutes of duty free lunch. At the prerogative of the Superintendent or designee, the start and end of the duty day may vary for selected staff (i.e. teacher of early bird classes, staggered start and end times for the student instructional day), however the total number of hours per day will be consistent amongst all certified staff. Certified staff will be expected to be present 15 minutes before and 15 minutes after the student instructional day.

Any “professional schedule” established by the superintendent will not be intended to set the beginning and/or end of a teacher workday.

The Wage & Hour Division of the Department of Labor has long recognized certified and licensed staff as “professional” staff. By definition and by legal recognition, teachers are paid a contracted amount to perform a job, and that job is not defined in terms of hours per day or days per week.

Attendance at PTA meetings, ~~RTI~~ MTSS, Special Education, planning and preparation, staff meetings, curriculum development activities, supervision and other such duties as assigned are examples of professional responsibilities that may require a teacher to work beyond the “professional schedule”; and are considered a legitimate part of the role of a certified staff member and are considered to be within the contract for which the certified staff member is being paid.

Reference: *Neb. Rev. Stat. 79-8,107 (duty free lunch)*

Policy Adopted: 03/05/1979

Policy Revised: 02/14/2002

Policy Revised: 03/10/2016

Policy Revised: 08/10/2017

Policy Revised: ??/??/????

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8515 DO NOT RESUSCITATE REQUESTS

~~The~~ Grand Island Public Schools will not honor Do Not Resuscitate (DNR) requests from parents or guardians. School personnel are to be instructed not to comply with requests to withhold care of children in the event of a life-threatening situation.

Staff members are to render first aid or other emergency care as is appropriate and shall summon emergency medical personnel as soon as possible.

Policy Adopted: 03/02/1998

Policy Revised: 01/15/2018

Policy Revised: ??/??/????

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8680 STUDENT ORGANIZATIONS

Membership in clubs, societies, or similar groups provides wholesome educational, social, and recreational activities. To guide ~~the professional~~ staff and students in these groups, the following guidelines have been set forth by ~~the~~ Grand Island Public Schools:

1. School Clubs and Societies will be recognized as authorized school organizations if they are (a) Organized by the school system; (b) Sponsored by school personnel; (c) Composed completely of current student body members; (d) Hold the majority of their meetings at school ~~and during the regular school day~~; (e) Have an approved plan for the selection of members; (f) Establish aims which are educational, of school interest, or community interest; and (g) Meet all those conditions set forth for recognized school sponsored organizations.
2. Nonschool Clubs: Other clubs (a) Whose membership is composed for the most part of students from one school; (b) Sponsored by other than school personnel; (c) Meet outside school hours at places other than at school; and (d) Whose aims are other than educational, of school interest, of community interest, are considered to be nonschool clubs and beyond the jurisdiction of school authorities.
3. Secret Organizations: The Board of Education prohibits the establishment of, or participation in, any secret organization that is in any degree a school organization (Neb.Statute 79-2,101 et seq).

Legal Reference: Neb.Statute 79-2,101 et seq

Policy Adopted: 11/03/1980
Policy Reviewed: 07/07/1997
Policy Revised: 01/15/2018
~~Policy Revised: ??/??/????~~

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~~8810 STUDENT GIFTS AND SOLICITATIONS~~

~~Students shall be discouraged from collecting money, setting aside funds, or purchasing gifts for faculty members. Students can best express their appreciation to faculty by letters of commendation and by congenial working relationships.~~

~~Reference: 6210 – Staff Ethics; 9130 – Fund Raising~~

~~Policy Adopted: 11/03/1980~~

~~Policy Revised: 07/06/1998~~

~~Policy Revised: 01/15/2018~~

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9211 District Annual Report

The Superintendent shall prepare and distribute each year an Annual Report in accordance with Rule 10, Regulations and Procedures for the Legal Operation of Schools. The Annual Report shall be distributed to residents of the Grand Island Public Schools. The report shall include information required by Rule 10.

At least annually, the Superintendent or designee shall provide a computer science and technology education status report to both the Board of Education and Nebraska State Department of Education.

Legal Reference: TITLE 92, NEBRASKA ADMINISTRATIVE CODE, CHAPTER 10
Neb. Rev. Stat. § 79-3305

Policy Adopted: 09/10/2020
Policy Revised: 01/08/2026
Policy Revised: ??/??/????



2026-2027

Grand Island Public Schools

**Classified Staff
Handbook**

Table of Contents

Welcome to Grand Island Public Schools

Section 1: Intent of Handbook

Welcome to Grand Island Public Schools! This handbook is intended to be used by classified employees to provide general information about the District and to serve as a guide to the District's policies, rules, and regulations, benefits of employment, and performance expectations.

References in this handbook to "classified employees" are intended to apply to all staff who are not required by their position to hold a teaching or administrative certificate.

Each classified employee 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 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 adopted after this handbook, will control.

This handbook does not create a "contract" of employment. Classified employee positions and assignments 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. 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.

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.gips.org. Specific department information is located on the [GRID](#) for staff members.

This handbook will be in effect for the 2024-2025 and subsequent school years unless replaced by a later edition.

VISION

Students prepared to make positive contributions to society and thrive in an ever-changing world.

MISSION

Every Student, Every Day, A Success! In educating students, we teach hearts as well as minds.

STUDENT COMMITMENTS

Within the school district of Grand Island:

Every student will be taught to read, write and communicate effectively; solve problems; acquire and apply knowledge; and demonstrate mastery through performance to the best of the student's abilities;

Every student will be treated with fairness and dignity;

Every student will be honored for their unique qualities and backgrounds;

Every student will experience a sense of belonging, contribution and success; and

Every student will develop responsibility and show respect for others as well as oneself.

In educating students, we teach hearts as well as minds.

Article 1: School Calendar and Schedules

Section 1: Severe Weather and School Closures

The Superintendent is authorized by the Board of Education to close school in case of severe weather or extenuating circumstances. If the Superintendent closes school, reasonable steps will be taken to notify staff as soon as practical. All staff members are expected to check the local news, their phone, and any other typical means of communication to determine if the school is closed on a workday. A staff member who reports to work on a closure date, but failed to check their phone, email, or other typical method of communication, will not be paid for that workday, unless the Superintendent or designee approves their pay or requires them to work that day. Classified employees are hourly employees. Official snow days called by the Superintendent are not compensated, however, employees may use a floating holiday or a vacation day if they have them available.

Article 2: Employment, Compensation and Benefits

Section 1: Employment

Classified employees may be asked in the spring whether they wish to continue employment during the following school year. This is done for staff planning purposes and does not constitute an offer of employment.

Should an employee wish to resign from employment the employee should give two weeks' written notice of resignation to the Chief of Human Capital Management or the employee's immediate supervisor.

Classified employees are "at-will" employees and may be terminated at any time by the school district. Notice of termination may be delivered by the administration at any time.

Section 2: Assignments

The duties to be performed are subject to assignment by the administration and your supervisor. Job descriptions, where available, may provide additional information about the position duties.

Employees are expected to devote full time attention and effort to their work and to perform the assigned duties diligently and faithfully to the best of the employee's ability.

Section 3: Personnel File

The District will follow the requirements of state and federal law and regulation regarding an employee's personnel file. Contact the HR Office with any questions concerning a personnel file.

Section 4: Grievances and Complaints

Employee grievances or complaints shall be addressed through the administrative chain of command including the process set forth in board policy ([see GIPS Board Policy 6270](#)).

Section 5: Compensation

The Board of Education establishes the pay scale for each fiscal year. Following board action, the most current pay scales and grade ranges will be posted on the [GRID under Human Resources](#). Employees will be paid on the 15th of each month. It is mandatory for all employees to have their pay deposited electronically in a financial institution of their choice. Paychecks may be viewed by logging onto School ERP Pro. Employees must complete 90 days in the position before requesting a transfer to a different position within the district.

The Chief Financial Officer and Chief of Human Capital Management are responsible for establishing all position titles and determining starting salaries for all new classified employees. Generally, new employees are placed at the training wage for the appropriate job title. All classified employees, other than those hired as temporary employees, are paid on steps.

New Employee Training Period

The training period for new employees is normally up to 90 calendar days (never less than 30 days). New employees must be evaluated by their supervisors within the training period before they can be moved to Step 1. New employees are encouraged to ask their supervisors about the evaluation prior to the end of the training period. The supervisor must recommend the rate change to the Human Resources Director before the rate can be changed. Rate changes will be effective at the beginning of the pay period after the recommended increase has been approved through the Human Resources Department.

One Year of Experience

One year of experience is defined as:

- 9 or 10 month employees working one complete semester or more
- 12 month employees working 6 months or more prior to August 5
- 12 month/part time employees working 6 months or more prior to August 5

Employees who do not receive one year of experience in their present job category in a current year will not advance one step on the schedule for the next year.

Definitions of Employment:

- 9 Month Employment - working 1235-1525 hours per year and less than 12 months
- 10 Month Employment - working 1526-1819 hours per year and less than 12 months
- 12 Month Employment - working 1820-2080 hours per year
- 12 Month/Part-Time- working less than 1820 hours per year
- Full-time Employment- working at least 7 hours per day and 35 hours per week, totaling not less than 1235 hours
- Temporary Employment- working summers and special assignments
- Actively Employed- indicates that the employee is on the job, on paid vacation, or on paid sick leave. Does not include employees who are on unpaid leave of absence, workmen's comp or disability.

Movement on the Salary Schedule

If an employee has completed a "successful" year of experience, one step on the pay range is granted for the next school year. A "successful" year of experience is based on an overall rating of basic, proficient or distinguished on the Classified Staff Performance Appraisal form for the year. Employees who have reached the maximum pay (step 9) for the position they are assigned will be eligible to receive a "longevity" pay increase annually following the year they reach step 9.

If an employee does not receive a performance appraisal for the year, the performance of the employee will be considered "satisfactory" and the employee will advance one step on the pay range for the next school year. All Board action takes precedent for the salary schedule.

If an employee receives an overall rating of “not satisfactory” on the Classified Staff Performance Appraisal form for the year, an Improvement Plan must be completed at the time of the appraisal conference. The employee will **not** advance one step on the pay range for the next school year. The employee is at-will and may be discharged with a “not satisfactory” performance appraisal.

Section 6: Overtime

Overtime is paid to classified employees in accordance with the Fair Labor Standards Act (FLSA).

Classified employees may be classified as either “exempt” or “non-exempt” for overtime purposes. Employees who are classified as exempt employees are not eligible for overtime. Those who are “non-exempt” are eligible for overtime.

The regular workweek for overtime purposes 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.

Employees will be expected to accurately report hours worked. An employee who falsified their time worked may be terminated, effective immediately.

Non-exempt employees must receive prior approval from their immediate supervisor to work additional hours beyond their regular work schedule. Non-exempt employees will be paid for each hour worked in excess of 40 hours in a workweek and are expected to accurately and timely report overtime hours to their supervisor.

Overtime pay for non-exempt employees will be paid at the rate of not less than 1 1/2 times the employee’s regular rate of pay for hours worked in excess of the 40-hour workweek. Employees with two or more non-exempt positions may be eligible for overtime pay based upon the total number of hours worked in one workweek. If applicable, the employee and the Chief of Human Capital Management will agree upon the overtime rate, in compliance with FLSA regulations.

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 overtime exemption to be applicable. An employee who feels an improper deduction affecting exemption status has occurred shall 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 Superintendent or Superintendent’s designee may suspend an employee with or without pay for the employee’s violation of District policy or rules. Such suspensions and deductions (when applicable) will be made pursuant to law.

Section 7: Benefits

The Benefit Guide may be found in The GRID under [Employee Benefits](#).

Section 8: The GRID

The GRID is a warehouse of information for staff. You can access the site by going to: grid.gips.org (or in the GIPS folder in the top left hand corner of your toolbar). On The GRID, employees are able to access district information from each department, access salary schedules, printable calendars, quick links, a staff directory and many more helpful items.

Article 3: Absences from Work

Section 1: Absence Procedures

Requesting Leave

Leave requests should be made as soon as practicable under the circumstances. An employee who wants to use available leave is to submit a request for leave through the Timeclock Plus. A leave request should be submitted at least 5 duty days prior to the requested leave day. The supervisor may require that more notice be given, depending on the nature of the employee's duties or the need to schedule a substitute.

Giving Notice of Unscheduled Absences

An employee who is unable to request advance approval for an absence because of the nature of the circumstance requiring the absence (such as personal illness or unforeseen emergency) is to report the need to be absent as soon as the situation is known. To report the need to take unexpected leave, employees are to contact their immediate supervisor as soon as practical. Before the end of the day on the first day of the absence, and on each subsequent day of absence, the employee is to report to their immediate supervisor whether the employee will be able to return to work on the next duty day.

Returning from Absences

If an employee is absent without advance approval either: (1) the day immediately preceding or immediately following a regularly scheduled school break (such as winter break, spring break, and quarter or semester breaks) or (2) during the first two weeks or the last two weeks of school, the employee may be required to give verification (for example, a doctor's note) to establish that the employee was unable to work for an excusable condition or excusable reason.

Section 2: Payroll Deductions for Absences in Excess of Paid Leave

Should an employee be absent from work in excess of the employee's accumulated paid leave, the employee's compensation may be reduced by the day or days of work missed.

Section 3: Leaves of Absence

An employee may apply to the Chief of Human Capital Management for a leave of absence. The Chief of Human Capital Management may consider a leave of absence request on a case-by-case basis. Every leave of absence shall be without pay except as may be required under applicable state or federal laws.

Section 4: Sick Leave

Full-time employees must be actively employed to be granted sick leave for unavoidable absences due to personal illness or injury. Sick leave is accumulated at the rate of one day per month and is available for use after the end of the month in which it was earned. Unused sick leave may be accumulated to a maximum of 90 days of sick leave at full pay. Absences which exceed the employee's accumulated sick leave days are not paid. However, an employee may elect to use accumulated vacation time as additional sick leave.

Employees who use sick leave must indicate the illness on the corresponding days on their time record (TCP). In the case of any extended period of absence (three or more days) due to illness or injury, the supervisor or the Human Resources Director may require a doctor's written statement verifying the need for continued leave and specifying the probable time the employee will be able to return to work. After an absence due to illness of three or more days, a written release to return to work may be required from the employee's physician. Full-time classified employees are allowed to use, from their accumulated sick

leave, up to a maximum of ten (10) days, for an illness of the employee’s immediate family members, defined as spouse, child, step child, mother, father, brother, sister, mother-in-law, father-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, grandparent, grandchild, or person in the same home as part of the family and to attend the birth of a child or grandchild when the delivering mother is (i) spouse of the faculty member; (ii) a dependent daughter; (iii) a daughter- in-law; or (iv) a nondependent daughter, provided that the absence in excess of three (3) days to attend the birth of a child of the faculty member’s spouse or dependent daughter shall require a physician’s statement and absence in excess of three (3) days to attend the birth of a non-dependent daughter shall be permitted only when severe medical conditions exist.

Section 5: Bereavement Leave

Full-time employees are eligible for a maximum of three (3) days per year with full pay for absence in case of death of an immediate family member, defined as spouse, child, step child, mother, father, brother, sister, mother-in-law, father-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, grandparent, grandchild, or person in the same home as part of the family. One day may be allowed for the funeral of a relative or close friend not defined as “immediate family.” Employees who are hired after the beginning of the fiscal year (August 5th) will receive a prorated benefit for the remainder of that fiscal year.

Section 6: Vacation Leave

Full-time employees who are in a vacation earning status must be actively employed to be eligible for paid vacations. Actively employed indicates that the employee is on the job, on paid vacation, or on paid sick leave. Actively employed does not include employees who are on unpaid leave of absence, workman’s comp or disability.

Please note the following schedules:

Twelve Month Employee Schedule

Continuous and Eligible Service	Vacation Days	Total Vacation Days
First day of work*		vacation accrued from start date per FTE- 5 days
Beginning 2nd through 3rd year	5/6 day per month	10 days anniversary date to anniversary date
Beginning 4th through 6th year	1 day per month	12 days anniversary date to anniversary date
7th through 14th years	1.25 days per month	15 days anniversary date to anniversary date
Beginning of 15th year	1.66 days per month	20 days anniversary date to anniversary date

Ten Month Employee Schedule

Continuous and Eligible Service	Vacation Days	Total Vacation Days
After 1 year**	1/2 day per month accrued	5 days per August to August fiscal year

*A new employee must complete a minimum of 12 months of employment to receive paid vacation days. The days may be taken prior to 12 months of continuous employment. However, if the employee leaves the district prior to one year of service they will be docked for vacation days which have been utilized.

**Employee’s move on vacation schedule on anniversary of employee’s start date of full time employment. New employees hired on or after February 16, will be considered first year employees from the date of employment through the next fiscal year.

Nine-month employees and part-time employees do not receive paid vacation days.

Vacation days should be used during the fiscal year in which they are earned. However, vacation days for one year’s employment may be carried over to the next school year, but must be used prior to August 4 of that year. An employee will not be permitted to accrue any hours beyond 1 year of vacation.

When an employee separates from the district, unused and accrued vacation time will be paid out to the employee.

Section 7: Holiday Leave

Full-time employees (working at least 7 hours per day and 35 hours per week or more) are eligible for the paid holidays which fall during their months of employment. These holidays are:

9 Month	10 Month	12 Month
Labor Day Thanksgiving Day Christmas (1 day) New Year’s Floating Holiday (2) + (1)	Labor Day Thanksgiving Day Christmas (2 days) New Year’s Friday before Easter Memorial Day Floating Holiday (2) + (1)	Labor Day Thanksgiving Day Christmas (2 days) New Year’s Friday before Easter Memorial Day Independence Day Floating Holiday (2) + (1)

If a holiday occurs while a full-time employee is on sick leave or vacation, that holiday is paid and is not counted as a sick day or a vacation day. An employee must be actively employed the workday before and after the holiday to be paid for the holiday.

Section 8: Floating Holiday Leave

Floating Holiday pay is included in the employee’s total annual budgeted hours, and may be taken any time **during the employee’s normal work schedule** with approval from the employee’s immediate supervisor at least one week in advance of the day requested. Full time classified employees will receive two floating holidays per year, plus, staff who were eligible for sick leave the previous year and who used three or less days of sick leave will earn an additional floating holiday the next year. Full time employees **must work the entire previous fiscal year** to be eligible for the third floating holiday. Employees who are hired after the beginning of the fiscal year (August 5) will receive a pro- rated floating holiday benefit for the remainder of the school year, and floating holidays taken after notice of resignation is submitted will be prorated for that year. Floating holidays cannot be taken during the final week of school. An

employee **must** be actively employed the workday before and after the floating holiday to be paid for the Floating holiday.

Section 9: Unpaid Leaves

The District complies with all laws that require leave to be allowed, such as for FMLA leaves, military service, and jury duty. Should an employee be absent from work in excess of the employee's available paid leaves, the absence will be unpaid leave except as may be required by law. The employee's salary may be subject to reduction for the day or days of work missed.

Section 10: Jury Duty Leave

An employee who is summoned for jury service must promptly notify their immediate supervisor. The employee will be allowed time off for jury duty, pursuant to law.

There will be no loss of salary or deduction to the employee for time spent in jury service. The District will reduce the employee's salary by an amount equal to any compensation, other than expenses, paid by the court for jury duty service.

If an employee 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 employee's immediate supervisor.

Section 11: Family and Medical Leave

Employee Rights and Responsibilities under the Family Medical Leave Act

Family and medical leave 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 childbirth;
- 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 servicemember 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 servicemember medically unfit to perform his or her duties for which the servicemember 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, an employee's health coverage under a "group health plan" will be maintained on the same terms as if the employee had continued to work. Upon return from FMLA leave, most employees must be restored to their original or an equivalent position with equivalent pay, benefits, and other employment terms.

An employee's use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of the FMLA leave.

Eligibility Requirements

An employee is eligible if he or she has been employed with Grand Island 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 the District 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 the employee from performing the functions of his or her 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 regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Use of Leave

The employee 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

An employee may choose, or Grand Island Public Schools may require use of accrued paid leave while taking FMLA leave. In order to use paid leave for FMLA leave, the employee must comply with the District's normal paid leave policies.

Employee Responsibilities

The employee 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 the employee is unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. The employee also must inform the District if the requested leave is for a reason for which FMLA leave was previously taken or certified. The employee also may be required to provide a certification and periodic recertification supporting the need for leave.

Employer Responsibilities

The District will inform employees requesting leave whether they are eligible under FMLA. If they are, the notice will specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the District will provide a reason for the ineligibility.

The District will 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 will 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 poster at school 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 plan for payment of benefits while on FMLA leave, contact the Human Resources Office.

Section 12: Military and Family 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.

Employees requesting to take military leave or family military leave under the Nebraska statutes must notify the Human Resources Office 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 immediate supervisor to schedule the leave so as to not unduly disrupt operations of the District. For leaves of less than 5 days, the employee is to notify the Human Resources Office of the leave request as soon as practicable. Employees are to attach a copy of their orders to a leave request form when they prepare the request for military leave.

Section 13: Adoption Leave

Adoption leave will be permitted to be taken by an adoptive parent for the same time and on the same terms as an employee is permitted to take a leave of absence upon the birth of the employee'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 employee for purposes of adoption. The employee shall be deemed to have waived any adoptive leave days not taken following the commencement of the parent-child relationship, except as the Chief of Human Capital Management and the employee may otherwise agree. Advance notice of an anticipated adoption shall be provided by the employee to the Human Resources Office as early as possible.

Section 14: Subpoena to Testify Leave

An employee must promptly notify their immediate supervisor when the employee 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 employee is testifying on behalf of the District, the absence will be treated similar to a jury duty leave.

In the event the subpoena involves a personal matter, the employee will be required to use available leave days. The Human Resources Office shall make the final determination as to whether a matter is personal to the employee.

Section 15: Voting Leave

Employees will be allowed paid time off to vote in an election if the employee: (a) is a registered voter; (b) does not have 2 consecutive hours between the time of the opening and closing of the polls during which the employee is not required to be present at work; and (c) applies for voting leave prior to or on election day with their immediate supervisor.

When voting leave is available, an employee will be entitled to be absent from work on election day for such period of time as will, when considering the employee's non-working time, total 2 consecutive hours between the time of the opening and closing of the polls. When voting leave is used, no deduction shall be made from the employee's salary or wages on account of such absence. The immediate supervisor may specify the hours during which the employee may be absent for voting leave.

Section 16: Leave Sharing Program

In the event a classified employee has exhausted all paid leave options and has a medical emergency resulting in a prolonged absence from work with a substantial amount of income loss, the employee may request donated days from the Leave Sharing Program. See [the GRID](#) under Human Resources for more information and appropriate paperwork.

Article 4: Duties and Responsibilities

Section 1: Hours of Work & Meetings

Regular, dependable in-person attendance at work is an essential function of a classified employee's employment position.

The district is able to best serve students when each staff member conscientiously makes a sincere effort to satisfy the requirements of their work schedule. This includes, but is not limited to:

1. Being ready to work at the beginning of your scheduled day/shift.
2. Honoring the established break/lunch schedules.
3. Working through to the end of your scheduled day/shift.
4. Reporting to work each day you are scheduled to work.

In the event a staff member is unable to report to work as scheduled, the staff member is expected to notify their supervisor, in person, as soon as they know they will not be at work. This also applies to reporting late to work. In the event of an emergency or other circumstances which prevents the staff member from notifying their supervisor in advance of their absence, the staff member is expected to make contact with their supervisor as soon as possible after they are to report to work.

Any staff member who fails to report an absence in a timely manner will be considered to have abandoned their job and will be subject to replacement.

Employees are required to attend meetings called by the administration or their supervisors, except those meetings which are designated for optional attendance.

Eight hour employees are given at least one-half hour of unpaid time for a meal period and two paid breaks of fifteen minutes each. The break times are determined by the immediate supervisor and can be changed at any time.

Section 2: Arrival to Duty Assignments

Classified employees' work assignments may or may not be scheduled during the regular school day. Classified employees are expected to know their duty dates and times, and to arrive five minutes prior to their scheduled shift.

Section 3: Leaving School

Employees are to be on duty at all times during the assigned workday. Employees may not leave school or their assigned area during duty hours without the approval of their immediate supervisor. If approval is given, employees must clock out of Timeclock Plus and follow the building procedure when leaving the building.

Employees who leave the school during their designated lunch period or for an approved absence must check out and check back in the office. Employees who need to leave during the school day for unexpected reasons (such as illness or an emergency) must notify their immediate supervisor as soon as practical.

Section 4: School Procedures

Employees are expected to adhere to the following school procedures in the performance of their duties:

Photo ID Card

A Photo ID card should be worn at all times whenever they are working in the district. If the photo id card (badge) should be stolen or lost, please report to your supervisor or the HR department immediately.

Use of Cell Phones

Employees must ensure that any use of a cell phone does not interfere with their job duties, distract from their attention to the job, or extend beyond a reasonable time, as determined by their immediate supervisor.

Employees are not to use cell phones or otherwise engage in distracted driving while transporting students, driving a school vehicle, or while on duty. 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. Employees 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 must be used by all occupants.

Checking Out of Equipment

All equipment must be checked out through the Supervisor. School equipment may be used only for school purposes. School equipment and other resources may be used for personal purposes only as authorized by the Superintendent or designee.

Accidents and Safety

All injuries to students or to adults which occur on district-owned grounds or buildings, should be reported to the supervisor or principal immediately and an accident report should be completed. The principal or immediate supervisor will submit the accident report to the Benefits Specialist. Depending

upon the seriousness of the injury, the injured person should either be taken to his/her doctor or to the hospital and a request for a doctor made to the office of the doctor specified.

Section 5: Supervision of Students

Proper supervision of students is necessary. Employees responsible for student supervision are expected to meet the four “P’s” for student supervision and safety. All employees of the school should be familiar with these principles, to the extent they may be involved in supervision of students or interacting with students.

Proper Supervision

- Report to all duty assignments on time.
- Circulate through your duty area. Pay particular attention to areas and activities that pose an increased risk of injury.
- Be vigilant while supervising students. Never leave the students unattended; the need to make a copy is not greater than the need to supervise the students. If an emergency requires that an employee must leave students, the employee must request that another nearby staff member supervise those students or notify the office so someone can help. If the employee is on recess duty, the employee’s responsibility is to supervise the students in the assigned area. When talking with other adults or students, remember that the employee’s primary duty is supervision, and the employee is to be aware of what all students are doing.
- If the employee has seen or has been informed that a particular student has a propensity to act dangerously or in an unpredictable manner, the employee’s supervision of that student must increase with the known risk of injury. (Remember, though, that this type of information may be confidential—do not share confidential information about students except with other staff who need to know the information to perform their jobs).
- Be careful with touching students. Touching students should be limited to that necessary to protect the student. 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.
- Use good judgment when dealing with difficult situations involving students. Physical confrontation generally escalates tense situations.
- Be careful with language. Profanity or abusive language should not be used. Be a good role model for students. If a student uses such language, you should correct the student and take disciplinary action as is appropriate, which may include making a report to the administration.

Proper Instructions

- Proper instructions are important to reduce the risk of injury when students undertake an activity, especially an activity that has an increased risk of harm to students.
- Repeat the instructions on how to complete a task that has a heightened risk of danger, as often as needed. Do not assume because students heard the directions once they will be remembered.

Proper Maintenance of Buildings, Grounds, and Equipment

- Conduct periodic inspections of equipment under your control or in your area of supervision.
- If equipment is broken and presents a risk of injury, immediately take it out of service (if it can’t be moved, tape a “Do Not Use” sign) and notify the Principal immediately so repairs may be undertaken.

Proper Warnings

- If you have knowledge of a hazard that can likely cause injury, take steps to warn other staff and students. Tell your immediate supervisor immediately so additional warnings may be given.

Contact the Principal for Assistance

The Principal should be contacted immediately when a situation exists which could cause injury to students or others.

Examples include:

- student fight
- student health problem (fainting, bleeding, high temperature, difficulty breathing, etc.); if the Principal cannot be immediately located, call 911 if the problem appears to be of immediate and serious concern
- a report or a suspicion that a student has a weapon or other dangerous item or drugs, alcohol, or other illegal substances
- presence of an intruder (a non-student or staff member who refuses to go to the office)

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.

Student Searches

Only certificated staff may conduct searches of students. The Principal must be contacted so they can be present during searches of students or their belongings. A student suspected of having an item in violation of school rules should be directed to wait until a certificated staff is present. 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.

Section 6: Reporting Child Abuse

Nebraska state law and District policy requires staff to promptly make a report to the proper law enforcement agency or the Department of Health and Human Services (Child Protective Services) when the employee has reasonable cause to believe that a child has been abused or neglected, including sexual abuse, 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.

Employees are to inform the Principal that they intend to make a report. However, simply informing a Principal or supervisor does not end the employee's responsibility; employees are obligated by law to make certain a report was made if they do not do it themselves.

This requirement shall apply to all school employees, including coaches and volunteers, participating in interstate amateur athletic competitions. The term “promptly” means “within a 24-hour period.”

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 promptly interview the child. A counselor or an administrator will help you with any questions or concerns that you may have.

Article 5: Personal and Professional Conduct

Section 1: Ethics Standards

The Grand Island Public School District expects its classified employees to adhere to ethics standards which are modified from those established by the Nebraska Department of Education for certificated employees. The classified school employment job ethics standards which classified employees are expected to adhere to include those set forth below.

Principle I - Commitment as School Employee:

Employees shall exhibit good moral character, maintain high standards of performance, and promote equality of opportunity.

In fulfillment of the employee’s contractual and personal responsibilities, the employee:

1. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
2. Shall 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.
3. Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence personal decisions.
4. Shall not make any fraudulent statement or fail to disclose a material fact for which the employee is responsible.
5. Shall not exploit school relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
6. Shall not sexually harass students, parents or school patrons, employees, or board members.
7. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of job duties.
8. Shall report to the Chief of Human Capital Management any known violation of above paragraphs.
9. Shall seek no reprisal against any individual who has reported a violation of this rule.

Principle II - Commitment to the Student:

Mindful that the employee’s classified position exists for the purpose of serving the best interests of the school district’s students and patrons, the classified employee shall perform his/her job duties with genuine interest, concern, and consideration for the student. The employee 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 employee:

1. Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.
2. Shall keep in confidence personally identifiable information that has been obtained in the course of employment unless disclosure is approved by the administration or is required by law.
3. 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 classified employee bears responsibility for instilling an understanding of confidence in the rule of law, respect for individual freedom, and a responsibility to promote respect from the public for the integrity of the profession.

In fulfillment of the obligation to the public, the employee:

1. Shall not misrepresent an institution with which the employee is affiliated and shall take added precautions to distinguish between the employee's personal and institutional views.
2. Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
3. Shall neither offer nor accept gifts or favors that will impair judgment to be exercised in the course of employment.
4. Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
5. Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any state or territory.
6. Shall, with reasonable diligence, attend to the duties of the employee's position.

Principle IV - Commitment to Classified Position Employment Practices:

The employee shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The employee shall believe that sound personnel relationships with governing administration and board of education are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to employment practices, the employee:

1. Shall apply for, accept, offer, or assign a position or responsibility on the basis of preparation and legal qualifications.
2. Shall not knowingly withhold information regarding a position from an applicant or employer or misrepresent an assignment or conditions of employment.
3. Shall give prompt notice to the employer of any change in availability of service.
4. Shall conduct job-related business through designated procedures, when available, that have been approved by the employing agency.

5. Shall not assign unqualified personnel tasks for which an employee is responsible.
6. Shall permit no commercial or personal exploitation of his or her employment position.
7. Shall use time on duty and leave time for the purpose for which intended.

Competent Performance

Employees must possess the abilities and skills necessary to accomplish the designated task.

Therefore, each employee shall:

1. Keep records for which he or she is responsible in accordance with law and policies of the school system;
2. Supervise others in accordance with law and policies of the District;
3. Recognize the role and function of community agencies and groups as they relate to the District and to his or her position, including but not limited to health and social services, employment services, community teaching resources, cultural opportunities, educational advisory committees, and parent organizations.

Each employee shall:

1. Utilize available materials and equipment necessary to accomplish the designated task;
2. Adhere to and enforce written and dated administrative policy of the District which has been communicated to the educator;
3. Use channels of communication when interacting with educators, community agencies, and groups, in accordance with policy.

Each supervisor shall:

1. Make reasonable assignment of tasks and duties in light of individual abilities and specialties and available personnel resources.

Communication Skills

In communicating with students and other employees, each employee, within the limits prescribed by his or her assignment and role, shall:

1. Utilize information and materials that are relevant to the designated task;
2. Use language and terminology which are relevant to the designated task;
3. Use language which reflects an understanding of the ability of the individual or group;
4. Assure that the designated task is understood;
5. Use feedback techniques which are relevant to the designated task;
6. Consider the entire context of the statements of others when making judgments about what others have said;
7. Encourage each individual to state his ideas clearly.

Management techniques

The employee shall:

1. Resolve discipline problems in accordance with law, board policy, and administrative regulations and policies;
2. Maintain consistency in the application of policy and practice;

3. Develop and maintain positive standards of conduct.

Human and Interpersonal Relationships

Employees shall possess effective human and interpersonal relations skills and therefore:

1. Shall allow others who hold and express differing opinions or ideas to freely express such ideas;
2. Shall not knowingly misinterpret the statement of others;
3. Shall not show disrespect for or lack of acceptance of others;
4. Shall provide leadership and direction for others by appropriate example;
5. Shall offer constructive criticism when necessary;
6. Shall comply with reasonable requests and orders given by and with proper authority;
7. Shall not assign unreasonable tasks;
8. Shall demonstrate self-confidence and self-sufficiency in exercising authority.

Personal Requirements

Each employee within the scope of delegated authority shall:

1. Be able to engage in physical activity appropriate to the designated task except for temporary disability;
2. Be able to communicate so effectively as to accomplish the designated task;
3. Appropriately control his or her emotions;
4. Possess and demonstrate sufficient intellectual ability to perform designated tasks.

Contractual Obligations

Employees shall adhere fully to the terms of a contract or appointment.

Section 2: Role Model

Employees serve as role models for students and their actions and conduct reflect on the school as a whole. Employees are in all respects to conduct themselves in a professional manner.

Section 3: Professional Boundaries

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 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 a sexual topic that is 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 staff member seeking an exception must receive advance approval from his or her administrator. If a staff member is unable to communicate with an administrator in advance (such as in the event of an emergency), the staff member must notify the administrator as soon as possible, but not later than 24 hours immediately following the event.

Any person who suspects a District employee of engaging in any prohibited conduct under this policy, including grooming, should contact the Chief of Human Capital Management as soon as practical.

An employee 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 4: Relationships

It is important for employees to maintain an effective working relationship with the administration and all co-workers. Employees are also to maintain appropriate relationships with students.

Section 5: Civility

All employees shall behave with civility, fairness, and respect in dealing with fellow employees, students, parents, patrons, visitors, and anyone else having business with the District. Uncivil behaviors are prohibited. Employees may be subject to disciplinary action up to and including termination for engaging in uncivil behaviors.

Uncivil behaviors are any behaviors that are physically or verbally threatening, either overtly or implicitly, as well as behaviors that are coercive, intimidating, violent or harassing. Such interactions are prohibited in all forms of communication, including telephone conversations, texting, voice mail messages, face-to-face conversations, written communications, and email messages.

Any employee aware of another employee's uncivil behavior shall report the conduct to the employee's immediate supervisor or to the Chief of Human Capital Management. There will be no retaliation against the person for making the report.

Section 6: Notification of Arrest, etc.

Employees must notify Chief of Human Capital Management by the next business day after:

1. Arrest or Criminal Charges

The employee is arrested, ticketed, or issued a criminal charge where:

- a. The maximum penalty for the crime equals or exceeds six months incarceration;
- b. The crime relates to abuse, neglect or endangerment of a minor, a minor was allegedly a victim or a witness, or the crime involves alleged sexual misconduct;
- c. Conviction would impact performance of employee's job responsibilities, including offenses that:
 - i. Would impact the responsibility to be a role model for students or relations with other

- employees of the District;
 - ii. Would impact the employee's ability to operate a motor vehicle if the employee's work duties include driving; or
 - iii. Would impact the employee's Commercial Driver's License if the employee's job requires that the employee have a CDL.
- d. The arrest or the alleged criminal activity occurred while the employee was on duty, on District property, or in a school owned or utilized vehicle, or at a school-supervised activity or school-sponsored function.

Employees must also promptly report to the Chief of Human Capital Management whenever the employee has been sentenced to be incarcerated for any period of time, even if the offense is not otherwise reportable.

2. Certificate or License

The employee becomes aware that a complaint has been filed against the employee that could affect a certificate or license required for the employee's position.

3. Child Abuse

The employee becomes aware that a report of child abuse or neglect has been made against the employee under the Child Protection Act.

Further, employees must give full disclosure of any Child Protection Act investigation that resulted in an "inconclusive" determination that occurred at any time. Current employees must give such disclosure within ten days following receipt of this handbook.

Employees must give full disclosure of the existence and nature of the above proceedings and must also promptly notify the Chief of Human Capital Management of the disposition of the proceedings.

Legal documents relating to the proceedings shall be treated and maintained as part of the employee's confidential criminal background file.

Failure to notify as required under this policy may subject the employee to disciplinary action, including termination.

Section 7: Evaluations

Evaluations of employees will be conducted in accordance with the District's evaluation policy. Supervisors reserve the right to observe, appraise or evaluate employees more frequently than required by policy on an as-needed basis. Employees are expected to make themselves available for evaluation on request, to participate constructively and positively in the evaluation process, and to accept and implement constructive suggestions and improvement strategies developed by the administration.

An employee's retention in a position and advancement on the pay scale are dependent on the employee receiving a basic, proficient or distinguished overall rating on the evaluation. If the overall rating of the performance appraisal is "unsatisfactory," an Improvement Plan must be completed immediately. The employee is at will and may be discharged with an "unsatisfactory" performance appraisal.

Appropriate documentation needs to be received in the Human Resources Office by the 1st of the month to enable the employee to receive the new rate of pay for that month. Evaluations received after the 1st of the month will be effective for the following month. Pay adjustments are based on the date the appropriate documentation is received in the Human Resources Office, and not by the date of hire.

Section 8: Employee Complaints or Concerns

Employees are to inform their supervisor or the Chief of Human Capital Management of any complaints or concerns about the operations of the District using the established chain of command (immediate supervisor, next higher-level supervisor, etc.) on all matters that require administrative attention; that is, on all matters or issues that their job responsibilities require them to report to a supervisor.

It is important to the efficient and successful operation of the District and a duty of all employees to share any such complaints or concerns in a responsible, professional manner such as to: (1) not disrupt the proper functioning of their duties, (2) not undermine the authority of their co-workers, supervisors, or superiors, (3) maintain close working relationships with their co-workers, supervisors, and superiors, and (4) ensure that all applicable laws and regulations are followed. All official communications from employees must be accurate, demonstrate sound judgment, and promote the District's mission. Employees must ensure that all applicable laws and regulations are followed by the District and its employees. In the event an employee becomes aware of any such non-compliance, the employee is to report such to the employee's immediate supervisor (or the next higher level, if the supervisor is responsible for the problem) and maintain the confidentiality of the report so that the problem can be appropriately corrected in the best interests of the District.

Employees are to use the appropriate complaint or grievance mechanism for matters involving discrimination or harassment or other established mechanism specific to the nature of the complaint or concern.

The District will not tolerate unlawful retaliation against an employee for engaging in legally protected activity. A protected activity includes an employee's act of opposing an unlawful practice prohibited by employment discrimination or other laws that protect the conduct in question. Any act of unlawful retaliation by a supervisor or other employee may result in serious disciplinary action up to and including termination. Any employee may file a complaint with the Superintendent or appropriate Coordinator if the employee feels that they have experienced unlawful retaliation in any form.

Section 9: Attire

It is important for classified employees to project a professional image to students, parents, co-workers, and patrons. Appropriate attire and grooming are one of the means of projecting a professional image. Classified employees are expected to maintain professional attire and grooming when on duty. See [GIPS Board Policy 6212](#) for details. The administration may establish more detailed guidelines for individual classified employees should that be necessary.

Section 10: Outside Employment

Employees shall not perform duties unrelated to District employment during duty hours. In addition, employees shall not engage in employment which conflicts with their school duties.

Section 11: Employee Fundraising

Any employee who directly or indirectly seeks to use their position as a District employee to fundraise (such as through a crowd funding initiative) must obtain prior approval from the Superintendent or Superintendent's designee before taking any action to fundraise.

District employees who engage in fundraising efforts in their private capacities need not abide by this policy.

Article 6: Use of School Facilities & 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 tobacco, alcohol or 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 on school grounds, in a school utilized vehicle or any location over which the District had control. The possession or distribution of a look-alike drug or look-alike-controlled substance is similarly prohibited. 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 an employee in the workplace or on duty time shall be a violation of the drug-free workplace. 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 workplace or off duty time.

As a condition of employment employees will abide by the District's drug-free workplace policies and notify the Chief of Human Capital Management of any criminal drug statute conviction for a violation occurring in the workplace no later than 5 days after such 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. Sanctions may include the requirement that the employee complete an appropriate rehabilitation program, a reprimand, or 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 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 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 employee found to be in violation of this policy shall be subject to disciplinary action, up to and including termination.

The phrase "possession of a weapon" includes, without limitation, a weapon in an employee's personal possession or within reach (such as in the employee's vehicle), as well as in an employee's desk, locker, briefcase, backpack, or purse.

Section 4: Use of School Facilities

An employee 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. Employees are permitted to have access to school facilities during non-school time provided such access is for work-related purposes and the Principal or supervisor has given permission for such access. When employees leave the building, they are to close all windows, lock doors, and make sure that the entry door is fully closed and locked. This is especially important when employees are using the school facilities during any weekend or evening use.

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 approval from the Principal.

Section 5: Recording of Others

To ensure the privacy and confidentiality of student information, no employee 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 Superintendent or Superintendent's designee. This prohibition applies to all staff, 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 6: Use of District Computer & Internet

Classified employees 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.

As a condition of using the computers and the Internet, classified employees agree to the [GIPS District Policy 6213](#). Any violation of any part of the policy or any other activity which school administrators deem inappropriate will be subject to disciplinary action.

Article 7: State and Federal Programs

Section 1: Notice of Nondiscrimination

Grand Island Public Schools 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 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.

Local complaint or grievance procedures are provided for by the District and set forth in this handbook. 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 (OCR)
 One Petticoat Lane
 1010 Walnut St. 3rd Floor, Suite 320
 Kansas City, MO 64106
 (816) 268-0550 (voice)
 Fax (816) 268-0599 (800) 669-4000
 TDD: (800) 669-6820
 (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, MO 66101

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 contact address for the coordinator is: Grand Island Public Schools, Kneale Administrative Building, 123 S Webb Road, Grand Island, NE 68802, (308-385-5900).

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	Students: Associate Superintendent Staff: Chief of Human Capital Management
Title IX	Discrimination or harassment based on sex; gender equity	Students: Associate Superintendent Staff: Chief of Human Capital Management
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment, or reasonable accommodations of persons with disabilities	Students: Associate Superintendent Staff: Chief of Human Capital Management
Homeless student laws	Children who are homeless	Students: Associate Superintendent Staff: Chief of Human Capital Management
Safe and Drug Free Schools and Communities	Safe and drug free schools	Students: Associate Superintendent Staff: Chief of Human Capital Management

Section 3: Anti-discrimination & Harassment Policy

Grand Island Public Schools is committed to offering employment and educational opportunities to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, and other employees, students or other persons is prohibited. In addition, the District will endeavor to protect employees and students from reported discrimination or harassment by non-employees or others in the workplace 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:

In general, verbal or physical conduct relating to a person's protected status constitutes harassment when the conduct unreasonably interferes with the person's work performance or creates an intimidating work, instructional or educational environment.

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.

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 workplace, 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, classroom, 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.

Grievance Procedures

Employment related grievances or complaints shall be addressed through the administrative chain of command, including the process set forth in board policy (see [Personnel Policy 6270](#)).

Section 4: Grievance Procedure for Persons with a Disability

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act address discrimination, harassment, or failure to provide reasonable accommodations to persons with a disability.

The following grievance procedure shall be used for resolution of complaints by employees of alleged

violations of the ADA or Section 504:

1. Complaints shall be filed with the ADA and Section 504 Coordinator. Complaints shall be made in writing, unless the Complainant's disability prevents such, in which event the Complaint can be made verbally.
2. Complaints shall set forth: (a) the name of the Complainant, (b) the address and telephone number or other such information sufficient to enable the Coordinator to contact the Complainant, (c) a brief description of the alleged violation, and (d) the relief requested by the Complainant.
3. Complaints shall be investigated by the Coordinator or the Coordinator's designee. Investigations shall be thorough, but informal, and the Complainant shall be given a full opportunity to submit evidence relevant to the complaint.
4. The Coordinator shall make a decision on the Complaint within 30 days of the filing of the Complaint, unless such time period is extended by agreement with the Complainant, or a longer period is reasonably necessitated by the circumstances. The decision shall be made in writing, shall set forth the Coordinator's proposed resolution of the Complaint, and shall be forwarded to the Complainant.
5. The Complainant shall have 10 days from the date the Coordinator's decision is sent to the Complainant to accept or reject the Coordinator's proposed resolution. The Complainant shall be deemed to have accepted the proposed resolution unless the Complainant rejects the proposed resolution within such time period.
6. In the event the Complainant rejects the proposed resolution, the Complainant shall be given the opportunity to file a request for reconsideration within 10 days from the date the Coordinator's decision is sent to the Complainant. The request for reconsideration shall be filed with the Coordinator. Upon receipt of the request for reconsideration, the Coordinator shall promptly forward the request for reconsideration and all evidence received by the Coordinator in connection with the Complaint to a third person for review (either an administrator or other employee of the District, or members of the Board of Education or Committee of the Board).
7. A decision on the request for reconsideration shall be made within 10 days after the request for reconsideration was filed unless the Board or Committee of the Board is the reviewer, in which event the decision shall be made within 30 days of the filing of the request for reconsideration, unless such time period is extended by agreement with the Complainant, or a longer period is reasonably necessitated by the circumstances.

2026-2027

Grand Island Public Schools

**Certified Staff
Handbook**

Table of Contents

Welcome to Grand Island Public Schools

Section 1: Intent of Handbook

Welcome to Grand Island Public Schools! This handbook is intended to be used by teachers and other certificated staff to provide general information about Grand Island 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 Grand Island Public Schools and the Grand Island 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 certified staff member should review the Policies of the Board of Education, available online at www.gips.org. Specific department information is located on the [GRID](#) for staff members.

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.

VISION

Students prepared to make positive contributions to society and thrive in an ever-changing world.

MISSION

Every Student, Every Day, A Success! In educating students, we teach hearts as well as minds.

STUDENT COMMITMENTS

Within the school district of Grand Island:

Every student will be taught to read, write and communicate effectively; solve problems; acquire and apply knowledge; and demonstrate mastery through performance to the best of the student's abilities;

Every student will be treated with fairness and dignity;

Every student will be honored for their unique qualities and backgrounds;

Every student will experience a sense of belonging, contribution and success; and

Every student will develop responsibility and show respect for others as well as oneself.

In educating students, we teach hearts as well as minds.

Article 1: Contract Days

Section 1: Contract Days

Teachers are contracted for 187 of contract days for the school year. Contract days shall be serviced by individual teachers on varying schedules as established by the Superintendent or Superintendent's designee.

Section 2: 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 will be scheduled by the administration during the contract year as needed to allow all teaching staff to serve the full number of contract days.

Article 2: Employment, Compensation and Benefits

Section 1: Employment

On March 15 of each school year teachers will be requested to accept employment for the next school year. It is important for teachers to respond to the request to signify acceptance as a failure to signify acceptance of employment by the designated date shall constitute cause for amendment or termination of the teacher's contract.

Should a teacher wish to resign from employment the teacher must give written notice of resignation to the Superintendent. The request to resign may 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 the teacher has signified acceptance of employment for the next school year, the Board of Education may act to not accept the resignation unless a suitable replacement can be found.

Section 2: Assignments and Transfers

The professional duties to be performed by a teacher with the District shall be subject to assignment by the Superintendent or designee. A teacher will be expected to devote full time during days of school to the teacher's position and to perform the assigned duties diligently and faithfully to the best of the teacher's professional ability. Job descriptions, where available, may 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 District is an integral part of the overall educational program of the 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.

Although the ultimate decision relative to individual transfers is based upon several considerations,

the prime consideration is that of the welfare of the students in the school system. When employees are assigned, attention is given to the proper balance of experience, and specialized competence on the part of the staff in each of the schools. Transfer to another building is made after consultation with the individuals involved-- staff member, principal, and department head if appropriate. Any employee desiring a transfer should submit a response on the Request to Transfer Google Form distributed by the

Human Resources Office (prior to the stated due date) of the current academic year.

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. Contact the human resources office with questions concerning a 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, including the process set forth in board policy ([see GIPS Board Policy 6270](#)).

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, and the extra-duty salary schedule also incorporated into the negotiated agreement. Paychecks may be viewed by logging onto School ERP Pro.

Salary Payments

Salary is payable over twelve equal installments. Teachers will be paid on the 15th of each month. It is mandatory for all employees to have their pay deposited electronically in a financial institution of their choice. In no event shall the Board advance more than one month's salary to any staff member. 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.

Salary Schedule Movement

Teacher salary schedule movement is completed as set forth in the [negotiated agreement](#). Directions for movement on the Certified Salary Schedule and the Verification of Graduate Hours Form may be found in [The GRID](#) under Human Resources.

Section 6: Benefits

Teachers are provided benefits in accordance with the negotiated agreement. Benefits are completed online and questions may be directed to the business office. The Benefit Guide may be found in The GRID under [Employee Benefits](#).

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

Payroll deductions shall be made in accordance with law, the negotiated agreement, and/or consent of the

teacher. Questions concerning payroll may be directed to the Business Office.

Section 8: Expense Reimbursement

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.

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. There is no guarantee that teachers will be reimbursed for the purchase of materials or meals. Therefore, teachers should obtain prior authorization from the Building Principal before making such purchases.

Section 9: Injuries at Work

All injuries to students or to adults which occur on district-owned grounds or buildings, should be reported to the supervisor or principal immediately and an accident report should be completed. In the event the injury involves a student, the teacher responsible for the student either as a 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 the report. The principal or immediate supervisor will submit the accident report to the Benefits Specialist. Depending upon the seriousness of the injury, the injured person should either be taken to his/her doctor or to the hospital and a request for a doctor made to the office of the doctor specified.

All injuries to students or to adults which occur on district-owned grounds or buildings, should be reported to the supervisor or principal immediately and an accident report should be completed. In the event the injury involves a student, the teacher responsible for the student either as a 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 the report. The principal or immediate supervisor will submit the accident report to the Benefits Specialist. Depending upon the seriousness of the injury, the injured person should either be taken to his/her doctor or to the hospital and a request for a doctor made to the office of the doctor specified.

A GIPS employee who believes that they have been physically injured within the employee's scope of employment by another individual who intentionally, knowingly, or recklessly causes bodily injury to such employee must report such injury to the employee's administrator as soon as practical and refer to [Policy #6230 Staff Protection](#) which may allow the employee to qualify for paid injury leave, workers' compensation, or other similar benefits.

Section 10: The GRID

The GRID is a warehouse of information for staff. You can access the site by going to: grid.gips.org (or in the GIPS folder in the top left hand corner of your toolbar). On The GRID, employees are able to access district information from each department, access salary schedules, printable calendars, quick links, a staff directory and many more helpful items.

Article 3: Absences from Work

Section 1: Paid Leaves

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 human resources office for verification. All leaves (paid or unpaid) are to be entered into Timeclock Plus in a timely manner so substitutes, if required, may be found.

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 Leave

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.

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.

Section 4: Family and Medical Leave Act

Employee Rights and Responsibilities under the Family and Medical Leave Act

Family and medical leave will 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 childbirth;
- 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 servicemember 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 servicemember medically unfit to perform his or her duties for which the servicemember 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, a teacher's health coverage under a "group health plan" will be maintained on the same terms as if the teacher 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.

A teacher's use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of the FMLA leave.

Eligibility Requirements

A teacher is eligible if he or she has been employed with Grand Island 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 Grand Island 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 the teacher from performing the functions of his or her 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 regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Use of Leave

A teacher does not need to use FMLA leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. The teacher 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

The teacher may choose, or the District may require use of accrued paid leave while taking FMLA leave. To use paid leave for FMLA leave, the teacher must comply with the District's normal paid leave policies.

Employee Responsibilities

The teacher 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 the teacher is unable to perform job functions, the family member is unable to perform daily

activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. The teacher also must inform the District if the requested leave is for a reason for which FMLA leave was previously taken or certified. The teacher also may be required to provide a certification and periodic recertification supporting the need for leave.

Employer Responsibilities

The District will inform employees requesting leave whether they are eligible under FMLA. If they are, the notice will specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the District will provide a reason for the ineligibility.

The District will 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 will notify the employee.

Enforcement

An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer.

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 plan for payment of benefits while on an FMLA leave, contact the human resources office at (308)385-5900.

Section 5: Military and Family 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 6: 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 7: 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 8: Voting Leave

Teachers will be allowed paid time off to vote in an election if the teacher: (a) is a registered voter; (b) does not have 2 consecutive hours between the time of the opening and closing of the polls during which the teacher is not required to be present at work; and (c) applies for voting leave prior to or on election day with the Building Principal.

When voting leave is available, a teacher will be entitled to be absent from work on election day for such a period as will, when considering the employee's non-working time, total 2 consecutive hours between the time of the opening and closing of the polls. When voting leave is used, no deduction shall be made from the teacher's salary on account of such absence. The Building Principal may specify the hours during which the employee may be absent for voting leave.

Section 9: Leave Sharing Program

In the event a teacher has exhausted all paid leave options and has a medical emergency resulting in a prolonged absence from work with a substantial amount of income loss, the teacher may request donated days from the Leave Sharing Program. See the [GRID](#) under Human Resources for more information and appropriate paperwork.

Article 4: Duties and Responsibilities

Section 1: Hours of Work & Meetings

Regular, dependable, in-person attendance at work is an essential function of a teacher's employment position.

Certificated employees are required to serve at the playground, lunchroom and hall supervision as designated by the Principal.

Teachers shall attend meetings assigned by the Superintendent of Schools, principals, department heads and team leaders.

In accordance with the negotiated agreement, the work year for staff will be 187 days. Staff will maintain a professional schedule and have professional responsibilities. Eight (8) hours is the base for a work day and includes a duty-free lunch period of thirty (30) minutes.

Section 2: Arrival to Duty Assignments

Teachers and other certificated employees who are part-time or work on adjusted schedules are to be in the building at least 15 minutes before their class or assigned duty begins, and to be in their classroom or assigned duty area at least 15 minutes after their class or assignment ends. During the school day, teachers are to be in their assigned classroom at least five minutes before each period begins to assure that students are not unsupervised within the classroom. See [GIPS Board Policy 6280](#) regarding professional schedules.

Section 3: Leaving School

Teachers are to be always on duty 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 may not leave school during duty hours without the 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

On each contract day, teachers must prepare written lesson plans which cover at least three days of advance instruction. The plans must be in a format accessible to the Principal or substitute teacher if the teacher is absent from school. The lesson plans must be sufficiently clear in establishing objectives and related activities of standards based lessons so that they are easily used by a substitute teacher or other staff member not familiar with previous classroom activities or progress. The lesson 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 written or electronic record of the attendance and achievement of every student.

Upon request, a student's individual record in the teacher's class record 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:

Photo ID Card

A Photo ID card should be worn at all times whenever they are working in the district. If the photo ID card (badge) should be stolen or lost, please report to your supervisor or the HR department immediately.

Use of Cell Phones

Teachers shall not use personal cell phones during duty time unless the teacher is using a District-issued application or website that directly relates to their teaching duties.

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.

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 teaching responsibilities. The teacher must maintain the role of leadership and responsibility for the students, with the paraprofessional in a supportive role. Teachers ultimately bear responsibility for the actions that occur in the classroom. A paraprofessional is not a sufficient substitute for a teacher's duties. 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 calculating grades and recording grades. Paraprofessionals are to work only on their assigned workdays and within their assigned workday. If the teacher desires the para to work hours other than the assigned work hours or assigned workday, contact the administration for approval.

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. Student aid should not be present and assisting a teacher without another adult present after the end of regular teacher duty hours.

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 necessary for teachers and other adults responsible for students. Teachers and other adults responsible for student supervision are expected to meet the four “P’s” for student supervision and safety.

Proper Supervision

- Report to all duty assignments on time.
- Circulate through your duty area. Pay particular attention to areas and activities that pose an increased risk of injury.
- Be vigilant while supervising students. Never leave the classroom unattended; the need to make a copy is not greater than the need to supervise students. If an emergency requires that a teacher leave the classroom, request that another nearby staff member cover the class, or notify the office so someone can help. If the teacher is on recess duty, the teacher’s responsibility is to supervise the students in the assigned area. When talking with other adults or students, the primary duty is supervision, and the teacher is to be aware of what all students are doing.
- If the teacher has seen or has been informed that a particular student has a propensity to act dangerously or in an unpredictable manner, the teacher’s supervision of that student must increase with the known risk of injury. (Remember, though, that this type of information may be confidential—do not share confidential information about students except with other staff who need to know the information to perform their jobs).
- Be careful with touching students. Use of corporal punishment is prohibited. Touching students should be limited to that necessary to protect the student from harm (e.g., falling from playground equipment) and that which professional educators determine appropriate for purposes of proper student relationships.
- Be careful with language. Profanity or abusive language may not be used. Teachers must be good role models for students. If a student uses such language, the teacher should correct the student and take such disciplinary action as is appropriate, which may include making a report to administration.

Proper Instructions

- Proper instructions are important to reduce the risk of injury when students undertake an activity, especially an activity that has an increased risk of harm to students.
- Repeat the instructions on how to complete a task that has a heightened risk of danger, as often as needed. Do not assume because students heard the directions once they will be remembered.

Proper Maintenance of Buildings, Grounds, and Equipment

- Conduct periodic inspections of equipment under your control or in your area of supervision.
- If equipment is broken and presents a risk of injury, immediately take it out of service (if it can't be moved, tape a "Do Not Use" sign) and notify the Principal immediately so repairs may be undertaken.
- Review [Policy #8530.1 Safety and Security Precautions in Schools](#) for specific expectations.

Proper Warnings

- If you have knowledge of a hazard that can likely cause injury, take steps to warn other staff and students. Tell the Principal immediately so additional warnings may be given.

Contact the Principal for Assistance

The Principal should be contacted immediately when a situation exists which could cause injury to students or others.

Examples include:

- student fight
- student health problem (fainting, bleeding, high temperature, difficulty breathing, etc.); if the Principal cannot be immediately located, call 911 if the problem appears to be of immediate and serious concern
- a report or a suspicion that a student has a weapon or other dangerous item or drugs, alcohol, or other illegal substances
- presence of an intruder (a non-student or staff member who refuses to go to the office)

Student Searches

The Principal should also be contacted before performing searches of students or their belongings. A student suspected of having an item in violation of school rules should be directed to wait until another adult is present, or to follow the teacher to the office if the teacher cannot leave his or her 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.

Student Rights

Students should be treated fairly and given the same treatment without consideration of race (including skin color, hair texture and protective hairstyles), color, religion, gender, or disability. Students who need reasonable special accommodation 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 be-

havior and understanding the consequences it may cause. The teacher is responsible for articulating classroom expectations at the beginning of the school year and throughout the year as needed, implementing the classroom expectations on a consistent basis, and being familiar with the student handbook. All staff are responsible for all students in the hallways, in the restrooms, at assemblies, at pep rallies, in other open spaces 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. For specific expectations, see the principal's behavior flowchart.

1. On the first day of class, students must be made aware of classroom expectations.
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, problems continue, talk to the Principal about possible alternatives in discipline procedures. Be attentive and respond to "bullying."
4. If a student continues to cause problems, inform the Principal. 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.
6. Refer students with continued and significant behavioral problems to the student assistance team for a determination of whether the student needs special services. Contact the counselor if you have questions as to the procedure.
7. Talk with other teachers about the classroom management techniques they use to establish an atmosphere conducive to learning in their classroom. A large repertoire of classroom management techniques always enhances learning.
8. Read and understand the student handbook and the student conduct rules of the District.
9. Use good judgment when dealing with difficult situations involving students. Physical confrontation generally escalates tense situations. Corporal punishment is prohibited in the 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.

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.

Article 5: Personal and Professional Conduct

Section 1: Professional Ethics Standards

The School District expects its certificated employees to adhere to the professional ethics standards established by the Nebraska Department of Education as such standards may be modified from time to time. The professional ethics standards which certificated employees are expected to adhere 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 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.
- C. Shall not use coercive means, or promise or provide special treatment to students, colleagues, parents, school patrons, or school board members 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, colleagues, 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 responsibility for instilling an understanding of 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 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 District's [Board Policy 6710](#). 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 Grand Island 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 Grand Island 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 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 Grand Island 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.

B. 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 topic 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, co-workers, and patrons. Appropriate attire and grooming are one of the means of projecting a professional image. Teachers are expected to maintain professional attire and grooming when on duty. As professionals, teachers are expected to be aware of the standard to be maintained. See [GIPS Board Policy 6212](#) for details. 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 who engage in private tutoring for pay (compensation of any kind from a source other than the District) are subject to the following rules:

1. The teacher may not arrange to provide private tutoring for any child enrolled in the teacher's class.
2. The teacher is not to provide private tutoring in a school building.
3. The teacher is not to provide private tutoring during duty time.
4. The teacher is not to advertise or promote the teacher's private tutoring services in the school or in the school's communications systems except with the express permission of the Superintendent or designee.

Section 7: Outside Employment

Teachers shall not perform duties unrelated to District employment during duty hours without the prior permission of the Superintendent. 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 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: 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.

Article 6: Academic Matters

Section 1: Teaching to Student Understanding to Assure Learning

Each teacher is responsible for teaching in a manner to meet the mission of the District and to assure student understanding and learning of the principles and concepts to be presented to students within the curriculum adopted by the District. Teachers will model classroom instruction on the educational model implemented by the District and reflected in the teacher evaluation instrument adopted by the Board of Education. Teachers are responsible for familiarizing themselves with the instructional model and the principles of instruction set forth in the evaluation instrument.

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 2: Measuring & Reporting Academic Achievement

Grades and Grading

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.

Recording Grades

Each teacher shall record grades in the daily class record or other applicable electronic format in order to justify a summative grade that each student earns.

Reconsideration of Grades/Marks

Questions raised concerning duly assigned grades should 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 may 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.

Reduced Credit

Some students in certain situations may qualify for less than the number of credits normally granted for a course. If a student is excessively absent from a class for any particular reason, a teacher may request reduced credit. All cases of reduced credit should be approved by the Principal.

Reports to Parents

Grades and credit are assigned on a trimester or semester basis. Reports will be made available to parents at the close of each quarter during the school year.

Section 3: 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, Parent-Teacher conferences will be scheduled and held during the school year. Teacher attendance at Parent-Teacher conferences is mandatory. A teacher may only be excused from attendance at Parent-Teacher conferences in writing by the Principal and in advance.

Teachers are expected to be prepared for such conferences. Being prepared includes having completed grade books which include all student assignments, work or tests completed before the Parent-Teacher conference.

Article 7: Use of School Facilities & 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 tobacco (including electronic nicotine delivery systems), alcohol or 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 on school grounds, in a school utilized vehicle or any location over which the District had control. The possession or distribution of a look-alike drug or look-alike-controlled substance is similarly prohibited. 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. 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 workplace 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: 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 3: Use of District Computer Network and Internet

[GIPS District Policy 6213](#)

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.

As a condition of using the computers and the Internet, employees agree to [GIPS District Policy 6213](#). Any violation of any part of the policy or any other activity which school administrators deem inappropriate will be subject to disciplinary action.

Section 4: 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 only 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 5: Care of School Property

Teachers are responsible for the proper care of all books, equipment, computers, supplies, and furniture supplied by the school. If an item needs maintenance or repair, report it to the Principal. If a teacher learns that a student has damaged school property or equipment, or if a teacher is responsible for damage to school property, the teacher must 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 6: 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 7: 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.

Section 8: 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.

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 contact address for the coordinator is: Grand Island Public Schools, Kneale Administrative Building, 123 S Webb Road, Grand Island, NE 68802, (308-385-5900).

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	Students: Associate Superintendent Staff: Chief of Human Capital Management
Title IX	Discrimination or harassment based on sex; gender equity	Students: Associate Superintendent Staff: Chief of Human Capital Management
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment, or reasonable accommodations of persons with disabilities	Students: Associate Superintendent Staff: Chief of Human Capital Management
Homeless student laws	Children who are homeless	Students: Associate Superintendent Staff: Chief of Human Capital Management
Safe and Drug Free Schools and Communities	Safe and drug free schools	Students: Associate Superintendent Staff: Chief of Human Capital Management

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.

 **AIA[®] Document B221[™] – 2018****Service Order** for use with Master Agreement Between Owner and Architect

SERVICE ORDER number 002 made as of the Tenth day of February in the year Two Thousand Twenty-Six
(In words, indicate day, month, and year.)

BETWEEN the Owner:
(Name, legal status, address, and other information)

Grand Island Public Schools
123 South Webb Road
Grand Island, NE 68803

and the Architect:
(Name, legal status, address, and other information)

Cannon Moss Brygger & Associates, P.C.
dba CMBA Architects
208 Pine St., Suite 301
Grand Island, NE 68801
308-384-4444

for the following **PROJECT**:
(Name, location, and detailed description)

26124 GIPS-Gates Elementary 2026 Addition & Renovation
2700 W. Louise St.
Grand Island, NE 68803

This Project is an upgrate of a project previously designed for GIPS, But never built. The Basis will be that set of Documents with updates and expanded renovation scope to include all classrooms and public areas.

THE SERVICE AGREEMENT

This Service Order, together with the Master Agreement between Owner and Architect dated the First day of September in the year Two Thousand Twenty-One
(In words, indicate day, month, and year.)

form a Service Agreement.

The Owner and Architect agree as follows.

ADDITIONS AND DELETIONS:

The author of this document may have revised the text of the original AIA standard form. An *Additions and Deletions Report* that notes revisions to the standard form text is available from the author and should be reviewed. A vertical line in the left margin of this document indicates where the author has added to or deleted from the original AIA text.

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

This document provides the Architect's scope of services for the Service Order only and is intended to be used with AIA Document B121[™]-2018, Standard Form of Master Agreement Between Owner and Architect

TABLE OF ARTICLES

- 1 INITIAL INFORMATION
- 2 SERVICES UNDER THIS SERVICE ORDER
- 3 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION
- 4 COMPENSATION
- 5 INSURANCE
- 6 PARTY REPRESENTATIVES
- 7 ATTACHMENTS AND EXHIBITS

ARTICLE 1 INITIAL INFORMATION

§ 1.1 Unless otherwise provided in an exhibit to this Service Order, this Service Order and the Service Agreement are based on the Initial Information set forth below:

(State below details of the Project's site and program, Owner's contractors and consultants, Architect's consultants, Owner's budget and schedule, anticipated procurement method, Owner's Sustainable Objective, and other information relevant to the Project.)

§ 1.2 The Owner and Architect may rely on the Initial Information. Both parties, however, recognize that such information may materially change and, in that event, the Owner and the Architect shall appropriately adjust the schedule, the Architect's services, and the Architect's compensation. The Owner shall adjust the Owner's budget for the Cost of the Work and the Owner's anticipated design and construction milestones, as necessary, to accommodate material changes in the Initial Information.

ARTICLE 2 SERVICES UNDER THIS SERVICE ORDER

§ 2.1 The Architect's Services under this Service Order are described below or in an exhibit to this Service Order, such as a Scope of Architect's Services document.

§ 2.1.1 Basic Services

(Describe below the Basic Services the Architect shall provide pursuant to this Service Order or state whether the services are described in documentation attached to this Service Order.)

Architectural, Structural, And Civil Engineering will be provided under this document.

§ 2.1.2 Additional Services

(Describe below the Additional Services the Architect shall provide pursuant to this Service Order or state whether the services are described in documentation attached to this Service Order.)

ARTICLE 3 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION

§ 3.1 Unless otherwise provided in an exhibit to this Service Order, the Owner's anticipated dates for commencement of construction and Substantial Completion of the Work are set forth below:

- .1 Commencement of construction date:

To Be Determined (TBD)

- .2 Substantial Completion date:

August of 2027

ARTICLE 4 COMPENSATION

§ 4.1 For Basic Services described under Section 2.1.1, the Owner shall compensate the Architect as follows:

.1 Stipulated Sum

(Insert amount)

.2 Percentage Basis

(Insert percentage value)

Six point Three Five Percent (6.35%) of estimated construction costs crediting back One Hundred and Sixty-Five Thousand Dollars (\$165,000.00) for previous work already completed. For a total fee of One Hundred Seventy-One Thousand Five Hundred and Fifty Dollars. (\$171,550.00)

.3 Other

(Describe the method of compensation)

§ 4.2 For Additional Services described under Section 2.1.2 or in the Master Agreement, the Architect shall be compensated in accordance with the Master Agreement unless otherwise set forth below:

(Insert amount of, or basis for, compensation if other than as set forth in the Master Agreement. Where the basis of compensation is set forth in an exhibit to this Service Order, such as a Scope of Architect's Services document, list the exhibit below.)

§ 4.3 For Reimbursable Expenses described in the Master Agreement, the Architect shall be compensated in accordance with the Master Agreement unless otherwise set forth below:

(Insert amount of, or basis for, compensation if other than as set forth in the Master Agreement. Where the basis of compensation is set forth in an exhibit to this Service Order, such as a Scope of Architect's Services document, list the exhibit below.)

§ 4.4 When compensation identified in Section 4.1 is on a percentage basis, progress payments for each phase of Basic Services shall be calculated by multiplying the percentages identified in this Article by the Owner's most recent budget for the Cost of the Work. Compensation paid in previous progress payments shall not be adjusted based on subsequent updates to the Owner's budget for the Cost of the Work.

ARTICLE 5 INSURANCE

§ 5.1 Insurance shall be in accordance with section 3.3 of the Master Agreement, except as indicated below:

(Insert any insurance requirements that differ from those stated in the Master Agreement, such as coverage types, coverage limits, and durations for professional liability or other coverages.)

Commercial General Liability with policy limits of not less than \$1,000,000.00 for each occurrence and \$2,000,000.00 in the aggregate for bodily injury and property damage.

Automobile Liability covering vehicles owned, and non-owned vehicles used, by the Architect with policy limits of not less than \$1,000,000.00 per accident for bodily injury, death of any person, and property damage arising out of the ownership, maintenance and use of those motor vehicles, along with any other statutorily required automobile coverage.

Workers' Compensation at statutory limits.

Employers' Liability with policy limits of not less than \$500,000.00.

Professional Liability covering negligent acts, errors and omissions in the performance of professional services with policy limits of not less than \$3,000,000.00 per claim and in the aggregate.

§ 5.2 In addition to insurance requirements in the Master Agreement, the Architect shall carry the following types of insurance.

(List below any other insurance coverage to be provided by the Architect, not otherwise set forth in the Master Agreement.)

Agreement, and any applicable limits.)

Coverage

Limits

ARTICLE 6 PARTY REPRESENTATIVES

§ 6.1 The Owner identifies the following representative in accordance with Section 1.4.1 of the Master Agreement:
(List name, address, and other information.)

Dan Petsch, Director of Buildings & Grounds
Grand Island Public Schools
123 South Webb Road
Grand Island, NE 68802
Ph: 308-385-5900
Email: dpetsch@gips.org

§ 6.2 The Architect identifies the following representative in accordance with Section 1.5.1 of the Master Agreement:
(List name, address, and other information.)

James Brisnehan, Principal Architect
208 Pine St., Suite 301
Grand Island, NE 68801
Ph: 308-384-4444
Email: brisnehan.j@cmbaarchitects.com

ARTICLE 7 ATTACHMENTS AND EXHIBITS

§ 7.1 The following attachments and exhibits, if any, are incorporated herein by reference:

- 1 AIA Document, B121TM-2018, Standard Form of Master Agreement Between Owner and Architect for Services provided under multiple Service Orders;
- 2 Other Exhibits incorporated into this Agreement:
(Clearly identify any other exhibits incorporated into this Agreement.)

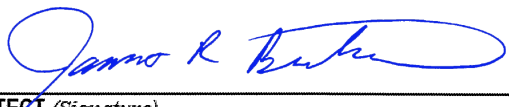
- 3 Other documents:
(List other documents, if any, including additional scopes of service forming part of this Service Order.)

CMBA Hourly Rates Attached as Exhibit

This Service Order entered into as of the day and year first written above.

OWNER *(Signature)*

BY: Hank McFarland, Board President
(Printed name and title)



ARCHITECT *(Signature)*

BY: James Brisnehan, Principal Architect
(Printed name, title, and license number if required)



2026 STANDARD BILLING RATES

Rates are reviewed and adjusted periodically including, but not limited to, calendar year reviews.

PRINCIPAL	\$260
ASSOCIATE PRINCIPAL	\$220
SENIOR ARCHITECT	\$210
ARCHITECT III	\$200
ARCHITECT II	\$190
ARCHITECT I	\$150
ARCHITECTURAL DESIGNER II	\$130
ARCHITECTURAL DESIGNER I	\$120
PROJECT MANAGER III	\$180
PROJECT MANAGER II	\$160
PROJECT MANAGER I	\$130
REGISTERED INTERIOR DESIGNER III	\$160
REGISTERED INTERIOR DESIGNER II	\$150
REGISTERED INTERIOR DESIGNER I	\$140
INTERIOR DESIGNER III	\$130
INTERIOR DESIGNER II	\$120
INTERIOR DESIGNER I	\$110
TECHNICIAN III	\$140
TECHNICIAN II	\$130
TECHNICIAN 1	\$110
INTERN	\$65
MARKETING SPECIALIST	\$200
GRAPHIC DESIGNER	\$120
CLERICAL	\$90



February 20, 2026

Mr. Dan Petsch
Director of Buildings and Grounds
Grand Island Public Schools
123 South Webb Road
P.O. Box 4904
Grand Island, NE 68802

RE: GIPS Gates Elementary 2026 Addition & Renovation / Letter of Intent (Contract Proposal Fee)

Dear Mr. Petsch

This letter is to establish a design fee basis for the 2026 Addition & Renovation at Gates Elementary. This number shall be used for billing purposes until the final construction bids are achieved. The initial construction budget shall be based on \$6 million dollars. 70% of the total construction shall be assumed as new construction and 30% of the total construction shall be assumed as renovation. The new construction MEP design fee shall be assumed at 6.5% of the MEP construction costs. The renovation MEP design fee shall be assumed at 8.5% of the MEP construction costs. A credit back of \$116,000 for previous work already completed shall be applied back to Grand Island Public Schools.

New Construction:

$\$6,000,000 \times 70\% \times (33\% \text{ MEP Construction}) = \$1,386,000$

$\$1,386,000 \times (6.5\% \text{ Design Fee}) = \underline{\$90,090}$

Renovation:


$\$6,000,000 \times 30\% \times (45\% \text{ MEP Construction}) = \$810,000$

$\$810,000 \times (8.5\% \text{ Design Fee}) = \underline{\$68,850}$

Example of MEP Fee Structure Based on \$6 Million Construction:

$\$90,090 + \$68,850 = \$158,940 - (\$116,000 \text{ previous work}) = \$42,940$

Sincerely,


Derek Kotschwar, PE

Accepted by:

Hank McFarland, Board President
for Grand Island Public Schools
Date: _____



AIA[®] Document B221[™] – 2018

Service Order for use with Master Agreement Between Owner and Architect

SERVICE ORDER number 001 made as of the Tenth day of February in the year Two Thousand Twenty-Six
(In words, indicate day, month, and year.)

BETWEEN the Owner:
(Name, legal status, address, and other information)

Grand Island Public Schools
123 Webb Road
Grand Island, NE 68802

and the Architect:
(Name, legal status, address, and other information)

Cannon Moss Brygger & Associates, P.C.,
dba CMBA Architects
208 Pine St., Suite 301
Grand Island, NE 68801

for the following **PROJECT**:
(Name, location, and detailed description)

25171 GIPS-GISH Planetarium Renovation
Addition & Renovation
2124 N Lafayette Ave.
Grand Island, NE 68803

THE SERVICE AGREEMENT

This Service Order, together with the Master Agreement between Owner and Architect dated the First day of September in the year Two Thousand Twenty-One
(In words, indicate day, month, and year.)

form a Service Agreement.

The Owner and Architect agree as follows.

ADDITIONS AND DELETIONS:

The author of this document may have revised the text of the original AIA standard form. An *Additions and Deletions Report* that notes revisions to the standard form text is available from the author and should be reviewed. A vertical line in the left margin of this document indicates where the author has added to or deleted from the original AIA text.

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

This document provides the Architect's scope of services for the Service Order only and is intended to be used with AIA Document B121[™]-2018, Standard Form of Master Agreement Between Owner and Architect

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ARTICLE 1 INITIAL INFORMATION

§ 1.1 Unless otherwise provided in an exhibit to this Service Order, this Service Order and the Service Agreement are based on the Initial Information set forth below:

(State below details of the Project's site and program, Owner's contractors and consultants, Architect's consultants, Owner's budget and schedule, anticipated procurement method, Owner's Sustainable Objective, and other information relevant to the Project.)

§ 1.2 The Owner and Architect may rely on the Initial Information. Both parties, however, recognize that such information may materially change and, in that event, the Owner and the Architect shall appropriately adjust the schedule, the Architect's services, and the Architect's compensation. The Owner shall adjust the Owner's budget for the Cost of the Work and the Owner's anticipated design and construction milestones, as necessary, to accommodate material changes in the Initial Information.

ARTICLE 2 SERVICES UNDER THIS SERVICE ORDER

§ 2.1 The Architect's Services under this Service Order are described below or in an exhibit to this Service Order, such as a Scope of Architect's Services document.

§ 2.1.1 Basic Services

(Describe below the Basic Services the Architect shall provide pursuant to this Service Order or state whether the services are described in documentation attached to this Service Order.)

Typical Basic Services including electrical and structural engineering. No Mechanical or Plumbing Engineering is Required. Working with Owner Consultant Digitalis.

§ 2.1.2 Additional Services

(Describe below the Additional Services the Architect shall provide pursuant to this Service Order or state whether the services are described in documentation attached to this Service Order.)

ARTICLE 3 DATE OF COMMENCEMENT AND SUBSTANTIAL COMPLETION

§ 3.1 Unless otherwise provided in an exhibit to this Service Order, the Owner's anticipated dates for commencement of construction and Substantial Completion of the Work are set forth below:

- 1 Commencement of construction date:

To Be Determined (TBD)

- 2 Substantial Completion date:

August of 2026

ARTICLE 4 COMPENSATION

§ 4.1 For Basic Services described under Section 2.1.1, the Owner shall compensate the Architect as follows:

.1 Stipulated Sum
(Insert amount)

.2 Percentage Basis
(Insert percentage value)

Eight Point Four Eight Percent (8.48%) on One Million Dollar (\$1,000,000.00) Estimated Construction Cost. For a total fee of Eighty-Four Thousand Eight Hundred Dollars. (\$84,800.00)

.3 Other
(Describe the method of compensation)

§ 4.2 For Additional Services described under Section 2.1.2 or in the Master Agreement, the Architect shall be compensated in accordance with the Master Agreement unless otherwise set forth below:
(Insert amount of, or basis for, compensation if other than as set forth in the Master Agreement. Where the basis of compensation is set forth in an exhibit to this Service Order, such as a Scope of Architect's Services document, list the exhibit below.)

§ 4.3 For Reimbursable Expenses described in the Master Agreement, the Architect shall be compensated in accordance with the Master Agreement unless otherwise set forth below:
(Insert amount of, or basis for, compensation if other than as set forth in the Master Agreement. Where the basis of compensation is set forth in an exhibit to this Service Order, such as a Scope of Architect's Services document, list the exhibit below.)

§ 4.4 When compensation identified in Section 4.1 is on a percentage basis, progress payments for each phase of Basic Services shall be calculated by multiplying the percentages identified in this Article by the Owner's most recent budget for the Cost of the Work. Compensation paid in previous progress payments shall not be adjusted based on subsequent updates to the Owner's budget for the Cost of the Work.

ARTICLE 5 INSURANCE

§ 5.1 Insurance shall be in accordance with section 3.3 of the Master Agreement, except as indicated below:
(Insert any insurance requirements that differ from those stated in the Master Agreement, such as coverage types, coverage limits, and durations for professional liability or other coverages.)

Commercial General Liability with policy limits of not less than \$1,000,000.00 for each occurrence and \$2,000,000.00 in the aggregate for bodily injury and property damage.

Automobile Liability covering vehicles owned, and non-owned vehicles used, by the Architect with policy limits of not less than \$1,000,000.00 per accident for bodily injury, death of any person, and property damage arising out of the ownership, maintenance and use of those motor vehicles, along with any other statutorily required automobile coverage.

Workers' Compensation at statutory limits.

Employers' Liability with policy limits of not less than \$500,000.00.

Professional Liability covering negligent acts, errors and omissions in the performance of professional services with policy limits of not less than \$3,000,000.00 per claim and in the aggregate.

§ 5.2 In addition to insurance requirements in the Master Agreement, the Architect shall carry the following types of insurance.

(List below any other insurance coverage to be provided by the Architect, not otherwise set forth in the Master

Agreement, and any applicable limits.)

Coverage

Limits

ARTICLE 6 PARTY REPRESENTATIVES

§ 6.1 The Owner identifies the following representative in accordance with Section 1.4.1 of the Master Agreement:
(List name, address, and other information.)

Dan Petsch
Grand Island Public Schools
123 South Webb Road
Grand Island, NE 68803
Ph: 308-385-5900
Email: dpetsch@gips.org

§ 6.2 The Architect identifies the following representative in accordance with Section 1.5.1 of the Master Agreement:
(List name, address, and other information.)

James Brisnehan
208 Pine St., Suite 301
Grand Island, NE 68801
Ph: 308-384-4444
Email:brisnehan.j@cmbaarchitects.com

ARTICLE 7 ATTACHMENTS AND EXHIBITS

§ 7.1 The following attachments and exhibits, if any, are incorporated herein by reference:

- 1 AIA Document, B121TM-2018, Standard Form of Master Agreement Between Owner and Architect for Services provided under multiple Service Orders;
- 2 Other Exhibits incorporated into this Agreement:
(Clearly identify any other exhibits incorporated into this Agreement.)

- 3 Other documents:
(List other documents, if any, including additional scopes of service forming part of this Service Order.)

This Service Order entered into as of the day and year first written above.

OWNER *(Signature)*

BY: Dan Petsch, Director of Building and Grounds

(Printed name and title)



ARCHITECT *(Signature)*

BY: James Brisnehan, Principal Architect

(Printed name, title, and license number if required)



2026 STANDARD BILLING RATES

Rates are reviewed and adjusted periodically including, but not limited to, calendar year reviews.

PRINCIPAL	\$260
ASSOCIATE PRINCIPAL	\$220
SENIOR ARCHITECT	\$210
ARCHITECT III	\$200
ARCHITECT II	\$190
ARCHITECT I	\$150
ARCHITECTURAL DESIGNER II	\$130
ARCHITECTURAL DESIGNER I	\$120
PROJECT MANAGER III	\$180
PROJECT MANAGER II	\$160
PROJECT MANAGER I	\$130
REGISTERED INTERIOR DESIGNER III	\$160
REGISTERED INTERIOR DESIGNER II	\$150
REGISTERED INTERIOR DESIGNER I	\$140
INTERIOR DESIGNER III	\$130
INTERIOR DESIGNER II	\$120
INTERIOR DESIGNER I	\$110
TECHNICIAN III	\$140
TECHNICIAN II	\$130
TECHNICIAN 1	\$110
INTERN	\$65
MARKETING SPECIALIST	\$200
GRAPHIC DESIGNER	\$120
CLERICAL	\$90

GRAND ISLAND PUBLIC SCHOOLS

4305 SUSPENSION AND DEBARMENT

~~The Grand Island Public Schools may not subcontract with or award subgrants to any person or company equal to or in excess of \$25,000 in any Federal assistance program who is debarred or suspended and is required to check for excluded parties at the System for Award Management, (SAM), formerly the Excluded Parties List System (EPLS), website before any procurement transaction. This list is located at: <http://www.sam.gov/>.~~

~~In the event a vendor, person, or company under consideration to be awarded a bid or contract for goods or services to be funded by any Federal assistance program is on the ineligibility list at SAM the district shall comply with the contracting restrictions as outlined in accordance with Federal regulations.~~

~~The following language shall be inserted into all vendor contracts equal to or in excess of \$25,000 funded wholly or in part by Federal Assistance Programs:~~

~~—————Certification Regarding Suspension, Debarment and Ineligibility~~

~~To the best of its knowledge and belief, neither the contractor or its principals are presently suspended, debarred, proposed for debarment or otherwise declared ineligible for the award of contracts by any Federal agency by the inclusion of the contractor or its principals in the current "LIST OF PARTIES EXCLUDED FROM FEDERAL PROCUREMENT OR NONPROCUREMENT PROGRAMS" published by the U.S. Government's System for Award Management. The contractor learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.~~

~~It shall be the responsibility of the superintendent or designee to implement this policy.~~

~~Policy Adopted: 05.11.2017~~

Policy Statement

Grand Island Public Schools may not subcontract with or award subgrants to any person or company equal to or in excess of \$35,000 in any Federal assistance program who is debarred or suspended and is required to check for excluded parties at the System for Award Management (SAM), formerly the Excluded Parties List System (EPLS), website before any procurement transaction.

Official SAM Website: <http://www.sam.gov/>

In the event a vendor, person, or company under consideration to be awarded a bid or contract for goods or services to be funded by any Federal assistance program is on the ineligibility list at SAM, the district shall comply with the contracting restrictions as outlined in accordance with Federal regulations.

Mandatory Contract Language

The following language shall be inserted into all vendor contracts equal to or in excess of \$35,000 funded wholly or in part by Federal Assistance Programs:

Certification Regarding Suspension, Debarment and Ineligibility

To the best of its knowledge and belief, neither the contractor nor its principals are presently suspended, debarred, proposed for debarment, or otherwise declared ineligible for the award of contracts by any Federal agency by the inclusion of the contractor or its principals in the current "LIST OF PARTIES EXCLUDED FROM FEDERAL PROCUREMENT OR NONPROCUREMENT PROGRAMS" published by the U.S. Government's System for Award Management.

The contractor shall provide immediate written notice to the District if at any time the contractor learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

Implementation

It shall be the responsibility of the superintendent or designee to implement this policy and ensure that SAM.gov checks are performed and documented for all applicable procurement transactions.

Legal Reference: 2 C.F.R. Part 180 (OMB Guidelines to Agencies on Government-wide Debarment and Suspension) 2 C.F.R. Part 200 (Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards)

Policy Adopted: 05/11/2017

Policy Revised: ??/??/????

GRAND ISLAND PUBLIC SCHOOLS

6281 ~~ELEMENTARY~~ CERTIFIED STAFF PREPARATION TIME

Grand Island Public Schools recognizes the importance of planning and preparation to insure the effective delivery of instruction. As certified staff, it is the responsibility and expectation of each certified staff member to devote the time necessary to prepare fully to deliver a rigorous learning program to every student.

~~Elementary~~ Preparation time is recognized, but not limited to, full and/or partial days without students scheduled into the calendar; early student dismissals; and for ~~elementary classroom teachers~~, non-student contact time ~~during specials instruction~~ which normally occurs ~~on a daily basis~~ as part of the regular class schedule.

In support of the efforts of certified staff, the district will schedule a minimum of 100 hours of ~~elementary~~ preparation time in the school calendar annually.

Policy Adopted: 10/14/2004
Policy Revised: 03/10/2016
Policy Revised: 06/12/2025
~~Policy Revised: ??/??/????~~

GRAND ISLAND PUBLIC SCHOOLS

6331 CERTIFIED STAFF LEAVE OF ABSENCE:
SICK, BEREAVEMENT, AND PERSONAL EMERGENCY

Grand Island Public Schools recognizes that certain absences are unavoidable and at such times, desires staff to return to work at the earliest time commensurate with good health, safety, and reasonable personal considerations. As such, the district provides for sick, bereavement, and personal leaves, the parameters of which are subject to specific terms of employment.

The Superintendent or designee has the prerogative to extend leaves if unusual situations warrant such action.

Special Provisions for Use of Sick Leave

Sick leave for administrative, supervisory, and teaching personnel shall be subject to the following conditions:

1. After any absence of more than three consecutive school days, the employee may be required to have a written statement from their personal physician stating they are well enough to return to work and describing the nature of the infirmity causing loss of work time.
2. In the case of any extended period of absence due to illness or injury the Superintendent or designee, may ask for and receive from time to time a written statement from a physician selected by the school district and at the district's expense of the continued need for time off including the probable time anticipated for return to work.
3. Grand Island Public Schools has established a Leave Sharing Program which allows eligible employees to donate leave days and to request donated leave if they are affected by a Medical Emergency. The Leave Sharing Program will be administered by the Chief of Human Capital Management or a person designated by the superintendent.
4. The Superintendent or designee, may restrict the above sick leave provisions ~~to~~ for an individual or individuals who have abused the policy provisions. Such abuse of sick leave policy shall be considered insubordination on the part of the staff member and may serve as grounds for recommendation of nonrenewal of their contract or term of employment. The Superintendent or designee reserves the right to perform all necessary investigations to ascertain the facts in cases of contested use of leave provisions.

Policy Adopted: 03/05/1979

Policy Revised: 08/14/1995

Policy Revised: 05/12/2016

Policy Revised: 09/11/2025

Policy Revised: ??/??/????

GRAND ISLAND PUBLIC SCHOOLS

7150 ACADEMIC FREEDOM

~~The~~ Grand Island Public Schools believes students should have an opportunity to reach their own decisions and beliefs about conflicting points of view. Academic freedom is the opportunity of licensed employees and students to study, investigate, present, interpret, and discuss facts and ideas relevant to the subject matter of the classroom and age appropriate for the students in the class ~~to and in good taste with the maturity and intellectual and emotional capacities of the students.~~

It shall be the responsibility of the teacher to refrain from advocating partisan causes, sectarian religious views, or biased positions in the classroom or through teaching methods. ~~Teachers are not discouraged from expressing personal opinions as long as students are aware it is a personal opinion and students are allowed to reach their own conclusions independently.~~ It shall be the responsibility of the Building principals ~~will to~~ ensure academic freedom is allowed but not abused ~~in the classroom.~~

Policy Adopted: 03/05/1984
Policy Revised: 01/20/2017
Policy Reviewed: 04/02/2003
Policy Revised: ??/??/????



Grand Island Public Schools Foundation
Notes for Board of Education
3-16-26

1. The GIPS Foundation has approved the 2026 Scholarship Award Plan and declared values for both General and Academic Aristocrat Scholarships to be offered.
2. The Foundation has approved the opportunity to offer and award the top six distinguished scholarships: the Bob Hamblet Northwestern Scholarship, two Jack & Lucile Martin Memorial Scholarships, and three Charles R. and Bessie E. Frith Scholarships. These six scholarships will be awarded in March during a separate signing ceremony.
3. The Foundation is grateful for the 90 volunteer scholarship reviewers who gave selflessly of their time and talents to ensure that the awarding process is fair and equitable to all students who fulfilled and submitted their applications.
4. The Foundation will kick off the 2026 Staff Giving Campaign, which will kick off on March 30 and end on April 24.
5. During the March GIPSF Board meeting, Board members will be asked to attend scholarship signings and both the Martin Scholarship and General Scholarship receptions.
6. During the month of March, the Foundation will open opportunities for nominations for Teacher of the Year, as well as 2027 nominations for inductees to the Legendary Educator and Hall of Honor. Nominations are available on GIPSFoundation.org.