

Regular Board Meeting

July 13, 2020, at 7:30 PM

Southern School District

Notice is hereby given of a meeting of the Board of Education, Southern School District #1 on July 13, 2020, at 7:30 PM at Southern Jr./Sr. High School Board Room in Wymore. A current agenda is also available at the office of the Superintendent.

I hereby certify that the above notice was posted in three public places as follows:

Southern Elementary School

Southern Jr./Sr. High School

U.S. Post Office in Wymore

I. Call Meeting to Order

A. Roll Call

B. Notice of Nebraska Open Meetings Act Posted

C. Motion to excuse Angela Meyer from the July board meeting

II. Approval of Minutes from the June 8, 2020, Regular Board Meeting, Student Fees Hearing, & Parental Involvement Hearing

III. Communications, Audiencies, and Recognitions

A. Public comments will not be received after this period of time. Public comment period is limited to 5 minutes per person and a total of 30 minutes overall.

IV. Financial Statement: Item for Discussion, Consideration, and/or Action

A. Approval of Bills

1. General Fund, Special Building Fund, Depreciation Fund, and Qualified Capital Purpose Undertaking Fund Claims

2. Lunch & Activity Claims

V. Support Service

A. Facility Update

B. Personnel Items

1. Resignation

1. Shelly Gerdes - 1.0 FTE - 5-12 Instrumental Music Teacher at the Conclusion of the 2019-2020 School Year

C. Technology Update

VI. Administrative and Committee Reports

A. Student Board Member Report

B. Elementary Principal's Report

C. Secondary Principal's Report

D. Superintendent's Report

VII. Items for Discussion, Consideration, and/or Action

A. Set Substitute Compensation for the 2020-2021 School Year

B. Approval of the District Handbooks for the 2020-2021 School Year

C. Approval of the Emergency Operations Plan for the 2020-2021 School Year

D. Option Enrollment Applications

VIII. Adjournment

Notice of Regular Board Meeting
July 13, 2020, at 7:30 p.m.
Southern School District #1

Notice is hereby given of a meeting of the Board of Education, Southern School District #1 on July 13, 2020, at 7:30 p.m. at Southern Jr./Sr. High School Gym in Wymore. A current agenda is also available at the office of the Superintendent.

I hereby certify that the above notice was posted in three public places as follows:

Southern Elementary School
Southern Jr./Sr. High School
U.S. Post Office in Wymore

- I. Call Meeting to Order
 - A. Roll Call
 - B. Notice of Nebraska Open Meetings Act Posted
- II. Approval of Minutes from the June 8, 2020, Regular Board Meeting, Student Fees Hearing, & Parental Involvement Hearing
- III. Communications, Audiences, and Recognitions
 - A. Public comments will not be received after this period of time. Public comment period is limited to 5 minutes per person and a total of 30 minutes overall.
- IV. Financial Statement: Item for Discussion, Consideration, and/or Action
 - A. Approval of Bills
 - B. General Fund, Special Building Fund, Depreciation Fund, and Qualified Capitol Purpose Undertaking Fund Claims
 - C. Lunch and Activity Claims
- V. Support Service
 - A. Facility Update
 - B. Personnel Items
 - a. Resignation of Shelly Gerdes (1.0 FTE – 5-12 Instrumental Music Teacher) at the Conclusion of the 2019-2020 School Year
 - C. Technology Update
- VI. Administrative and Committee Reports
 - A. Student Board Member Report
 - B. Elementary Principal's Report
 - C. Secondary Principal's Report
 - D. Superintendent's Report
- VII. Items for Discussion, Consideration, and/or Action
 - A. Set Substitute Compensation for the 2020-2021 School Year
 - B. Approval of the District Handbooks for the 2020-2021 School Year
 - C. Approval of the Emergency Operations Plan for the 2020-2021 School Year
 - D. Option Enrollment Applications
- VIII. Adjournment

The next Regular Board meeting is scheduled for 7:30 p.m., August 10, 2020, at Southern Jr./Sr. High School Board Gym in Wymore. The Board of Education will usually adhere to the sequence of the published agenda, but reserves the right to adjust the order of items if necessary and may elect to amend the agenda as deemed necessary.

NEBRASKA OPEN MEETINGS ACT

84-1407. Act, how cited.

Sections 84-1407 to 84-1414 shall be known and may be cited as the Open Meetings Act.

Source: Laws 2004, LB 821, § 34.

84-1408. Declaration of intent; meetings open to public.

It is hereby declared to be the policy of this state that the formation of public policy is public business and may not be conducted in secret.

Every meeting of a public body shall be open to the public in order that citizens may exercise their democratic privilege of attending and speaking at meetings of public bodies, except as otherwise provided by the Constitution of Nebraska, federal statutes, and the Open Meetings Act.

Source: Laws 1975, LB 325, § 1; Laws 1996, LB 900, § 1071; Laws 2004, LB 821, § 35.

Annotations

- Nebraska's public meetings laws do not apply to school board deliberations pertaining solely to disputed adjudicative facts. *McQuinn v. Douglas Cty. Sch. Dist. No. 66*, 259 Neb. 720, 612 N.W.2d 198 (2000).
- The primary purpose of the public meetings law is to ensure that public policy is formulated at open meetings. *Marks v. Judicial Nominating Comm.*, 236 Neb. 429, 461 N.W.2d 551 (1990).
- The public meetings law is broadly interpreted and liberally construed to obtain the objective of openness in favor of the public, and provisions permitting closed sessions must be narrowly and strictly construed. *Grein v. Board of Education of Fremont*, 216 Neb. 158, 343 N.W.2d 718 (1984).
- A county board of equalization is a public body whose meetings shall be open to the public. *Wolf v. Grubbs*, 17 Neb. App. 292, 759 N.W.2d 499 (2009).

84-1409. Terms, defined.

For purposes of the Open Meetings Act, unless the context otherwise requires:

(1)(a) Public body means (i) governing bodies of all political subdivisions of the State of Nebraska, (ii) governing bodies of all agencies, created by the Constitution of Nebraska, statute, or otherwise pursuant to law, of the executive department of the State of Nebraska, (iii) all independent boards, commissions, bureaus, committees, councils, subunits, or any other bodies created by the Constitution of Nebraska, statute, or otherwise pursuant to law, (iv) all study or

advisory committees of the executive department of the State of Nebraska whether having continuing existence or appointed as special committees with limited existence, (v) advisory committees of the bodies referred to in subdivisions (i), (ii), and (iii) of this subdivision, and (vi) instrumentalities exercising essentially public functions; and

(b) Public body does not include (i) subcommittees of such bodies unless a quorum of the public body attends a subcommittee meeting or unless such subcommittees are holding hearings, making policy, or taking formal action on behalf of their parent body, except that all meetings of any subcommittee established under section 81-15,175 are subject to the Open Meetings Act, and (ii) entities conducting judicial proceedings unless a court or other judicial body is exercising rulemaking authority, deliberating, or deciding upon the issuance of administrative orders;

(2) Meeting means all regular, special, or called meetings, formal or informal, of any public body for the purposes of briefing, discussion of public business, formation of tentative policy, or the taking of any action of the public body; and

(3) Videoconferencing means conducting a meeting involving participants at two or more locations through the use of audio-video equipment which allows participants at each location to hear and see each meeting participant at each other location, including public input. Interaction between meeting participants shall be possible at all meeting locations.

Source: Laws 1975, LB 325, § 2; Laws 1983, LB 43, § 1; Laws 1989, LB 429, § 42; Laws 1989, LB 311, § 14; Laws 1992, LB 1019, § 124; Laws 1993, LB 635, § 1; Laws 1996, LB 1044, § 978; Laws 1997, LB 798, § 37; Laws 2004, LB 821, § 36; Laws 2007, LB296, § 810; Laws 2011, LB366, § 2.

Annotations

- A township is a political subdivision, and as such, a township board is subject to the provisions of the public meetings laws. *Steenblock v. Elkhorn Township Bd.*, 245 Neb. 722, 515 N.W.2d 128 (1994).
- A county agricultural society is a public body to which the provisions of the Nebraska public meetings law are applicable. *Nixon v. Madison Co. Ag. Soc'y*, 217 Neb. 37, 348 N.W.2d 119 (1984).
- Failure by a public governing body, as defined under section 84-1409, R.R.S.1943, to take and record a roll call vote on an action, as required by section 84-1413(2), R.S.Supp.,1980, grants any citizen the right to sue for the purpose of having the action declared void. In this case such failure could not be later corrected by a nunc pro tunc order because there was no showing that a roll call vote on the disputed action was actually taken, and even if it was the record showed it was not recorded until over a year later. Sections 23-1301, R.R.S.1943, and 23-1302, R.R.S.1943, make it the duty of the county clerk to record proceedings of the board of county commissioners. *State ex rel. Schuler v. Dunbar*, 208 Neb. 69, 302 N.W.2d 674 (1981).

- As an administrative agency of the county, a county board of equalization is a public body. *Wolf v. Grubbs*, 17 Neb. App. 292, 759 N.W.2d 499 (2009).
- The electors of a township at their annual meeting are a public body under the Open Meetings Act. *State ex rel. Newman v. Columbus Township Bd.*, 15 Neb. App. 656, 735 N.W.2d 399 (2007).
- The meeting at issue in this case was a "meeting" within the parameters of subsection (2) of this section because it involved the discussion of public business, the formation of tentative policy, or the taking of any action of the public power district. *Hansmeyer v. Nebraska Pub. Power Dist.*, 6 Neb. App. 889, 578 N.W.2d 476 (1998).
- Informational sessions in which the governmental body hears reports are briefings. *Johnson v. Nebraska Environmental Control Council*, 2 Neb. App. 263, 509 N.W.2d 21 (1993).

84-1410. Closed session; when; purpose; reasons listed; procedure; right to challenge; prohibited acts; chance meetings, conventions, or workshops.

(1) Any public body may hold a closed session by the affirmative vote of a majority of its voting members if a closed session is clearly necessary for the protection of the public interest or for the prevention of needless injury to the reputation of an individual and if such individual has not requested a public meeting. The subject matter and the reason necessitating the closed session shall be identified in the motion to close. Closed sessions may be held for, but shall not be limited to, such reasons as:

- (a) Strategy sessions with respect to collective bargaining, real estate purchases, pending litigation, or litigation which is imminent as evidenced by communication of a claim or threat of litigation to or by the public body;
- (b) Discussion regarding deployment of security personnel or devices;
- (c) Investigative proceedings regarding allegations of criminal misconduct;
- (d) Evaluation of the job performance of a person when necessary to prevent needless injury to the reputation of a person and if such person has not requested a public meeting;
- (e) For the Community Trust created under section 81-1801.02, discussion regarding the amounts to be paid to individuals who have suffered from a tragedy of violence or natural disaster; or
- (f) For public hospitals, governing board peer review activities, professional review activities, review and discussion of medical staff investigations or disciplinary actions, and any strategy session concerning transactional negotiations with any referral source that is required by federal law to be conducted at arms length.

Nothing in this section shall permit a closed meeting for discussion of the appointment or election of a new member to any public body.

(2) The vote to hold a closed session shall be taken in open session. The entire motion, the vote of each member on the question of holding a closed session, and the time when the closed session commenced and concluded shall be recorded in the minutes. If the motion to close passes, then the presiding officer immediately prior to the closed session shall restate on the record the limitation of the subject matter of the closed session. The public body holding such a closed session shall restrict its consideration of matters during the closed portions to only those purposes set forth in the motion to close as the reason for the closed session. The meeting shall be reconvened in open session before any formal action may be taken. For purposes of this section, formal action shall mean a collective decision or a collective commitment or promise to make a decision on any question, motion, proposal, resolution, order, or ordinance or formation of a position or policy but shall not include negotiating guidance given by members of the public body to legal counsel or other negotiators in closed sessions authorized under subdivision (1)(a) of this section.

(3) Any member of any public body shall have the right to challenge the continuation of a closed session if the member determines that the session has exceeded the reason stated in the original motion to hold a closed session or if the member contends that the closed session is neither clearly necessary for (a) the protection of the public interest or (b) the prevention of needless injury to the reputation of an individual. Such challenge shall be overruled only by a majority vote of the members of the public body. Such challenge and its disposition shall be recorded in the minutes.

(4) Nothing in this section shall be construed to require that any meeting be closed to the public. No person or public body shall fail to invite a portion of its members to a meeting, and no public body shall designate itself a subcommittee of the whole body for the purpose of circumventing the Open Meetings Act. No closed session, informal meeting, chance meeting, social gathering, email, fax, or other electronic communication shall be used for the purpose of circumventing the requirements of the act.

(5) The act does not apply to chance meetings or to attendance at or travel to conventions or workshops of members of a public body at which there is no meeting of the body then intentionally convened, if there is no vote or other action taken regarding any matter over which the public body has supervision, control, jurisdiction, or advisory power.

Source: Laws 1975, LB 325, § 3; Laws 1983, LB 43, § 2; Laws 1985, LB 117, § 1; Laws 1992, LB 1019, § 125; Laws 1994, LB 621, § 1; Laws 1996, LB 900, § 1072; Laws 2004, LB 821, § 37; Laws 2004, LB 1179, § 1; Laws 2006, LB 898, § 1; Laws 2011, LB390, § 29; Laws 2012, LB995, § 17.

Annotations

- There is no absolute discovery privilege for communications that occur during a closed session. *State ex rel. Upper Republican NRD v. District Judges*, 273 Neb. 148, 728 N.W.2d 275 (2007).
- If a person present at a meeting observes a public meetings law violation in the form of an improper closed session and fails to object, that person waives his or her right to object at a later date. *Wasikowski v. Nebraska Quality Jobs Bd.*, 264 Neb. 403, 648 N.W.2d 756 (2002).
- The public interest mentioned in this section is that shared by citizens in general and by the community at large concerning pecuniary or legal rights and liabilities. *Grein v. Board of Education*, 216 Neb. 158, 343 N.W.2d 718 (1984).
- Hearing in closed executive session was contrary to this section since there was no showing of necessity or reason under subdivision (1)(a), (b), or (c), but did not result in reversal of board decision. *Simonds v. Board of Examiners*, 213 Neb. 259, 329 N.W.2d 92 (1983).
- Negotiations for the purchase of land need not be conducted at an open meeting but the deliberations of a city council as to whether an offer to purchase real estate should be made should take place in an open meeting. *Pokorny v. City of Schuyler*, 202 Neb. 334, 275 N.W.2d 281 (1979).
- Public meeting law was not violated where the Board of Regents of the University of Nebraska voted to hold a closed session to consider the university president's resignation, and also discussed the appointment of an interim president during such session. *Meyer v. Board of Regents*, 1 Neb. App. 893, 510 N.W.2d 450 (1993).

84-1411. Meetings of public body; notice; contents; when available; right to modify; duties concerning notice; videoconferencing or telephone conferencing authorized; emergency meeting without notice; appearance before public body.

(1) Each public body shall give reasonable advance publicized notice of the time and place of each meeting by a method designated by each public body and recorded in its minutes. Such notice shall be transmitted to all members of the public body and to the public. Such notice shall contain an agenda of subjects known at the time of the publicized notice or a statement that the agenda, which shall be kept continually current, shall be readily available for public inspection at the principal office of the public body during normal business hours. Agenda items shall be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting. Except for items of an emergency nature, the agenda shall not be altered later than (a) twenty-four hours before the scheduled commencement of the meeting or (b) forty-eight hours before the scheduled commencement of a meeting of a city council or village board scheduled outside the corporate limits of the municipality. The public body shall have the right to modify the agenda to include items of an emergency nature only at such public meeting.

(2) A meeting of a state agency, state board, state commission, state council, or state committee, of an advisory committee of any such state entity, of an organization created under the Interlocal

Cooperation Act, the Joint Public Agency Act, or the Municipal Cooperative Financing Act, of the governing body of a public power district having a chartered territory of more than one county in this state, of the governing body of a public power and irrigation district having a chartered territory of more than one county in this state, of a board of an educational service unit, of the Educational Service Unit Coordinating Council, of the governing body of a risk management pool or its advisory committees organized in accordance with the Intergovernmental Risk Management Act, or of a community college board of governors may be held by means of videoconferencing or, in the case of the Judicial Resources Commission in those cases specified in section 24-1204, by telephone conference, if:

- (a) Reasonable advance publicized notice is given;
- (b) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including seating, recordation by audio or visual recording devices, and a reasonable opportunity for input such as public comment or questions to at least the same extent as would be provided if videoconferencing or telephone conferencing was not used;
- (c) At least one copy of all documents being considered is available to the public at each site of the videoconference or telephone conference;
- (d) At least one member of the state entity, advisory committee, board, council, or governing body is present at each site of the videoconference or telephone conference, except that a member of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis, an organization created under the Municipal Cooperative Financing Act, or a governing body of a risk management pool or an advisory committee of such organization or pool may designate a nonvoting designee, who shall not be included as part of the quorum, to be present at any site; and
- (e)(i) Except as provided in subdivision (2)(e)(ii) of this section, no more than one-half of the state entity's, advisory committee's, board's, council's, or governing body's meetings in a calendar year are held by videoconference or telephone conference; or
- (ii) In the case of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis or an organization created under the Municipal Cooperative Financing Act, such organization holds at least one meeting each calendar year that is not by videoconferencing or telephone conferencing.

Videoconferencing, telephone conferencing, or conferencing by other electronic communication shall not be used to circumvent any of the public government purposes established in the Open Meetings Act.

(3) A meeting of a board of an educational service unit, of the Educational Service Unit Coordinating Council, of the governing body of an entity formed under the Interlocal Cooperation Act, the Joint Public Agency Act, or the Municipal Cooperative Financing Act, of the governing body of a risk management pool or its advisory committees organized in accordance with the Intergovernmental Risk Management Act, of a community college board of governors, of the governing body of a public power district, of the governing body of a public

power and irrigation district, or of the Nebraska Brand Committee may be held by telephone conference call if:

(a) The territory represented by the educational service unit, member educational service units, community college board of governors, public power district, public power and irrigation district, Nebraska Brand Committee, or member public agencies of the entity or pool covers more than one county;

(b) Reasonable advance publicized notice is given which identifies each telephone conference location at which there will be present: (i) A member of the educational service unit board, council, community college board of governors, governing body of a public power district, governing body of a public power and irrigation district, Nebraska Brand Committee, or entity's or pool's governing body; or (ii) A nonvoting designee designated under subdivision (3)(f) of this section;

(c) All telephone conference meeting sites identified in the notice are located within public buildings used by members of the educational service unit board, council, community college board of governors, governing body of the public power district, governing body of the public power and irrigation district, Nebraska Brand Committee, or entity or pool or at a place which will accommodate the anticipated audience;

(d) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including seating, recordation by audio recording devices, and a reasonable opportunity for input such as public comment or questions to at least the same extent as would be provided if a telephone conference call was not used;

(e) At least one copy of all documents being considered is available to the public at each site of the telephone conference call;

(f) At least one member of the educational service unit board, council, community college board of governors, governing body of the public power district, governing body of the public power and irrigation district, Nebraska Brand Committee, or governing body of the entity or pool is present at each site of the telephone conference call identified in the public notice, except that a member of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis, an organization created under the Municipal Cooperative Financing Act, or a governing body of a risk management pool or an advisory committee of such organization or pool may designate a nonvoting designee, who shall not be included as part of the quorum, to be present at any site;

(g) The telephone conference call lasts no more than five hours; and

(h) No more than one-half of the board's, council's, governing body's, committee's, entity's, or pool's meetings in a calendar year are held by telephone conference call, except that:

(i) The governing body of a risk management pool that meets at least quarterly and the advisory committees of the governing body may each hold more than one-half of its meetings by

telephone conference call if the governing body's quarterly meetings are not held by telephone conference call or videoconferencing; and

(ii) An organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis or an organization created under the Municipal Cooperative Financing Act may hold more than one-half of its meetings by telephone conference call if the organization holds at least one meeting each calendar year that is not by videoconferencing or telephone conference call.

Nothing in this subsection shall prevent the participation of consultants, members of the press, and other nonmembers of the governing body at sites not identified in the public notice. Telephone conference calls, emails, faxes, or other electronic communication shall not be used to circumvent any of the public government purposes established in the Open Meetings Act.

(4) The secretary or other designee of each public body shall maintain a list of the news media requesting notification of meetings and shall make reasonable efforts to provide advance notification to them of the time and place of each meeting and the subjects to be discussed at that meeting.

(5) When it is necessary to hold an emergency meeting without reasonable advance public notice, the nature of the emergency shall be stated in the minutes and any formal action taken in such meeting shall pertain only to the emergency. Such emergency meetings may be held by means of electronic or telecommunication equipment. The provisions of subsection (4) of this section shall be complied with in conducting emergency meetings. Complete minutes of such emergency meetings specifying the nature of the emergency and any formal action taken at the meeting shall be made available to the public by no later than the end of the next regular business day.

(6) A public body may allow a member of the public or any other witness other than a member of the public body to appear before the public body by means of video or telecommunications equipment.

Source:Laws 1975, LB 325, § 4; Laws 1983, LB 43, § 3; Laws 1987, LB 663, § 25; Laws 1993, LB 635, § 2; Laws 1996, LB 469, § 6; Laws 1996, LB 1161, § 1; Laws 1999, LB 47, § 2; Laws 1999, LB 87, § 100; Laws 1999, LB 461, § 1; Laws 2000, LB 968, § 85; Laws 2004, LB 821, § 38; Laws 2004, LB 1179, § 2; Laws 2006, LB 898, § 2; Laws 2007, LB199, § 9; Laws 2009, LB361, § 2; Laws 2012, LB735, § 1; Laws 2013, LB510, § 1; Laws 2017, LB318, § 1; Laws 2019, LB212, § 5.

Effective Date: September 1, 2019

Cross References

- **Intergovernmental Risk Management Act**, see section 44-4301.
- **Interlocal Cooperation Act**, see section 13-801.
- **Joint Public Agency Act**, see section 13-2501.
- **Municipal Cooperative Financing Act**, see section 18-2401.

Annotations

- Under subsection (1) of this section, the Legislature has imposed only two conditions on the public body's notification method of a public meeting: (1) It must give reasonable advance publicized notice of the time and place of each meeting and (2) it must be recorded in the public body's minutes. *City of Elkhorn v. City of Omaha*, 272 Neb. 867, 725 N.W.2d 792 (2007).
- An emergency is "(a)ny event or occasional combination of circumstances which calls for immediate action or remedy; pressing necessity; exigency; a sudden or unexpected happening; an unforeseen occurrence or condition." *Steenblock v. Elkhorn Township Bd.*, 245 Neb. 722, 515 N.W.2d 128 (1994).
- An agenda which gives reasonable notice of the matters to be considered at a meeting of a city council complies with the requirements of this section. *Pokorny v. City of Schuyler*, 202 Neb. 334, 275 N.W.2d 281 (1979).
- When notice is required, a notice of a special meeting of a city council posted in three public places at 10:00 p.m. on the day preceding the meeting is not reasonable advance publicized notice of a meeting as is required by this section. *Pokorny v. City of Schuyler*, 202 Neb. 334, 275 N.W.2d 281 (1979).
- Teacher waived right to object to lack of public notice in board of education employment hearing by voluntary participation in the hearing without objection. *Alexander v. School Dist. No. 17*, 197 Neb. 251, 248 N.W.2d 335 (1976).
- A county board of commissioners and a county board of equalization are not required to give separate notices when the notice states only the time and place that the boards meet and directs a citizen to where the agendas for each board can be found. *Wolf v. Grubbs*, 17 Neb. App. 292, 759 N.W.2d 499 (2009).
- A county board of equalization is a public body which is required to give advanced publicized notice of its meetings. *Wolf v. Grubbs*, 17 Neb. App. 292, 759 N.W.2d 499 (2009).
- Notice of recessed and reconvened meetings must be given in the same fashion as the original meeting. *Wolf v. Grubbs*, 17 Neb. App. 292, 759 N.W.2d 499 (2009).
- True notice of a meeting is not given by burying such in the minutes of a prior board proceeding. *Wolf v. Grubbs*, 17 Neb. App. 292, 759 N.W.2d 499 (2009).
- An agenda notice which merely stated "work order reports" was an inadequate notice under this section because it did not give interested persons knowledge that plans for a 345 kv transmission line through the district was going to be discussed and voted upon at the meeting. Inadequate agenda notice under this section meant there was a substantial violation of the public meeting laws; however, later actions by the board of directors cured the defects in notice, and such actions were in substantial compliance with the statute. *Hansmeyer v. Nebraska Pub. Power Dist.*, 6 Neb. App. 889, 578 N.W.2d 476 (1998).

84-1412. Meetings of public body; rights of public; public body; powers and duties.

(1) Subject to the Open Meetings Act, the public has the right to attend and the right to speak at meetings of public bodies, and all or any part of a meeting of a public body, except for closed sessions called pursuant to section 84-1410, may be videotaped, televised, photographed, broadcast, or recorded by any person in attendance by means of a tape recorder, camera, video equipment, or any other means of pictorial or sonic reproduction or in writing.

(2) It shall not be a violation of subsection (1) of this section for any public body to make and enforce reasonable rules and regulations regarding the conduct of persons attending, speaking at, videotaping, televising, photographing, broadcasting, or recording its meetings. A body may not be required to allow citizens to speak at each meeting, but it may not forbid public participation at all meetings.

(3) No public body shall require members of the public to identify themselves as a condition for admission to the meeting nor shall such body require that the name of any member of the public be placed on the agenda prior to such meeting in order to speak about items on the agenda. The body may require any member of the public desiring to address the body to identify himself or herself.

(4) No public body shall, for the purpose of circumventing the Open Meetings Act, hold a meeting in a place known by the body to be too small to accommodate the anticipated audience.

(5) No public body shall be deemed in violation of this section if it holds its meeting in its traditional meeting place which is located in this state.

(6) No public body shall be deemed in violation of this section if it holds a meeting outside of this state if, but only if:

(a) A member entity of the public body is located outside of this state and the meeting is in that member's jurisdiction;

(b) All out-of-state locations identified in the notice are located within public buildings used by members of the entity or at a place which will accommodate the anticipated audience;

(c) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including making a telephone conference call available at an in-state location to members, the public, or the press, if requested twenty-four hours in advance;

(d) No more than twenty-five percent of the public body's meetings in a calendar year are held out-of-state;

(e) Out-of-state meetings are not used to circumvent any of the public government purposes established in the Open Meetings Act;

(f) Reasonable arrangements are made to provide viewing at other instate locations for a videoconference meeting if requested fourteen days in advance and if economically and reasonably available in the area; and

(g) The public body publishes notice of the out-of-state meeting at least twenty-one days before the date of the meeting in a legal newspaper of statewide circulation.

(7) The public body shall, upon request, make a reasonable effort to accommodate the public's right to hear the discussion and testimony presented at the meeting.

(8) Public bodies shall make available at the meeting or the instate location for a telephone conference call or videoconference, for examination and copying by members of the public, at least one copy of all reproducible written material to be discussed at an open meeting. Public bodies shall make available at least one current copy of the Open Meetings Act posted in the meeting room at a location accessible to members of the public. At the beginning of the meeting, the public shall be informed about the location of the posted information.

Source: Laws 1975, LB 325, § 5; Laws 1983, LB 43, § 4; Laws 1985, LB 117, § 2; Laws 1987, LB 324, § 5; Laws 1996, LB 900, § 1073; Laws 2001, LB 250, § 2; Laws 2004, LB 821, § 39; Laws 2006, LB 898, § 3; Laws 2008, LB962, § 1.

Annotations

- To preserve an objection that a public body failed to make documents available at a public meeting as required by subsection (8) of this section, a person who attends a public meeting must not only object to the violation, but must make that objection to the public body or to a member of the public body. *Stoetzel & Sons v. City of Hastings*, 265 Neb. 637, 658 N.W.2d 636 (2003).

84-1413. Meetings; minutes; roll call vote; secret ballot; when.

(1) Each public body shall keep minutes of all meetings showing the time, place, members present and absent, and the substance of all matters discussed.

(2) Any action taken on any question or motion duly moved and seconded shall be by roll call vote of the public body in open session, and the record shall state how each member voted or if the member was absent or not voting. The requirements of a roll call or viva voce vote shall be satisfied by a public body which utilizes an electronic voting device which allows the yeas and nays of each member of such public body to be readily seen by the public.

(3) The vote to elect leadership within a public body may be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes.

(4) The minutes of all meetings and evidence and documentation received or disclosed in open session shall be public records and open to public inspection during normal business hours.

(5) Minutes shall be written, except as provided in subsection (6) of this section, and available for inspection within ten working days or prior to the next convened meeting, whichever occurs earlier, except that cities of the second class and villages may have an additional ten working days if the employee responsible for writing the minutes is absent due to a serious illness or emergency.

(6) Minutes of the meetings of the board of a school district or educational service unit may be kept as an electronic record.

Source: Laws 1975, LB 325, § 6; Laws 1978, LB 609, § 3; Laws 1979, LB 86, § 9; Laws 1987, LB 663, § 26; Laws 2005, LB 501, § 1; Laws 2009, LB361, § 3; Laws 2015, LB365, § 2; Laws 2016, LB876, § 1.

Annotations

- If a person present at a meeting observes and fails to object to an alleged public meetings laws violation in the form of a failure to conduct rollcall votes before taking actions on questions or motions pending, that person waives his or her right to object at a later date. *Hauser v. Nebraska Police Stds. Adv. Council*, 264 Neb. 944, 653 N.W.2d 240 (2002).
- Subsection (2) of this section does not require the record to state that the vote was by roll call, but requires only that the record show if and how each member voted. Neither does the statute set a time limit for recording the results of a vote, after which no corrections of the record can be made. If no intervening rights of third persons have arisen, a board of county commissioners has power to correct the record of the proceedings had at a previous meeting so as to make them speak the truth, particularly where the correction supplies some omitted fact or action and is done not to contradict or change the original record but to have the record show that a certain action was taken or thing done, which the original record fails to show. *State ex rel. Schuler v. Dunbar*, 214 Neb. 85, 333 N.W.2d 652 (1983).
- Failure by a public governing body, as defined under section 84-1409, R.R.S.1943, to take and record a roll call vote on an action, as required by section 84-1413(2), R.S.Supp.,1980, grants any citizen the right to sue for the purpose of having the action declared void. In this case such failure could not be later corrected by a nunc pro tunc order because there was no showing that a roll call vote on the disputed action was actually taken, and even if it was the record showed it was not recorded until over a year later. Sections 23-1301, R.R.S.1943, and 23-1302, R.R.S.1943, make it the duty of the county clerk to record proceedings of the board of county commissioners. *State ex rel. Schuler v. Dunbar*, 208 Neb. 69, 302 N.W.2d 674 (1981).
- There is no requirement that a public body make a record of where notice was published or posted. *Wolf v. Grubbs*, 17 Neb. App. 292, 759 N.W.2d 499 (2009).

84-1414. Unlawful action by public body; declared void or voidable by district court; when; duty to enforce open meeting laws; citizen's suit; procedure; violations; penalties.

(1) Any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or taken in violation of the Open Meetings Act shall be declared void by the district court if the suit is commenced within one hundred twenty days of the meeting of the public body at which the alleged violation occurred. Any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or taken in substantial violation of the Open Meetings Act shall be voidable by the district court if the suit is commenced more than one hundred twenty days after but within one year of the meeting of the public body in which the alleged violation occurred. A suit to void any final action shall be commenced within one year of the action.

(2) The Attorney General and the county attorney of the county in which the public body ordinarily meets shall enforce the Open Meetings Act.

(3) Any citizen of this state may commence a suit in the district court of the county in which the public body ordinarily meets or in which the plaintiff resides for the purpose of requiring compliance with or preventing violations of the Open Meetings Act, for the purpose of declaring an action of a public body void, or for the purpose of determining the applicability of the act to discussions or decisions of the public body. It shall not be a defense that the citizen attended the meeting and failed to object at such time. The court may order payment of reasonable attorney's fees and court costs to a successful plaintiff in a suit brought under this section.

(4) Any member of a public body who knowingly violates or conspires to violate or who attends or remains at a meeting knowing that the public body is in violation of any provision of the Open Meetings Act shall be guilty of a Class IV misdemeanor for a first offense and a Class III misdemeanor for a second or subsequent offense.

Source: Laws 1975, LB 325, § 9; Laws 1977, LB 39, § 318; Laws 1983, LB 43, § 5; Laws 1992, LB 1019, § 126; Laws 1994, LB 621, § 2; Laws 1996, LB 900, § 1074; Laws 2004, LB 821, § 40; Laws 2006, LB 898, § 4.

Annotations

- The Legislature has granted standing to a broad scope of its citizens for the very limited purpose of challenging meetings allegedly in violation of the Open Meetings Act, so that they may help police the public policy embodied by the act. *Schauer v. Grooms*, 280 Neb. 426, 786 N.W.2d 909 (2010).
- Any citizen of the state may commence an action to declare a public body's action void. *City of Elkhorn v. City of Omaha*, 272 Neb. 867, 725 N.W.2d 792 (2007).
- The reading of ordinances constitutes a formal action under subsection (1) of this section. *City of Elkhorn v. City of Omaha*, 272 Neb. 867, 725 N.W.2d 792 (2007).

- If a person present at a meeting observes a public meetings law violation in the form of an improper closed session and fails to object, that person waives his or her right to object at a later date. *Wasikowski v. Nebraska Quality Jobs Bd.*, 264 Neb. 403, 648 N.W.2d 756 (2002).
- Under the Public Meetings Act, a county lacks capacity to maintain an action to declare its official conduct "void" for noncompliance with the act. *County of York v. Johnson*, 230 Neb. 403, 432 N.W.2d 215 (1988).
- When a petitioner under this section is successful in the district court, that court may allow attorney fees. *Tracy Corp. II v. Nebraska Pub. Serv. Comm.*, 218 Neb. 900, 360 N.W.2d 485 (1984).
- Informal discussions between the Tax Commissioner and the State Board of Equalization in which instructions were clarified, with such clarification leading to the amendment of hearing notices, did not constitute a public meeting subject to the provisions of this section. *Box Butte County v. State Board of Equalization and Assessment*, 206 Neb. 696, 295 N.W.2d 670 (1980).
- The right to collaterally attack an order made in contravention of the Public Meeting Act must occur within a period of one year as is specifically provided by this section. *Witt v. School District No. 70*, 202 Neb. 63, 273 N.W.2d 669 (1979).
- Statutory change, requiring "publicized notice" for board of education employment hearings, occurring between dates meeting scheduled and conducted, held not to void proceedings. *Alexander v. School Dist. No. 17*, 197 Neb. 251, 248 N.W.2d 335 (1976).
- Voiding an entire meeting is a proper remedy for violations of the Open Meetings Act. Once a meeting has been declared void pursuant to Nebraska's public meetings law, board members are prohibited from considering any information obtained at the illegal meeting. *Wolf v. Grubbs*, 17 Neb. App. 292, 759 N.W.2d 499 (2009).
- Actions by the board of directors were merely voidable under this section, and not void. Pursuant to subsection (3) of this section, the plaintiffs were awarded partial attorney fees because they were successful in having the court declare that the board of directors was in substantial violation of the statute, even though the plaintiffs did not get the relief requested of having the board's actions declared void. *Hansmeyer v. Nebraska Pub. Power Dist.*, 6 Neb. App. 889, 578 N.W.2d 476 (1998).

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Source: http://nebraskalegislature.gov/laws/display_html.php?begin_section=84-1407&end_section=84-1414

Date: July 2019

MINUTES
BOARD OF EDUCATION
June 8, 2020
7:30 PM

I. Call Meeting to Order

President Dave Zimmerman called the meeting to order at 7:30 p.m. and the following members were present: Angela Meyer, Carol Pralle, Dave Zimmerman, Emily Shockley, and Jim Zvolanek. The following administrators were present: Jerry Rempe, Jeff Murphy, and Christopher Prosofski. The following visitor was present: Heather McKinney.

Reasonable advance publicized notice of the meeting was given according to law by publishing, a designated method for giving notice of the school district. Reasonable advance notice was simultaneously given to board members and a copy of their acknowledgement of receipt of notice and the agenda attached. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public.

I.A. Roll Call

I.B. Notice of Nebraska Open Meetings Act Posted

President Dave Zimmerman announced that a complete copy of the Nebraska Open Meetings Act is posted on the wall in the gym.

I.C. Motion to excuse Betsy Frerichs from the June board meeting.

Motion to excuse Betsy Frerichs from the June board meeting. This motion, made by Angela Meyer and seconded by Jim Zvolanek, passed.

yes: 5, no: 0, Absent: 1

II. Approval of Minutes from the May 11, 2020, Regular Board Meeting

Motion to approve minutes from the May 11, 2020, Regular Board Meeting. This motion, made by Angela Meyer and seconded by Jim Zvolanek, passed.

yes: 5, no: 0, Absent: 1

III. Communications, Audiences, and Recognitions

III.A. Public comments will not be received after this period of time. Public comment period is limited to 5 minutes per person and a total of 30 minutes overall.

Heather McKinney brought up concerns about an updated policy (Policy 3046: Animals at School). Heather said under the new policy, the therapy dog would only be allowed on school grounds when students were present. Heather stated that she wanted the therapy dog to accompany her on school grounds during in-service days, on the weekend, and over the summer months when she is in the school district facilities for training purposes.

IV. Financial Statement: Item for Discussion, Consideration, and/or Action

C.D. Bids for the month were as follows:

Security First Bank, Blue Springs Special Funds: 0.55%

Wymore State Bank, Special Funds: 1.34%

Dr. Prosocki said that the district is 9 months into its fiscal year and the district has received 94% of its revenue and has expended 72% of its budget. In addition, the district is going to receive around \$80,000 through the CARES Act funding and 70% will be allotted to technology purchases and 30% will be allotted to cleaning/COVID-19 items for the coming school year. Lastly, the University of Nebraska at Lincoln is going to donate 75 gallons of hand sanitizer for the district to use this coming school year.

IV.A. Approval of Bills

IV.A.1. General Fund, Special Building Fund, Depreciation Fund, and Qualified Capital Purpose Undertaking Fund Claims

Motion to approve the general fund, special building fund, depreciation fund, and qualified capital purpose undertaking fund claims. This motion, made by Carol Pralle and seconded by Angela Meyer, passed.

yes: 5, no: 0, Absent: 1

IV.A.2. Lunch & Activity Claims

V. Support Service

V.A. Facility Update

John Linder provided the school board with a written report over summer projects being ahead of schedule, Fairbury Glass starting on the window project at the Jr./Sr. High School, Goes Construction making progress on the press box, the completion of room upgrades, half of the lighting retrofit being complete, the Elementary School is about cleaned for the summer and work will start on the Jr./Sr. High School, and cleaning of the weight room after students use it.

V.B. Personnel Items

Bonnie Creek was hired as both an Elementary School para and a daily route bus driver.

V.C. Technology Update

Dr. Prosocki went over the Safe Schools online trainings, using cell phones to unlock the doors in the district now, and new copiers were recently installed in both buildings. He also noted the new printers will save the district around \$15,000 a year and Beatrice Public Schools and Fairbury Public Schools are also switching over to Capital printers and copiers.

VI. Administrative and Committee Reports

VI.A. Student Board Member Report

VI.B. Elementary Principal's Report

The elementary principal reported on the following items: estimated kindergarten enrollment for the fall, summer school packets, special education training in August, working on calendars, summer weight room use, preparing the coming school year, and math and reading interventions.

VI.C. Secondary Principal's Report

The secondary principal reported on the following items: two students enrolled at the alternative school in Beatrice, holding class elections for class officers and student council in the fall, Kambree Singleton being selected as an alternate for the Southeast Nebraska all-star basketball game (this all-star game has been canceled), and he went over a draft of the graduation ceremony on August 1 at 5:00 p.m.

VI.D. Superintendent's Report

Dr. Prosocki went over a draft of the district's re-opening plan for the fall titled COVID-19: A Path Forward and he noted the Nebraska Department of Education has given schools in Nebraska very little guidance on how to start school in the fall. He noted that he used the recently released CDC guidelines and Maryland State Department of Education's plan to create a starting point for Southern. He stated that he hoped to finalize the plan by late July and the public health officials will need to sign off on this plan before it is official. Dr. Prosocki said a lot will still be up in the air until we know more later this summer about where we stand with the pandemic. Dr. Prosocki said these are not fun changes for anyone to make, but the district will be striving to save lives over memories this school year and his hope is that the second semester will look more like a traditional school year with a lot less restrictions. Next, he went over his contracted days for the year, he talked about a required retirement audit, and the new training requirements for all staff members based on the new Title IX regulations for this school year. Dr. Prosocki went over a preliminary budget presentation with the school board and noted the following items: (1) the district's valuation has dropped 3 out of the last 5 years, (2) the district's mill levy has dropped by 25 cents since the 2011-2012 school year, (3) the district's mill levy has not increased in 3 years (\$1.08), (4) the district's property tax request has dropped 4 years in a row and it has decreased by \$402,942, (5) during the 2018-2019 school year, Southern's cost per pupil ranked 3rd lowest in the Pioneer Conference and Southern's cost per pupil is lower than half of the schools in Nebraska, (6) Dr. Prosocki noted that he only has been able to grow Southern's budget by \$56,586 or by 1.04% each year over a 4 year period and the previous superintendent was able to grow Southern's budget by \$167,803 or by 3.54% each year over a 5 year period, and (7) based on the loss of revenue [Property tax request] and the inability to grow the district's budget, this is why Southern has less faculty members as it once did [85% of a school's budget is in personnel]. Lastly, Dr. Prosocki predicted the district valuation will drop by around \$6.5 million dollars and the district will lose \$70,000-\$75,000 of taxable revenue this fall when official valuation numbers are released on August 20.

VII. Items for Discussion, Consideration, and/or Action

VII.A. Set Breakfast & Lunch Prices for the 2020-2021 School Year

Motion to raise the breakfast & lunch prices by \$0.05 for the 2020-2021 school year. This motion, made by Emily Shockley and seconded by Jim Zvolanek, passed.

yes: 5, no: 0, Absent: 1

For the 2020-2021 school year, the breakfast prices in grades PK-12 will be \$2.10, lunch prices in grades PK-6 will be \$3.00, lunch prices in grades 7-12 will be \$3.10, adult breakfast prices will be \$2.30, and adult lunch prices will be \$3.75.

VII.B. Approval of Milk Bids for the 2020-2021 School Year

Motion to approve the escalating and de-escalating milk bids from Hiland for the 2020-2021 school year. This motion, made by Carol Pralle and seconded by Angela Meyer, passed.
yes: 5, no: 0, Absent: 1

VII.C. Approval of Policy 5045: Student Fees

Motion to approve Policy 5045: Student Fees. This motion, made by Angela Meyer and seconded by Jim Zvolanek, passed.
yes: 5, no: 0, Absent: 1

VII.D. Approval of Policy 5018 & 5057: Parent and Guardian Involvement in Education Practices & District Title I Parent and Family Engagement Policy

Motion to approve Policy 5018 & 5057: Parent and Guardian Involvement in Education Practices & District Title I Parent and Family Engagement Policy. This motion, made by Emily Shockley and seconded by Carol Pralle, passed.
yes: 5, no: 0, Absent: 1

VII.E. 2020 Annual Board Policy Updates

Motion to approve the updated forms and policies: 2002, 3039, 3056, 4003, 4062, 5016, 5035, 5054, 6020, 6021, 6033. This motion, made by Carol Pralle and seconded by Emily Shockley, passed.
yes: 5, no: 0, Absent: 1

VII.F. Policy Review - Policy 5001: Compulsory Attendance and Excess Absenteeism & Policy 5054: Student Bullying

Dr. Proski noted that the school board must annually review its bullying and attendance policy and no hearings are required. In addition, each year the building principals must work with the county attorney to review this policy as well.

VII.G. Contingency Calendars for the 2020-2021 School Year

Motion to approve the contingency calendars for the 2020-2021 school year. This motion, made by Emily Shockley and seconded by Jim Zvolanek, passed.
yes: 5, no: 0, Absent: 1

Dr. Proski said the district's plan is to start school using our original calendar and operating as normal as possible. He mentioned that if the district is unable to start school on August 19, we would look at using the alternative calendar and start school on September 10.

VII.H. Option Enrollment Applications

VIII. Adjournment

Motion to adjourn the meeting at 8:54p.m. This motion, made by Carol Pralle and seconded by Angela Meyer, passed.
yes: 5, no: 0, Absent: 1

The next Regular Board meeting is scheduled for 7:30 p.m., July 13, 2020, at Southern Jr./Sr. High School Gym in Wymore. The Board of Education will usually adhere to the sequence of the published agenda, but reserves the right to adjust the order of items if necessary and may elect to amend the agenda as deemed necessary.

BY
President of the Board of Education
Of this School District

ATTEST
Secretary of the Board of Education
of this School District

MINUTES
BOARD OF EDUCATION
June 8, 2020
7:20 PM

I. Call Meeting to Order

President Dave Zimmerman called the meeting to order at 7:30 p.m. and the following members were present: Angela Meyer, Carol Pralle, Dave Zimmerman, Emily Shockley, and Jim Zvolanek. The following administrators were present: Christopher Prosocki, Jerry Rempe, and Jeff Murphy

Reasonable advance publicized notice of the meeting was given according to law by publishing, a designated method for giving notice of the school district. Reasonable advance notice was simultaneously given to board members and a copy of their acknowledgement of receipt of notice and the agenda attached. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public.

I.A. Roll Call

I.B. Notice of Nebraska Open Meetings Act Posted

President Dave Zimmerman announced that a complete copy of the Nebraska Open Meetings Act is posted on the wall in the gym.

I.C. Public Hearing Items - Policy 5018 & 5057: Parent and Guardian Involvement in Education Practices & District Title I Parent and Family Engagement Policy

The school board reviewed Policy 5018: Parent and Guardian Involvement in Education Practices and the school board reviewed Policy 5057: District Title I Parent and Family Engagement Policy.

I.D. Motion to Close the Parental Involvement Hearing

Motion to close the parental involvement hearing. This motion, made by Jim Zvolanek and seconded by Carol Pralle, passed.

yes: 5, no: 0, Absent: 1

II. Adjournment

Motion to adjourn the meeting at 7:26 p.m. This motion, made by Emily Shockley and seconded by Angela Meyer, passed.

yes: 5, no: 0, Absent: 1

The next Regular Board meeting is scheduled for 7:30 p.m., June 8, 2020, at Southern Jr./Sr. High School Board Room in Wymore. The Board of Education will usually adhere to the sequence of the published agenda, but reserves the right to adjust the order of items if necessary and may elect to amend the agenda as deemed necessary.

BY
President of the Board of Education
Of this School District

ATTEST
Secretary of the Board of Education
of this School District

MINUTES
BOARD OF EDUCATION
June 8, 2020
7:10 PM

I. Call Meeting to Order

President Dave Zimmerman called the meeting to order at 7:30 p.m. and the following members were present: Angela Meyer, Carol Pralle, Dave Zimmerman, Emily Shockley, and Jim Zvolanek. The following administrators were present: Christopher Prososki & Jerry Rempe.

Reasonable advance publicized notice of the meeting was given according to law by publishing, a designated method for giving notice of the school district. Reasonable advance notice was simultaneously given to board members and a copy of their acknowledgement of receipt of notice and the agenda attached. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public.

I.A. Roll Call

I.B. Notice of Nebraska Open Meetings Act Posted

President Dave Zimmerman announced that a complete copy of the Nebraska Open Meetings Act is posted on the wall in the gym.

I.C. Public Hearing Item - Policy 5045: Student Fees

The school board reviewed Policy 5045: Student Fees.

I.D. Motion to Close the Student Fees Hearing

Motion to close the student fees hearing. This motion, made by Carol Pralle and seconded by Angela Meyer, passed.

yes: 5, no: 0, Absent: 1

II. Adjournment

Motion to adjourn the meeting at 7:16 p.m. This motion, made by Jim Zvolanek and seconded by Emily Shockley, passed.

yes: 5, no: 0, Absent: 1

The next Regular Board meeting is scheduled for 7:30 p.m., June 8, 2020, at Southern Jr./Sr. High School Gym in Wymore. The Board of Education will usually adhere to the sequence of the published agenda, but reserves the right to adjust the order of items if necessary and may elect to amend the agenda as deemed necessary.

BY

President of the Board of Education
Of this School District

ATTEST
Secretary of the Board of Education
of this School District

PUBLIC PARTICIPATION

INSTRUCTIONS FOR MEMBERS OF THE PUBLIC WHO WISH TO SPEAK:
This is the portion of the meeting when members of the public may speak to the board about matters of public concern.

- **Getting Started:** When you have been recognized, please stand and state your name.
- **Time Limit:** The board will generally allow a total of 30 minutes for the presentation of all public comments. Individuals may speak only one time, and must limit comments to around 5 minutes. If there are more than 6 individuals who wish to address the board, the 30 minutes will be divided equally between the number of speakers. These time limits may be changed by a majority vote of the board members in attendance to extend the time for a specific item or speaker.
- **Personnel or Student Topic:** If you are planning to speak about a personnel or a student matter involving an individual, please understand that the district has a complaint policy and/or procedures to resolve such complaints and concerns. The Board requests that you follow the policy and procedures before addressing these matters with the Board. Board members will generally not respond to any questions you ask or comments about individual staff members or students.
- **General Rules:** This is a public meeting for the conduct of business. Comments from the audience while others are speaking will not be tolerated. Lewd, obscene, profane, slanderous, threatening and hostile conduct or statements and fighting words (words whose mere utterance entails a call to violence) will not be tolerated.
- **No Action by the Board:** The board will not act on any matter unless it is on the published agenda.

Michele Gerdes
1014 West D Street
Wymore NE 68466
(402) 239-3503
sgerdes@southernschools.org

July 3, 2020

Southern Public Schools Administration Team
Dr. Prosocki, Mr. Murphy, Mr. Rempe
Southern Public Schools
115 S. 11th St.
Wymore, NE 68466

Dear Dr. Prosocki, Mr. Murphy, and Mr. Rempe

The purpose of this letter is to inform you that I am resigning from my position as the instrumental music teacher at Southern Public Schools. I expect to be finished up in the next 14 days which would be July 17th, so that the department is ready for the next teacher.

I want to thank you for the wonderful years of teaching at Southern Public Schools. Thirty-four years has flown by for me. I have enjoyed teaching students how to enjoy music for the rest of their lives. I will miss the students, staff, parents, and the daily wonders of teaching and enjoying music. Your support has been a very large reason why we have had such a successful instrumental music department. This community has been very supportive and good to me.

I sure didn't expect to retire this year, but the Covid 19 pandemic has changed a lot of people's futures in many ways. I am grateful for your offer to allow me to resign from my position and retire because of the high health risk concerns for my partner Bill, as well as my own health and age. I greatly appreciate that you would allow me to resign in July due to the pandemic. Covid 19 may not have a high impact on our community, but we can't predict that, and I'm not willing to take those risks with people I love. After talking with health professionals that are involved with treatment of Covid 19, I realize this is way too risky for Bill and myself. Teaching wind band instruments is going to be very challenging this coming year for all music teachers across our country.

Please let me know your expectations of what I need to accomplish in these next two weeks. I will be glad to help advertise the teaching position in the professional forums I am involved in. And if the new teacher would like my assistance, I am just a phone call away.

Sincerely

Shelly Gerdes



Matthew L. Blomstedt, Ph.D., Commissioner

NEBRASKA

DEPARTMENT OF EDUCATION

www.education.ne.gov
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509-4987
TEL 402.471.2295
FAX 402.471.0117

June 9, 2020

Administrator
Southern School District 1
115 S 11th St
Wymore, NE 68466

RE: 2020/2021 Accreditation

Dear Administrator,

On June 5, 2020, the State Board of Education voted to classify Southern School District 1 as Accredited for the period July 1, 2020, through June 30, 2021. This action follows a recommendation of the State Accreditation Committee and is based upon records indicating that Southern School District 1 operated in compliance with Title 92, *Nebraska Administrative Code*, Chapter 10 (Rule 10), *Regulations and Procedures for the Accreditation of Schools*. This action confers upon your school system the legal right to fulfill provisions of the compulsory education law.

We have appreciated the cooperation you have extended to us during the past year in the continued efforts to provide a quality education to Nebraska students.

Sincerely,

Donald E. Loseke

Donald E. Loseke
Accreditation Section Director
Office of Accountability, Accreditation, and Program Approval
Nebraska Department of Education



Certificate of Accreditation

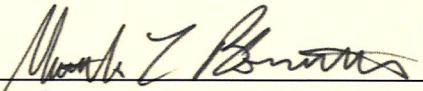
The Nebraska Department of Education

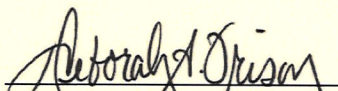
Recognizes

Southern School District 1

AS AN ACCREDITED SCHOOL
FOR THE SCHOOL YEAR 2020-2021

BY THE OFFICIAL ACTION OF THE STATE BOARD OF EDUCATION


Matthew L. Blomstedt, Ph.D.
Commissioner of Education


Deborah A. Frison, Ed.D.
Deputy Commissioner of Education

Southern Public Schools

COVID-19: The Path Ahead

2020-2021



Southern Elementary School
315 West 2nd Street
P.O. Box 158
Blue Springs, NE 68318
Phone: 402.645.3359
Fax: 402.645.3740

Southern Jr./Sr. High School
115 South 11th Street
P.O. Box 237
Wymore, NE 68466
Phone: 402.645.3326
Fax: 402.645.8049

<http://www.southernschools.org>

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Section I: Reopening Plan

Contingency Plans

The district's number one priority is the safety and well-being of all the students and staff at Southern Public Schools. Pending the Directed Health Measure in August of 2020, the district's plan is to start school using our original district calendar and operate as normal as possible. If the district is unable to start school on August 19, we will use an alternative calendar and start school on September 10. During the 2020-2021 school year, there might be a short-term closure or a long-term closure because of a COVID-19 outbreak in our area. We are encouraging parents to plan for both scenarios this school year. If this were to occur, we would implement an updated version of our Continuity of Learning Plan during any long-term school closure (Please see Continuity of Learning Plan for more details). If it would be a long-term closure, we will distribute laptops to all students in grades 7-12. ***My hope is that we can ease the restrictions during the second quarter or during the second semester and operate in a more traditional learning environment. The district will be using the COVID-19 Risk Dial through Public Health Solutions to help determine if the district will ease restrictions or increase restrictions during the 2020-2021 school year.***

If we are required to limit the number of students and staff in our buildings this fall, the district will look to have all 9-12 students work remotely during their regular seven period scheduled classes during the first quarter or during the first semester. The district will be checking out laptops on the first official day of school to all 9-12 students and if any student does not have Internet access at home, they will be checked out a jetpack that will provide them with free Internet access. All 9-12 grade students will also be able to come to the Jr./Sr. High School from 11:46 a.m. – 1:16 p.m. to pick up a sack lunch if they so desire. Students in grades PK-3 will still report to the Elementary School building and all students in grades 4-8 will need to report to the Jr./Sr. High School building. Becky Weyer will be serving as the second fourth grade teacher and we will have a principal, a school counselor, or a para cover the library/keyboarding classes. We will need to make schedule adjustments for special classes at the Jr./Sr. High School for students in grades 4-6 (Art, Band, Keyboarding, Library, Music, PE, & Recess).

Absenteeism

The district will not count student absences towards the 20-day chronic absenteeism limit as long as the district receives communication regarding the illness from a parent or guardian (A note from a medical provider is not necessary).

Band Class (Jr./Sr. High School)

Due to the large class size of the band class, the band class will need to be held either outside or in alternate locations that allows for more social distancing during the 2020-2021 school year (Commons area or on the stage).

Breakfast & Lunch

During the 2020-2021 school year, all students will be required to eat breakfast and lunch in their classroom. Each building principal will setup an alternative lunch schedule for their building (Please see Building Procedures for more details).

Building Procedures

Elementary School (PK-6)

Arriving at School:

Students will need to pass a temperature check every morning before entering the building (Please see Temperature Checks for more details). Preschool through second grade will report directly to their classrooms. Students in grades third through sixth grade will report to a designated area in the gym. Both groups will be monitored by paras.

Breakfast:

Students will eat breakfast in their classrooms. Breakfast will take place at 8:15 a.m. with the food service providers delivering the morning breakfast after bathroom breaks and hand washing are completed. Teachers will need to account for the students that are eating breakfast and make sure to get the breakfast count to the office by 8:45 a.m. every morning. Teachers will need to make sure that they have taken the morning roll, completed a lunch count, had students say the pledge, and allowed students to eat their breakfast.

Morning Recess:

Playground equipment will not be available to play on during recess time. Students in preschool through third grade will alternate with students in fourth through sixth grade for outside recess. The playground will be divided up for each grade level.

During Class Time:

All students and staff will need to follow social distancing guidelines at all times during classroom instruction. All desks will need to face the same direction and they will need to remain six feet apart. For classrooms that have tables, students will need to sit on opposite ends of the table. Staff will be required to wipe down all tables, desks, and chairs between classes and during their planning period.

Lunch:

Each classroom will be required to take their class to the restroom and have their students wash their hands prior to eating lunch. The food service providers will be delivering lunches to the classrooms. Trash cans will be provided in each classroom for students to throw away their trash after eating. Paras, special education teachers, reading coach, counselor, principal, and other staff will help with classroom coverages during the lunch times. Each classroom will be responsible for marking down the students that ate school lunches/brought sack lunches and that drank milk/juice each day. The lunch count must be returned to the office by 12:30 p.m.

Recess Procedures:

All teachers will be covering recess duty over the lunch hour. If students need to put on a jacket or a coat, the students will be dismissed individually to go to their lockers and depart to the playground area. Grade levels must stay together and no intermingling of grade levels will be allowed.

Recess Designated Areas (Lunch Recess):

- Preschool students will be required to play on the southside of the building (Directly south of their room).

- Kindergarten students will be required to play on the gravel area to the east to the fence.
- First grade students will be required to play on blacktop area east of the fifth and sixth grade rooms.
- Second grade will be required to play on the gravel area to the east to the fence.
- Third grade will be required to play on blacktop area east of the fifth and sixth grade rooms.
- Fourth grade will be required to play on the most east basket and grassy area to the east of that basket.
- Fifth grade will be required to play on the middle basket and grassy area to the south of the basket.
- Sixth grade will be required to play on the area south of school building using the west basket and grassy area to the west.

Please Note: During wet weather, students will play on the blacktop and teachers will need to divide the area up based on the number of classes at recess.

Inclement Weather (Recess):

During inclement weather, each class will be required to go back to their respective classroom for a classroom activity.

End of the Day Dismissal:

All students will be required to stay in their individual rooms until it is time to line up for bus routes or to be dismissed for the day. All teachers or paras will be required to walk their class to the bus loading area each day.

Hand Washing:

Students will be required to wash their hands 3-4 times a day. Each self-contained classroom teacher will setup a time in the morning and a time in the afternoon for their class to wash their hands. Students will also wash their hands before lunch every day.

Jr./Sr. High School (7-12)

Arriving at School:

Students will need to pass a temperature check every morning before entering the building (Please see Temperature Checks for more details). Students who ride the bus and arrive to school before 8:00 a.m. will have a designated area to wait to maintain social distancing before reporting to their first period class:

- 7th graders will be in the gym bleachers on the Northeast corner.
- 8th graders will be in the gym bleachers on the Northwest corner.
- 9th graders will be in the gym on the Southeast corner.
- 10th graders will be in the gym on the Southwest corner.
- 11th graders will be in the North part of the commons area.
- 12th graders will be in the South part of the commons area.

Students who do not ride a bus to school are encouraged not to arrive at school until after 7:45 a.m. Those students arriving to school at 8:10 a.m. or later, will go directly to their first period class after they passed a temperature check. Students will be required to wear face covering when entering the school building and continue to wear it until they enter their classroom.

Breakfast:

Students will have the opportunity to eat breakfast in their classrooms. All first hour staff will take a breakfast count at 8:15 a.m. and send it to the office. The food service providers will distribute breakfast before the start of second period. Students will be allowed to eat their breakfast during the end of first period or at the start of second period.

Passing Periods (Between Classes):

Students and staff will be required to wear a face covering during passing periods.

Lockers & Locker Rooms:

Students will be asked to take their backpack with them to all classes (We will be limiting locker use for students to just drop off coats and we will be limiting locker room use for students to just drop off physical education clothing/activity practice items). In each student's backpack, they will need to carry their school issued laptop with them and any other need supplies that they will use during the school day.

During Class Time:

All students and staff will need to follow social distancing guidelines at all times during classroom instruction. All desks will need to face the same direction and they will need to remain six feet apart. For classrooms that have tables, students will need to sit on opposite ends of the table. Staff will be required to wipe down all tables, desks, and chairs between classes and during their planning period.

Lunch:

Students will eat lunch in their classrooms. Students will be required to go to the restroom and wash hands before they pick up their lunch. Trash cans will be provided in each classroom for students to throw away their trash after eating. Paras, lunch duty personnel, the counselor, and the principal will help cover lunch times for students. Seconds will not be offered. Students will be dismissed by classes to go and get a sack lunch from the cafeteria and bring it back to their classroom to eat.

End of the Day Dismissal:

When classes are dismissed, students will be required to wear a face covering when leaving the building and students will be required to leave the school premises and not socialize in the halls, commons, locker rooms, or parking lots. Students waiting for the bus, will wait in the southwest hallway on the first floor and they will be required to sit six feet apart from each other.

Hand Washing:

Students will be required to wash their hands 3-4 times a day. Each class will take five minutes during second period to wash hands and a schedule will be set up by each second period teacher. Students will wash their hands on their way to get their lunches. Each class will take five minutes to wash hands during seventh period and a schedule will be set up by each seventh period teacher.

Career & Technical Education (CTE) Classes

The district will implement a process and schedule to disinfect all of the CTE equipment. It may be impractical to individually disinfect all CTE items such as lumber, nails, wires, etc. All CTE students will be required to wear gloves and aprons at all times when working with CTE equipment.

Classroom Layout

All students and staff will need to follow social distancing guidelines at all times during classroom instruction. All desks will need to face the same direction and they will need to remain six feet apart. For classrooms that have tables, students will need to sit on opposite ends of the table. We understand that this is going to be challenging for younger students throughout the school day (Preschool through second grade). Before school starts, all staff members will need to remove the following items from their classrooms: bean bags, futons, love seats, pillows, recliners, rocking chairs, sofas, and stuffed animals. If a staff member needs assistance removing any items listed above from their classroom or adding additional desks or tables, they will need to contact the maintenance staff.

COVID-19 Risk Dial

The district will be using the COVID-19 Risk Dial through Public Health Solutions to help determine if the district will ease restrictions or increase restrictions during the 2020-2021 school year.

Dances

Activities such as the homecoming dance and prom will be evaluated based on the Directed Health Measure throughout the 2020-2021 school year.

Extending Reading & Math Blocks (Students Going into 1st-3rd Grade)

Since learning reading and math at the primary grades provides the essential building blocks for students to be successful in the years ahead, the district is planning on changing all 1st-3rd grade schedules this fall to provide more time for reading and math instruction. We will be using the daily science and social studies block during the first quarter to get students caught up on these foundational skills that they missed out on during the school closure.

Extra-Curricular Activities

Extra-curricular activities (Cheerleading, Instrumental & Vocal Music Performances, Play Production, and Speech), athletic teams (Football, Softball, Volleyball, Basketball, Wrestling, Golf, and Track), and school sponsored clubs (Art Club, Future Business Leaders of America, Future Farmers of America, National Honor Society, S Club, School Play, Science Club, Spanish Club, Student Council, Quiz Bowl) will be evaluated based on the Directed Health Measure and/or the guidance from the Nebraska School Activities Association (NSAA) throughout the 2020-2021 school year.

Face Coverings

All ESU 5 school districts will not be requiring students or staff members to wear face coverings at this time. We will continue to work with local health officials in determining if changes in community-based transmission alter our requirements for face coverings. The district will

provide free face coverings to all students and staff members. Students and staff members will be allowed to use their own personal face coverings throughout the school year as long as they follow the dress code guidelines. All students and staff members are encouraged to wear face coverings throughout the school day if it is feasible. Southern students, parents, and staff are asked to be considerate of others and the decisions they make in regards to face coverings.

Facility Use by Individuals & Outside Organizations

The district will be restricting facility use by individuals and outside organizations during the 2020-2021 school year. The use of the district facilities by non-school sponsored groups will be limited during the 2020-2021 school year. In addition, no community members will be allowed to use the weight room during the 2020-2021 school year.

Faculty Social Events

There will be no school sponsored faculty social events during the 2020-2021 school year.

Field Trips

There will be no school sponsored trips during the 2020-2021 school year (Band trip, college visits, class trips, field trips, etc.).

Foreign Exchange Students

Foreign exchange students will not be allowed to attend Southern Public Schools during the 2020-2021 school year.

Hand Washing

There will be 3-4 times a day that students will be required to wash their hands. Each building principal will setup these activities for their building (Please see Building Procedures for more details).

Media Centers

The media centers in both buildings will be closed during the 2020-2021 school year. All media center classes will occur in individual classrooms at the Elementary School and at the Jr./Sr. High School. Students at the Elementary School will be able to check out books biweekly. Each individual teacher will compile a list of books that their students want to check out and the media specialist will distribute the needed library books to each classroom biweekly. If a Jr./Sr. High School student would like to check out a library book, they will need to make the request to their English teacher and the media specialist will distribute the needed library books biweekly.

Professional Development

No staff members will be allowed to attend professional development workshops outside of the district during the 2020-2021 school year. All professional development opportunities will be offered during in-service days and they will count towards Policy 4032: Professional Growth. During in-service days, the technology committee will provide regular trainings over remote learning, using the iPads/laptops in the classroom, and how to deliver high quality instruction online to students. Staff members will have the opportunity to attend outside professional development workshops over the summer months.

School Assemblies

School assemblies and large gatherings of people are not allowed on district campuses during the 2020-2021 school year.

Sharing of Equipment & Supplies

We are asking staff members to keep each child's belongings separated from others and to keep belongings in individually labeled containers, cubbies, or designated areas. We want staff to minimize the sharing of high touch materials to the greatest extent possible (Books, electronic devices, school supplies, and toys). If equipment needs to be used by a group of students, staff members will only allow one student at a time to use the equipment and the staff members must clean and disinfect the equipment between uses.

Special Classes (Elementary School)

The following Elementary School special classes will occur in each self-contained classroom throughout the 2020-2021 school year: art, keyboarding, library, and music. Band and physical education classes will be allowed to occur in their regular designated areas.

Staff Assignments

With the uncertainty of what lies ahead this fall regarding COVID-19, we are asking all staff members to be flexible because decisions related to staff assignments and duties could change within a moment's notice. Building principals may be required to teach classes for extended periods of time or administer temperature checks on students. Teachers, paras, and clerical staff will be required to complete custodial tasks before, during, or after school and administer temperature checks on students. The custodial staff will be required to cover daily bus routes or activity routes throughout the school year. The district appreciates your flexibility and commitment to the safety of all students and staff in our district.

Students with Underlying Medical Conditions

If a student has an underlying medical condition, the parents/guardians can contact the building principal to setup an off campus individualized learning plan for their son or daughter during the 2020-2021 school year. Underlying medical conditions include:

- People with chronic lung disease or moderate to severe asthma.
- People who have serious heart conditions.
- People who are immunocompromised (Many conditions can cause a person to be immunocompromised, including cancer treatment, smoking, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications).
- People with severe obesity (body mass index [BMI] of 40 or higher).
- People with diabetes.
- People with chronic kidney disease undergoing dialysis.
- People with liver disease.

Technology Plan

Elementary School (PK-6):

All PK-6 students will have an assigned iPad/laptop that only they will use throughout the 2020-2021 school year. The iPads/laptops will not be allowed to leave individual classrooms.

Jr./Sr. High School (7-12):

All students in grades 7-12 will be issued a school laptop that they will use throughout the school year. Students will pick up their laptops in their 1st period classes in the morning and they will use their device throughout the school day. At 3:00 p.m., all students will return their school issued laptop back to their 1st period class and students will be required to report to their IAP classes by 3:09 p.m. Students are advised to charge their laptop throughout the school day and over the lunch hour.

Temperature Checks

All students will be required to pass a temperature check before they can get on a bus in the morning or enter any district facilities. Any student with a fever of 100.4°F or higher (Or if the student is displaying other signs of illness) will need to stay home for up to 48 hours. Building principals will setup daily schedules for staff members to administer temperature checks in the mornings (Teachers & paras). The district will not pick up any student that does not pass a temperature check in the mornings. If a student is dropped off in the morning and they do not pass a temperature check, the district will bus the student back home. We are advising all parents to take your children's temperature before they get on a bus or before you drop them off at school.

Therapy Animals

Therapy Animals will not be allowed on district campuses during the 2020-2021 school year.

Transportation Plan

Southern Public Schools will be adding a second city bus route for the 2020-2021 school year to keep all bus riders socially distanced. We will also be issuing new bus safety guidelines to ensure all students and bus drivers are safe at all times:

- All students will be required to pass a temperature check before they can get on a bus in the morning. If a student does not pass the temperature check, they will need to stay home for up to 48 hours.
- We are advising all parents to take your children's temperature before they get on a bus or before you drop them off at school.
- We will load all buses with students in a back to front order and all students will exit buses in a front to back order. All students that ride the bus will have an assigned seat for the school year.
- Students will be required to sit by their siblings on all bus rides (Students will not be allowed to sit by anyone on the bus other than a sibling).
- All buses will only run at half capacity at all times.
- No students will be allowed to sit directly in front, directly behind, or directly to the side of any other student riders.
- All bus drivers will clean out their buses thoroughly after every daily bus route.
- We are highly recommending older siblings that currently drive to school to take their younger sibling each day to school to allow for more room on each daily bus route.
- Bus drivers will keep a couple windows down on all bus routes to provide proper bus ventilation for bus riders (A new plan will be implemented during the winter months).

Visitors

Parents, guardians, and visitors will not be allowed in our buildings during the 2020-2021 school year. If a parent/guardian needs to drop off something at school, they will need to send it with their son or daughter or they will need to send it in the mail. Speakers and guests will also not be allowed in our buildings to provide additional supports for students (Parents, grandparents, foster grandparents, student aids, etc.). All formal educational meetings will need to occur online or over the phone (Individual Education Meetings, Parent Teacher Conferences, 504 Meetings, etc.). Only staff that is currently on payroll, individuals that drop off needed supplies, and personnel that need to work on the facilities will be allowed in the district facilities.

Water Bottles

We are asking all students and staff members to use water bottles throughout the 2020-2021 school year.

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Section II: Efforts to Keep the Facilities & Students/Staff Healthy and Safe

Facilities

The following essential actions will be taken to ensure that the facilities are safe for students and staff to inhabit. The district will:

- Change air filters regularly.
- Distribute wastebaskets, tissues, and CDC approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during transition between classrooms (Pending availability).
- Post signage about frequent hand washing, cough etiquette, and nose blowing. Signage will be widely posted, disseminated, and encouraged through various methods of communication).
- Follow guidance from the CDC when performing all cleaning related duties.

Students & Staff

The following essential actions will be taken to ensure that the students and staff stay healthy and safe. The district will:

- Encourage students and staff to stay away from school when sick.
- Teach students to use face coverings appropriately, stress the importance of covering a cough, and using/discarding tissues appropriately.
- Stress the importance of keeping hands away from the eyes, nose, and mouth.
- Teach students and staff how to keep surfaces clean and disinfected.
- Introduce hand washing best practices (Using soap and water and scrubbing for approximately 20 seconds before rinsing).
- Develop fixed schedules for hand washing (3-4 times a day).
- Ensuring that adequate supplies are available and in good functional condition (Pending availability).

Section III: Plans for when Students or Staff Become Sick

Public Health Officials

If a student or staff member becomes sick with COVID-19 like symptoms, the district will contact the public health officials and follow their guidance at all times.

District Plans for Dealing with COVID Like Symptoms

The administration will work with school nurse to identify an isolation room or area to separate anyone who exhibits COVID like symptoms. The school nurse will use the Standard and Transmission-Based Precautions when caring for a sick student or staff member. A district principal, a school counselor, a secretary, or a parent/guardian will transport anyone that is sick home or to a healthcare facility.

If a student becomes sick with COVID like symptoms, the building principal will notify local health officials, the student's family, and any staff member that had contact with the student immediately regarding the possible case. The district will close off areas used by a sick student or staff member and no one will be allowed to use this area until it has been cleaned and disinfected (The district will endeavor to wait 24 hours before we clean and disinfect areas). The district will advise sick students and staff members to not return to school until they have met CDC criteria to discontinue home isolation. CDC Criteria Link:

<https://tinyurl.com/ucdum7c>

The administration will follow both state and federal privacy laws at all times. We will work to inform those who have had close contact to a person diagnosed with COVID-19 to stay home and self-monitor for symptoms and to follow CDC guidance if symptoms develop.



Section IV: Long-Term School Closure

Continuity of Learning Plan (Initiated During Any Long-Term School Closure)

School Roles and Responsibilities	
Superintendent	<ul style="list-style-type: none"> ● Provide regular communication to all stakeholders ● Provide support to school administrators and teachers implementing the Enrichment Learning Plan (ELP)
Technology Department	<ul style="list-style-type: none"> ● Support faculty and students/families shifting to an ELP ● Provide written/video support to assist faculty with using district identified resources
Principals	<ul style="list-style-type: none"> ● Monitor communication between teachers and their students through monthly logs ● Support faculty and students/families shifting to an ELP ● Provide weekly Zoom meetings/email updates ● Help teachers implement ELP ● Monitor students on 504 plans and provide assistance as needed
Core Teachers	<ul style="list-style-type: none"> ● Collaborate with other members of your team or department to design enrichment learning experiences for your students ● Use district curriculum and resources to communicate and deliver content ● Make sure parents are aware which resources your students may access. Include information on how to access the resources. ● Communicate with students and provide weekly feedback ● Communicate with parents, as necessary
Special Education	<ul style="list-style-type: none"> ● Communicate regularly with the subject or classroom teachers who teach the students on your caseload ● Communicate regularly with students on your caseload and/or their parents ● Provide supplementary learning activities for students on your caseload
K-6 Specials (Art, Band, Guidance, Keyboarding, Library, PE, & Music)	<ul style="list-style-type: none"> ● Develop a bank of activities while being mindful of the resources families may or may not have in their home ● Communicate with students/families who reach out for assistance ● Communicate with families regarding the websites/resources you will be using
7-12 Exploration Classes	<ul style="list-style-type: none"> ● Develop a bank of activities while being mindful of the resources families may or may not have in their home ● Communicate with students/families who reach out for assistance ● Communicate with families regarding the websites/resources you will be using
Counselors	<ul style="list-style-type: none"> ● Serve as a liaison for communication with students/families in crisis ● Provide resources for students and families to support them while they are away from school ● Monitor students on 504 plans and provide assistance as needed



Student Roles and Responsibilities

- Establish daily routines for engaging in the learning experiences
- Identify a space in your home where you can work effectively and successfully
- Regularly monitor online platforms if possible (Grades PK-12)
- Engage in all learning with academic honesty
- Communicate proactively with your teachers if you require additional support
- Comply with Student Handbook Internet Safety policies including expectations for online etiquette

For questions about...	Contact
a course, assignment, or resource	the relevant teacher
a personal, academic or social-emotional concern	your school counselor
other issues related to the enrichment learning plan	your school principal

Parent Roles and Responsibilities

Provide support for your children by:

- Establishing routines and expectations
- Defining the physical space for your child to study
- Monitoring communications from your child's teachers
- Beginning and ending each day with a check-in
- Taking an active role in helping your child process his/her learning
- Establishing times for quiet and reflection
- Encouraging physical activity and/or exercise
- Remaining mindful of your child's stress or worry
- Monitoring how much time your child is spending online
- Keeping your child social, but set rules around their social media interactions

For questions about...	Contact
a course, assignment, or resource	the relevant teacher
a personal, academic or social-emotional concern	your school counselor
other issues related to the enrichment learning plan	your school principal



General Guidelines for Staff regarding the Enrichment Learning Plans (ELP)

Feedback	<ul style="list-style-type: none"> ● Provide feedback, as needed on enrichment learning plans ● Provide clear communication regarding where/how students should ask questions and seek clarification ● Actively monitor your email for questions and communications from students/families
Offline Work	<ul style="list-style-type: none"> ● Consider including offline activities in your lessons such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, taking pictures and/or making a video
Instruction	<ul style="list-style-type: none"> ● Follow the guidelines provided by the district based on your grade level and subject area ● Collaborate with your colleagues regularly
Student Check-In	<ul style="list-style-type: none"> ● Use tools such as Google Forms, online textbooks, Google Classroom Tools, ClassDojo, SeeSaw, Zoom, etc.
Instructional Packets	<ul style="list-style-type: none"> ● At the elementary school, students (PK-6) will be provided instructional packets supporting student learning.
Free E-Learning Tools/ Non-Curricular Materials	<ul style="list-style-type: none"> ● Scholastic Learn at Home ● Mystery Science ● Discovery Education ● Book Source <ul style="list-style-type: none"> ○ Reading List ○ Tips for parents ○ Activity Sheet ○ Teaching Remotely Tips ● McGraw Hill Resources ● Learn Zillion ● Free resources & subscriptions ● Storyline ● Live Story Time Doc



Preschool

Priorities

- Enrichment will be mainly focused around literacy and numeracy to maintain current skills and knowledge around prioritized content.
- Teachers will be creating paper packets of enrichment activities that will need to be picked up from the office at the designated times.
- Additional activities will be available online through Google classroom and seesaw. Online activities are additional and not necessary if you do not have Internet access.
- We will be implementing a pass/fail grading system during any short-term or long-term closure.
- All elementary school teachers will have office hours from 1:00 p.m. – 2:30 p.m. in the afternoon on any day that there is a closure due to COVID-19 through ClassDojo, Google Classroom, SeeSaw, and/or parent provided email addresses.

Approximate Time Frames for Enrichment Activities:

Preschool	
40 minutes per day	Emergent Literacy Activities, Games, and Challenges focused on language development, vocabulary, comprehension, and phonological awareness
40 minutes per day	Emergent Numeracy Activities, Games, and Challenges focused on counting, sorting, and patterning
40 minutes per day	Holistically-Focused Activities, Games, and Challenges to support cognitive, physical, and social emotional development
Other Activities	Reading aloud Board games and challenges Continuing to learn skills Puzzles Designing and building structures with blocks or other available materials

Total Enrichment Time: approximately 1 to 2 hours per day/5-10 hours per week



Elementary School

Priorities

- Enrichment will be mainly focused around literacy and numeracy to maintain current skills and knowledge around prioritized content.
- Teachers will be creating paper packets of enrichment activities that will need to be picked up from the office at the designated times.
- Additional activities will be available online through Google classroom and seesaw. Online activities are additional and not necessary if you do not have Internet access.
- We will be implementing a pass/fail grading system during any short-term or long-term closure.
- All elementary school teachers will have office hours from 1:00 p.m. – 2:30 p.m. in the afternoon on any day that there is a closure due to COVID-19 through ClassDojo, Google Classroom, SeeSaw, and/or parent provided email addresses.

Approximate Time Frames for Enrichment Activities:

Kindergarten to Second Grades

35-45 minutes per day	Reading (Science/Social Studies connections as appropriate)
25-30 minutes per day	Writing
35-45 minutes per day	Mathematics
25-30 minutes per day	Special teachers will provide a range of activities that continue to support the current program
Other Activities	Reading aloud and independent reading Board games and challenges with math/strategy/critical thinking Designing and building structures with blocks or other available materials Puzzles

Total Enrichment Time: approximately 1-2 hours per day/5-10 hours per week



Third to Sixth Grades

35-45 minutes per day	Reading (Science/Social Studies connections as appropriate)
25-30 minutes per day	Writing
35-45 minutes per day	Mathematics
25-30 minutes per day	Special teachers will provide a range of activities that continue to support the current program
Other Activities	Reading aloud and independent reading Board games and challenges with math/strategy/critical thinking Puzzles

Total Enrichment Time: approximately 1-2 hours per day/5-10 hours per week



Jr./Sr. High School

Priorities

- Enrichment will be mainly focused around prioritized content.
- Students will have both online and off-line enrichment activities.
- Teachers will provide online enrichment that may be recorded and made available to students to watch at any time. The online enrichment sessions will be at a regularly scheduled time.

Approximate Time Frames for Enrichment:

Grades 7-12	
40 minutes per period	Each scheduled Jr./Sr. High School course

Total Enrichment Time: approximately 3 hours per day/16 hours per week

Guidelines for Enrichment Plan:

- Students will be provided enrichment activities assigned by each individual classroom teacher.
- Attendance will be monitored by completion of enrichment activities and participation of classroom obligations.
- The class schedule is posted on page 18 and students can log in to the designated classes during the assigned times on the schedule. Classroom teachers will be available online during the designated times.
- The district will be checking out laptops to all 7-12 students. Any student that does not have Internet access at home, they will be checked out a jetpack that will provide them with free Internet access.
- Classroom teachers will be available online every afternoon to assist students as needed during any COVID-19 closure.
- Dual credit classes may require additional class meeting time.
- We will be implementing a pass/fail grading system during any short-term or long-term closure.



JR./SR. HIGH SCHOOL SCHEDULE

Closure Days 1 & 3 (Repeated as Needed)	
8:10 - 8:50	Period 1
9:04 - 9:44	Period 2
9:58 - 10:38	Period 3
10:52 - 11:32	Period 4
1:00 - 2:30	Online Teacher Office Hours <i>(Email, Zoom, Google Classroom, etc.)</i>
Closure Days 2 & 4 (Repeated as Needed)	
8:10 - 8:50	Period 5
9:04 - 9:44	Period 6 <i>(5A = 9:04-9:24 & 5B = 9:24-9:44)</i>
9:58 - 10:38	Period 7
1:00 - 2:30	Online Teacher Office Hours <i>(Email, Zoom, Google Classroom, etc.)</i>

Please Note: The teacher access schedule listed above will occur through a variety of different mediums and teachers will contact students through their student issued email with their plans (Online through Zoom, prior recordings, Google Classroom, YouTube, etc.)

SUGGESTIONS TO MAKE ENRICHMENT PLAN A SUCCESS

Student Roles and Responsibilities	
<ul style="list-style-type: none"> Establish daily routines for engaging in the enrichment experiences Identify a space in your home where you can work effectively and successfully Regularly monitor online platforms if possible (Grades 7 - 12) Engage in all enrichment activities with academic honesty Communicate proactively with your teachers if you require additional support Comply with Student Handbook Internet Safety policies including expectations for online etiquette (Grades 7 -12) 	
For questions about...	Contact
a course, assignment, or resource	the relevant teacher
a personal, academic or social-emotional concern	your counselor
other issues related to enrichment learning plan	your school principal

Property Tax Relief (LB 1106)... When did public schools become the bad guys?

June 29, 2020

Letter to the Editor:

When did public schools become the bad guys? Public schools across the state of Nebraska serve the common good of society on many fronts. Whether it is to guarantee equal opportunities for all children or if it is to prepare young ones to be active in a democratic society. The list goes on and on. During the recent spring school closures across Nebraska, there was not a better display of the importance that public schools play across Nebraska. Educators across Nebraska worked tirelessly to ensure that students were still being educated remotely and school districts provided students with daily breakfasts and lunches. Parents saw firsthand how hard it is to be a teacher during the COVID-19 pandemic.

High property taxes are an issue in Nebraska and they need to be addressed. School leaders across the great state of Nebraska want property tax relief for our patrons, but not at the expense of quality education. LB 1106 is a bill that was crafted using projected revenue surplus. It is very apparent that we are facing an economic downturn as a result of the COVID-19 pandemic and LB 1106 is not practical or attainable. Schools budgets are already strained and this legislation will require drastic cuts to schools across Nebraska if forecasted revenue continue to decrease. All Nebraska school districts and staff are united in opposition to LB 1106. It is time for the Nebraska State Legislature to listen to the experts in the field regarding the numerous shortcomings of LB 1106.

I want to know when did public schools become the bad guys? Speaking as parent, I am urging the public to reach out to Senator Myron Dorn and express your opposition to LB 1106. Public schools play a vital role in our society and property tax relief should not come at the expense of quality education in our great state of Nebraska.

Together we can achieve outstanding student outcomes for all students across Nebraska, but LB 1106 is not a realistic or a sustainable bill. It puts the quality of education in jeopardy for thousands of students across Nebraska.

Sincerely,

Dr. Christopher Prososki
Superintendent
Southern Public Schools

Considerations for Developing Re-Opening Plans for Nebraska's Schools

Nebraska Rural Community Schools Association

Jack Moles, Executive Director



INTRODUCTION

➔ Member Superintendents and Educational Service Unit Administrators of the Nebraska Rural Community Schools Association (NRCSA) have developed ideas for consideration to support districts and communities in determining their plans and strategies for reopening schools. NRCSA's Considerations for Developing Re-opening Plans for Nebraska's Schools provides a tiered approach of ideas that schools may choose to consider before students and employees return to school buildings, along with considerations that may be applicable throughout the school year. It is designed to help districts prioritize the health and safety of students and teachers as they open school buildings and deliver instruction for the 2020-2021 school year.

➔ This document is not intended to provide prescriptive or restrictive guidelines to districts. It is simply a framework for districts as they build their re-opening plans. NRCSA recommends school districts continue to monitor CDC, state agency, and local and district health department guidance and comply with directives as these are issued. The Nebraska Department of Education's "Launch Nebraska" → <https://www.launchne.com/> will be especially important for the district as it develops its local plan. It may also be advisable to confer with the school district's attorneys on some issues. The information provided in this document is not mandated, or state required. Local school districts have the authority and flexibility to meet their individual needs and be responsive to their communities.

➔ Nothing in this document should be construed as a mandate, and the committees which compiled these considerations did so with an intent to always provide room for, and respect for, the latitude of local control. Superintendents, school officials and local Boards of Education are the best determinants of decision making at the local level. They know their communities best.

Each committee was chaired by a Nebraska School District Superintendent or ESU Administrator and co-chaired or assisted by a colleague. Committees included diverse membership representing predominantly superintendents, but also ESU administrators and specialists.

MODEL

While state decisions may decide the general format that school takes in the fall, it will fall to the local administration and Board of Education to decide the fine details of any format. Basically, the general formats that may be utilized with the opening of the new school year will fall into one of three modes based on community spread of Covid-19. These modes are (1) low or no spread, (2) minimal or moderate spread, or (3) substantial spread. The general formats that the school year may take, based on these modes would appear to be as follows:

LOW/NO SPREAD	MINIMAL/MODERATE SPREAD	SUBSTANTIAL SPREAD
School buildings are open, with minimal restrictions. The district may choose to initiate preventative practices or additional proactive protocols.	School buildings are open, but use may be minimal, altered, or staggered. Such use may be based on social distancing directives.	School buildings are closed. The closure may be short-term or extended and will likely be based on state (NDE) or district health declaration.

Considerations for Developing Re-Opening Plans for Nebraska's Schools

Nebraska Rural Community Schools Association

Jack Moles, Executive Director

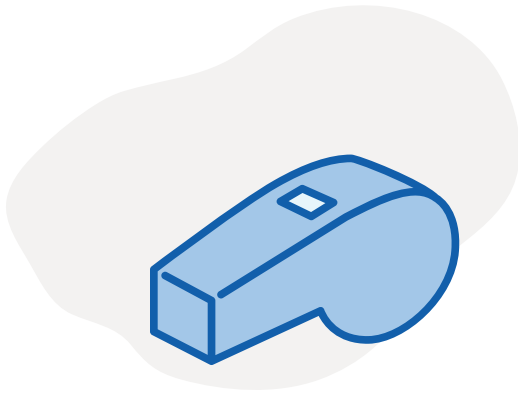


SUB-COMMITTEES

➔ Member Superintendents and Educational Service Unit Administrators of the Nebraska Rural Community Schools Association (NRCSA) have developed ideas for consideration to support districts and communities in determining their plans and strategies for reopening schools. NRCSA's Considerations for Developing Re-opening Plans for Nebraska's Schools provides a tiered approach of ideas that schools may choose to consider before students and employees return to school buildings, along with considerations that may be applicable throughout the school year. It is designed to help districts prioritize the health and safety of students and teachers as they open school buildings and deliver instruction for the 2020-2021 school year.

➔ A committee chair and secretary were identified for each committee. These individuals served on a Steering Committee. Also serving on the Steering Committee were several Education Service Unit administrators, as well as Project Coordinators John Skretta (ESU 6 Administrator) and Jack Moles (NRCSA Executive Director). The committee chairs and secretaries were (first name listed is the Chair, second name is the Secretary/Co-Chair):

CUSTODIAL/HEALTH:	Mark Lenihan (Wayne Superintendent) Stephanie Kaczor (Riverside Superintendent)
TRANSPORTATION:	Brian Rottinghaus (Pawnee City Superintendent) Joe Sherwood (Morrill Superintendent)
SPED/504:	Heather Nebesniak (Ord Superintendent) Amy Shane (O'Neill Superintendent)
CALENDAR/LOGISTICS:	Brent Hollinger (Cross County Superintendent) Jim Widdifield (Minden Superintendent)
INSTRUCTION/CLASS SIZE:	Vern Fisher (Gibbon Superintendent) Deb Paulman (ESU 16 Administrator)
ACTIVITIES:	Alan Garey (Medicine Valley Superintendent) Jeff Edwards (Northwest Superintendent)
FOOD SERVICE:	Lori Liggett (Gordon-Rushville Superintendent) Curtis Cogswell (McCool Junction Superintendent)
PERSONNEL:	Shawn Scott (Adams Central Superintendent) Ginger Meyer (previously Scribner-Snyder Superintendent, now Chadron Superintendent)






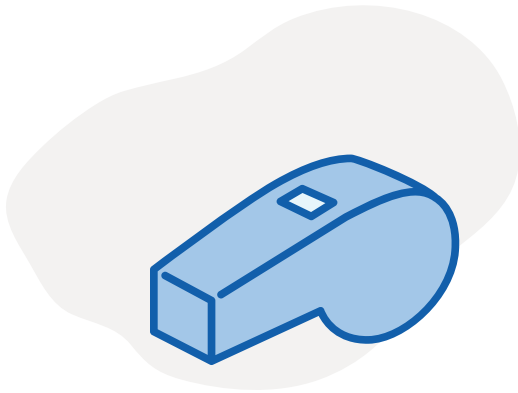
ACTIVITIES

LOW/NO SPREAD Building open as usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down
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NSAA ACTIVITIES ↘

The Nebraska School Activities Association’s (NSAA) [“Return to Activities” document](#) will provide guidance on high school NSAA-governed activities.

MIDDLE SCHOOL/JR. HIGH ACTIVITIES ↘	District/School considerations:	District/School considerations:	District/School considerations:
<p style="text-align: center;">No contact Activities</p>  <p>(i.e. Cross Country, Track & Field) Activities that can be done with physical distancing and no sharing of equipment.</p>	<ul style="list-style-type: none"> • Full practice and competitions. • For away contests, Activities Director should contact host school district to determine local guidelines for competition. For any significant changes or special conditions that impact parents/visitors/spectators, communicate those to stakeholders in advance. 	<p>Refer to NSAA Return to Activities Information sheet.</p>	<p>Refer to NSAA Return to Activities Information sheet.</p>
<p style="text-align: center;">Limited Contact Activities</p>  <p>(i.e. Volleyball, Baseball, Softball) Activities that involve close contact but with protective equipment in place.</p>	<ul style="list-style-type: none"> • Full practice and competitions. • For away contests, Activities Director should contact host school district to determine local guidelines for competition. For any significant changes or special conditions that impact parents/visitors/spectators, communicate those to stakeholders in advance. 	<p>Refer to NSAA Return to Activities Information sheet.</p>	<p>Refer to NSAA Return to Activities Information sheet.</p>
<p style="text-align: center;">Contact Activities</p>  <p>(i.e. Football, Wrestling, Basketball, Soccer, Music) Activities that involve close contact but lack significant protective barriers.</p>	<ul style="list-style-type: none"> • Full practice and competitions. • For away contests, Activities Director should contact host school district to determine local guidelines for competition. For any significant changes or special conditions that impact parents/visitors/spectators, communicate those to stakeholders in advance. 	<p>Refer to NSAA Return to Activities Information sheet.</p>	<p>Refer to NSAA Return to Activities Information sheet.</p>



ACTIVITIES *continued...*

LOW/NO SPREAD Building open as usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down
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NSAA ACTIVITIES ↘

The Nebraska School Activities Association’s (NSAA) [“Return to Activities” document](#) will provide guidance on high school NSAA-governed activities.

NDE ACTIVITIES ↘



(i.e. FFA, FCCLA, FBLA, SkillsUSA, DECA, HOSA, Educators Rising)

District/School considerations:

Implement standard operating procedures while taking preventative measures such as:

- Providing hand sanitizer for students and staff.
- Allowing students and staff to wear face masks/coverings.
- Follow social distancing practices established.
- Each individual school or student chooses to attend an activity or not.

Follow NSAA guidelines for sporting events and practices

District/School considerations:

- Abide by the maximum number of people allowed to congregate as defined.
- Identify and utilize large spaces.
- Stagger the schedule for large group gatherings.
- Discourage the congregation of students in parking lots and common areas
- Virtual conferences, workshops, meetings

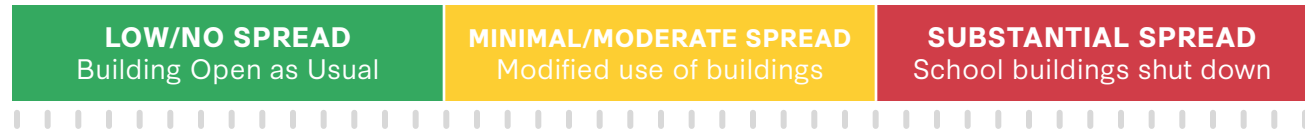
Follow NSAA guidelines for sporting events and practices

District/School considerations:

School buildings are closed. Abide by the maximum number of people allowed to congregate as defined by the Governor’s current statewide Executive Order



CALENDAR/LOGISTICS



	LOW/NO SPREAD Building Open as Usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down
PANDEMIC RESPONSE/ RETURN TO SCHOOL COMMITTEE ↘	Admin, school board members, teachers, staff, school nurse, parents, community members, local health department	Admin, school board members, teachers, staff, school nurse, parents, community members, local health department	Admin, school board members, teachers, staff, school nurse, parents, community members, local health department
Frequency	No less than once per month	No less than once per week	No less than twice per week
Purpose	To provide a framework for communicating, preventing, responding to, and recovering from a pandemic outbreak and any resulting life-threatening complications that may impact the school. The development of the plan will include the local Public Health District as well as input from teachers, administration, parent representatives, and other members of the community as appropriate. The plan is part of the district’s school safety/crisis team plan. Parts of the plan may include but not limited to: District Team, Communication, Prevention Considerations, Response/Treatment Considerations, and Resources.		
Plan	Reopening Plan from ESU 3 📄		
Communication	Communication may include: frequent updates from leaders using multiple communication modalities; posters/infographics, web material, and social media; signage throughout facilities directing risk-minimizing behavior such as hand washing and surface sanitizing procedures, COVID-19 symptoms and how to stop the spread, screening and testing access, princess, and requirements		
Prevention Consideration <i>(including cold/flu season)</i>	<ul style="list-style-type: none"> Prevention considerations may include: activities to reduce the spread of a virus, social distancing, school cleaning and disinfecting, educating students/staff/parents to eliminate concern, hygiene practices embedded in classroom and symptoms checks, increasing nursing staff utilizing nurse clerks. Consider School Nurse Clerk 📄 		

- Committee responsible for communicating with each other. Frequency would be determined by color as stated above.
- Monitor restrictions and removal of restrictions based upon the changing dhms. Adjust the plan accordingly.
- Maintain consistent communication with local health department to ensure best practices.
- Adjust plans for the following aspects of school based upon the current color assigned to the district: length of school day, number of school days, transportation, food services, movement throughout the building, classroom arrangements.

➔ **What to do with staff/student** 📄 ➔ **What to do with staff/student** 📄 ➔ **What to do with staff/student** 📄
Staff with underlying health conditions 📄



CALENDAR/LOGISTICS *continued...*

LOW/NO SPREAD Building Open as Usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down
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RESPONSE/TREATMENT CONSIDERATIONS ↴

Develop standard operating procedures (SOPs) for the following:

- A learner, faculty, staff or visitor is symptomatic for COVID-19
- A learner, faculty, staff or visitor test positive for COVID-19
- A learner, faculty, staff or visitor is exposed to an individual positive for COVID-19

The process should include:

- Processes to trace & contact relevant parties who may have been exposed
- Communication with environmental services to facilitate rapid cleaning and disinfecting surfaces to immediately limit learners, faculty and staff exposure
- Working with families and local authorities to take appropriate steps to prevent, diagnose and if necessary, quarantine/isolate or refer for treatment
- Working with public health authorities to make emerging antiviral therapy and/or vaccines available in a timely way as they become available.
- Develop and implement a return to school policy in coordination with local public health authorities for all recovering individuals, those returning from caring for an infected individual and those returning to the community from international and high-risk national locations
- Screening, list of support services available in the community for learners, faculty, and staff for loss of resilience, stress, depression and suicidal ideation
- Training for learners, faculty, and staff on the signs of mental health such as loss of resilience, stress, depression and suicidal ideation
- Learner access to mental health supports such as school counselors, school social workers, etc.
- Have available for staff, parents, and families educational materials on loss and grief and ways to cope with stress
- Identify a mental health team that among other things can identify students and families in need of emotional and psychological support and refer to school community services/supports if needed

COMMUNICATION PLAN ↴

Internal Communication

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> • Send out message about starting school on-time • Safety protocols ↗ • Survey Staff ↗ • Blackboard Connect • App notifications • CDC - School Decision Tree ↗ • Teacher Checklist ↗ | <ul style="list-style-type: none"> • Alternative Staff Procedures • Additional Safety Protocols ↗ • Post Safety Protocols | <ul style="list-style-type: none"> • Send out message of alternative start date • Remote Learning Procedures • Alternative Start Dates • Scheduling • Alternative Staff Procedures |
|--|---|---|



CALENDAR/LOGISTICS *continued...*

LOW/NO SPREAD Building Open as Usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down
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COMMUNICATION PLAN *continued...* ↘

External Communication

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> • Parent Survey • Send Out Message • Start Dates • Safety Protocols • Parent Checklist • Fact Sheet - English • Fact Sheet - Spanish | <ul style="list-style-type: none"> • Additional Safety Protocols • Days out of school/duration • Cloth Face Covering - English • Cloth Face Covering - Spanish • Add Safety Protocols to Website | <ul style="list-style-type: none"> • Communication in the Fall • E-Learning procedures • Grading • Schedules for classes |
|--|---|--|

ENTERING THE BUILDING ↘

- | | | |
|--|---|---|
| <p>Schools are open implementing standard operating procedures while taking preventative measures such as:</p> <p>District Considerations:</p> <ul style="list-style-type: none"> • Provide hand sanitizer for students, staff, and visitors at all entryways • Limit unnecessary congregations of students and staff: <ul style="list-style-type: none"> ◊ Have students report directly to classrooms ◊ Have multiple areas for smaller groupings ◊ Separate groups in the gymnasium • Post signage in classrooms, hallways and entrances to communicate how to minimize the spread. Covid-19 symptoms, preventative measures, good hygiene, and school specific protocols | <p>School buildings are open with the potential for additional precautionary practices in place</p> <p>District Considerations:</p> <ul style="list-style-type: none"> • Designate limited entrances to the building and provide hand sanitizing stations at each of those entrances • Post signage in classrooms, hallways and entrances to communicate how to minimize the spread. Covid-19 symptoms, preventative measures, good hygiene, and school specific protocols • Designate flow patterns for entering and exiting the building and mark spacing lines to assist with distancing | <p>School buildings are closed: District/school leaders should require only essential staff to report in-person to carry out functions that are absolutely necessary</p> <p>District Considerations:</p> <ul style="list-style-type: none"> • District/school leaders must remain purposeful in determining roles, responsibilities, and reporting requirements for staff, refraining from blanket reporting requirements • District/school leaders should leverage virtual tools and platforms whenever possible to conduct essential business and minimize in-person reporting • District/school leaders might consider splitting staff to attend on alternate days for limited collaboration, for example HS on one day, elementary staff on a different day, or subject level teachers attending one day, consider shortened days |
|--|---|---|



CALENDAR/LOGISTICS *continued...*

LOW/NO SPREAD Building Open as Usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down
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ENTERING THE BUILDING *continued...* ↘

- | | |
|---|---|
| <ul style="list-style-type: none"> • Establish a protocol for what to do with students and staff who feel ill/experience symptoms after coming to school <ul style="list-style-type: none"> ◇ Create an isolation room or area, such as a cot in a corner of the classroom, a small office, or an empty classroom that can be used to isolate a sick student. Ensure proper adult supervision of an isolated child as needed ◇ Follow CDC guidance on how to disinfect the building if someone is sick ◇ If a sick child has been isolated in the facility, clean and disinfect surfaces in the isolation room or area after the sick child has gone home ◇ Identify areas used by the person who is sick and restrict use of these areas until cleaned, if possible. ◇ Communicate with other parents in that classroom or cohort group | <ul style="list-style-type: none"> • Establish a protocol for what to do with students and staff who feel ill/experience symptoms after coming to school <ul style="list-style-type: none"> ◇ Follow CDC guidance on how to disinfect the building if someone is sick ◇ If a sick child has been isolated in the facility, clean and disinfect surfaces in the isolation room or area after the sick child has gone home ◇ Identify areas used by the person who is sick and restrict use of these areas until cleaned, if possible. ◇ Communicate with other parents in that classroom or cohort group |
|---|---|

NE Dept of Labor - Protecting Workers during the Pandemic ↗

POSITIVE CASE IN THE SCHOOL/SCHOOL CLOSURE ↘

Remote Learning Plans

- | | | |
|--|---|--|
| <p>Review/Update Remote Learning Plans in Summer of 2020 or Fall of 2020 based on Spring Remote Learning</p> | <p>Review/Update Remote Learning Plans in Summer of 2020 or Fall of 2020 based on Spring Remote Learning. Initiate/Start your Remote Learning Plan for 2020-2021 school year if you have students or staff quarantined at home with COVID19 while school is in session.</p> | <p>Initiate/Start your Remote Learning Plan for 2020-2021 School year if school is closed. Determine if remote learning or enrichment based on closure length.</p> |
|--|---|--|



CALENDAR/LOGISTICS *continued...*

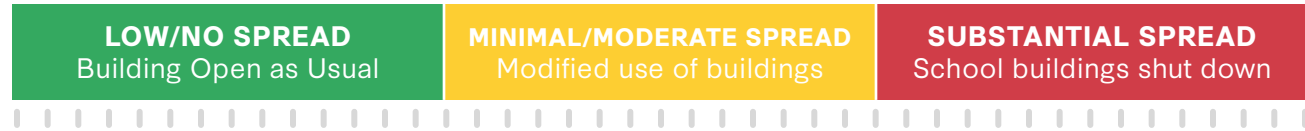
LOW/NO SPREAD Building Open as Usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down
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POSITIVE CASE IN THE SCHOOL/SCHOOL CLOSURE *continued...* ↘

<p>Facility Usage</p>	<p>Work with school administrators, school nurses, and other healthcare providers to identify an isolation room or area to separate anyone who exhibits COVID-like symptoms.</p>	<p>Schools consider alternative scheduling with certain grades attending (M, W, F) and others (T, TH) one week, then alternating to lower numbers in facility. Consider keeping K-6 or K-8 facilities operational with students attending during mandated closing and go with 100% remote learning with 9-12.</p>	<p>Consider keeping K-6 or K-8 facilities operational with students attending during mandated closing and go with 100% remote learning with 9-12? Can Schools receive a waiver from state allowing elementary students to continue receiving in-school education? Recommendation to NDE is to still allow small groups to attend school to work (Shop, SPED, 504)</p>
<p>Attendance</p>			<p>NDE/State School Board allow schools to teach remote learning and have those days “count” towards attendance if school chooses to do 100% remote learning.</p>
<p>Grading</p>			<p>NDE/State School Board allow schools to grade work and count towards GPA, class rank, etc. in remote learning environment if school chooses to do 100% remote learning.</p>
<p>Technology Needs</p>	<p>School may consider moving toward a 1:1 device:student for K-12 to provide assurance for district in the case of possible future shutdowns.</p>	<p>School may consider moving toward a 1:1 device:student for K-12 to provide assurance for district in the case of possible future shutdowns.</p>	<p>If school is required to go 100% remote learning, consideration of having a 1:1 device/student ratio for K-12.</p>
<p>Student Accessibility</p>			<p>100% wireless accessibility for ALL students in district? If not, implementing plan to provide 100% access. Perhaps purchasing iPads that have cellular service.</p>



CALENDAR/LOGISTICS *continued...*



POSITIVE CASE IN THE SCHOOL/SCHOOL CLOSURE *continued...* ↘

Return to Work Agreements

Review/Update Return to Work Agreements with BOE and school attorneys to determine if they worked well for school district during spring of 2020

Possibly using Return to Work Agreements to keep some of workforce at home during a mild spread.

Initiate Return to Work Agreements for classified staff based on district philosophy on how to pay classified during closure.

Last 1st Semester Closure

School district could consider moving the end of 1st semester to after January 1, initiate a new calendar option that would then have school go longer into spring than originally planned.

CALENDAR OPTIONS ↘

- Consider various calendars
- Start on time
- Start, stop, then start again
- Start later than planned
- Start early
- Extend the school day to reduce the # of contact days
- **Reduced Calendar Day with Longer Hours** ☐

Calendar Examples:

- **Minden Alternative Calendar-Late Start Before Labor Day** ☐

Starting Early Calendar ideas:

- **August 4th Early Start** ☐
- **Thayer Central Alt Calendar** ☐



CUSTODIAL/HEALTH

LOW/NO SPREAD Building Open as Usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down
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EMPLOYEE & STUDENT SAFETY ↓	District/School may consider:	District/School may consider:	District/School may consider:
Screening	<ul style="list-style-type: none"> Whether and which screenings will be used. Communication with parents to monitor student symptoms at home before school. Designated areas for students/staff who show or report symptoms. Sending students home from school and consider keeping home until they have tested negative or have completely recovered according to CDC guidelines. 	<ul style="list-style-type: none"> Whether allowed visitors/vendors will be required to be screened before entering. Entering the building(s): <ul style="list-style-type: none"> Health checks at entrances? Different entrances for different groups? Staggered start times/bus unloading-loading? Designated areas for students/staff who show or report symptoms. Sending Students home from school and consider keeping home until they have tested negative or have completely recovered according to CDC guidelines. 	<ul style="list-style-type: none"> Whether allowed visitors/vendors will be required to be screened before entering.
PPE - Face Masks/Shields	<ul style="list-style-type: none"> Consider if masks will be required. Students and staff may choose to wear masks. 	<ul style="list-style-type: none"> Consider if masks will be required. Students and staff may choose to wear masks. 	<ul style="list-style-type: none"> Students will not be allowed in buildings. Consider whether staff are required to wear masks.
Visitor Restrictions	<ul style="list-style-type: none"> If there will be restrictions on visitors/vendors. Consider whether school will allow parents in school building in designated areas only such as office for appropriate circumstances determined by district and school officials. 	<ul style="list-style-type: none"> Which, if any, visitors will be limited? Are there alternate entrances which can be used by vendors? Consider working with vendors to require face coverings. Consider not allowing parents in building unless a circumstance is determined appropriate by district and school officials. 	<ul style="list-style-type: none"> Identify which visitors/vendors are essential. Are there alternate entrances which can be used by vendors? Consider working with vendors to require face coverings. Alternate drop-off points for vendors to limit their entry into the buildings.



CUSTODIAL/HEALTH *continued...*

LOW/NO SPREAD Building Open as Usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down
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EMPLOYEE & STUDENT SAFETY <i>continued...</i> ↘	District/School may consider:	District/School may consider:	District/School may consider:
<p>School Nurse/Designated Symptom Monitor</p> <p>School Nurse Symptom Monitor Guide 📄</p>	<ul style="list-style-type: none"> • Monitor students and staff who are reported with symptoms. • Monitor students and staff with health related issues. • Consider assigning a staff member in lieu of a school nurse. • Consider training bus drivers, secretaries, first point of contact for symptom monitoring. 	<p>Consider involving trained staff in more detailed symptom monitoring.</p>	<p>Consider monitoring everyone who enters building.</p>
<p>Health Guidance for Exposure</p>	<ul style="list-style-type: none"> • Consider public health recommendations. • Assist public health in contact tracing. • Consider communication plan to students, staff, families, and community. 	<ul style="list-style-type: none"> • Consider public health recommendations. • Consider relaxing attendance for students whose parents aren't comfortable sending to school. • Consider concerns of staff who are in an at-risk category. • Consider hybrid/remote learning - and/or reducing number of students in classrooms and buildings. • Consider communication plan to students, staff, families, and community. 	<ul style="list-style-type: none"> • Consider public health recommendations. • Consider no or limited attendance in buildings until public health decision to move to yellow. • Consider communication plan to students, staff, families, and community.
<p>Student/Staff Symptoms Check List 📄</p>	<p>Consider social distancing to the extent possible, especially in commons areas, busing, activities.</p>	<p>Consider staggering classes, limiting commons area usage, consider number of students in rooms/on buses, consider no use of lunch areas or stagger lunches to create more room.</p>	<p>Follow 6 foot social guidelines for anyone in the building.</p>
<p>Social Distancing</p>	<p>Consider social distancing to the extent possible, especially in commons areas, busing, activities.</p>	<p>Consider staggering classes, limiting commons area usage, consider number of students in rooms/on buses, consider no use of lunch areas or stagger lunches to create more room.</p>	<p>Follow 6 foot social guidelines for anyone in the building.</p>



CUSTODIAL/HEALTH *continued...*

LOW/NO SPREAD Building Open as Usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down
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FACILITIES CLEANING ↘	District/School may consider:	District/School may consider:	District/School may consider:
Student Desks	Have cleaning supplies available to clean between classes. Designate who will be responsible for this cleaning.	Clean between classes by students entering. Clean their desk/seat.	
Teacher Workspace	Have cleaning supplies available to clean.	Consider cleaning area at least once a day.	Consider cleaning area at least twice a day.
Classrooms	Have cleaning supplies available to clean.	Clean in between classes by students.	Deep cleaning as needed.
Cafeteria/Commons Areas	Have cleaning supplies available to clean.	Arranged seating, scheduled lunch times. Consider expanding the commons area to classrooms and the gym. Clean or sanitize between groups of students.	
Buses	Have cleaning supplies available to clean.	Consider cleaning/fogging after each trip.	
Restrooms During Day	<ul style="list-style-type: none"> • Daily cleaning and supplies available for janitorial staff. • Hand Sanitizer before and after entering the restroom. • Signage, STRESS handwashing! 	<ul style="list-style-type: none"> • Consider more frequent cleaning and supplies available for janitorial staff. • Hand Sanitizer before and after entering the restroom. • Signage, STRESS handwashing! 	<ul style="list-style-type: none"> • Deep clean as needed. • Signage, STRESS handwashing!
Restrooms During Non-School Hours	<ul style="list-style-type: none"> • Signage, stress handwashing and hand sanitizer. 	<ul style="list-style-type: none"> • Signage, stress handwashing and hand sanitizer. • Have janitors cleaning regularly. 	<ul style="list-style-type: none"> • Signage, stress handwashing and hand sanitizer. • Deep clean after events.



CUSTODIAL/HEALTH *continued...*

LOW/NO SPREAD Building Open as Usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down
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FACILITIES CLEANING <i>continued...</i> ↘	District/School may consider:	District/School may consider:	District/School may consider:
Cleaning During the Day - Water Fountains, Door Knobs, Handles, High Touch Surfaces	<ul style="list-style-type: none"> Recommend everyone have their own water bottle. Have wipes/spray available to use on door knobs and handles when used. 	<ul style="list-style-type: none"> Consider shutting down water fountains with everyone having their own water bottle. Clean water fountains frequently. Clean door knobs, handles when used. 	<ul style="list-style-type: none"> Consider shutting down water fountains with everyone having their own water bottle. Allowing only staff to refill. Clean door knobs, handles when used.
Locker Rooms/Weight Room	<ul style="list-style-type: none"> Daily cleaning and supplies available for janitorial staff. Hand Sanitizer before and after entering the bathroom. Signage, STRESS handwashing! Educate students on social distancing in the locker rooms and proper sanitation. Clothes go home daily. 	<ul style="list-style-type: none"> Supervised locker rooms by school staff to enforce social distancing, hand washing, and hand sanitizing. Continue to educate students on these guidelines. Clothes go home daily. 	
Playgrounds	<ul style="list-style-type: none"> Have cleaning supplies available. 	<ul style="list-style-type: none"> Consider cleaning playground equipment after each recess. No sharing of toys or equipment. Consider social distancing. 	<ul style="list-style-type: none"> Consider shutting down playground equipment.
Signage Bertrand Sample Signage CDC COVID-19 Print Resources	<ul style="list-style-type: none"> Signage hung throughout all buildings on (social distancing, temperature checks, washing hands, hand sanitizer, and symptoms of COVID-19). 	<ul style="list-style-type: none"> Signage hung throughout all building on (social distancing, temperature checks, washing hands, hand sanitizer, and symptoms of COVID-19). 	<ul style="list-style-type: none"> Signage hung throughout all building on (social distancing, temperature checks, washing hands, hand sanitizer, and symptoms of COVID-19). Update signage as needed or as updates occur.



CUSTODIAL/HEALTH *continued...*

LOW/NO SPREAD Building Open as Usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down
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PREVENTATIVE MATERIALS INVENTORY ↓	District/School may consider:	District/School may consider:	District/School may consider:
Chemicals Used by Maintenance	<ul style="list-style-type: none"> Organize MSD and Inventory sheets. 	<ul style="list-style-type: none"> Re-Evaluate effectiveness of cleaning. 	<ul style="list-style-type: none"> Increase inventory and cleaning process.
Chemicals Used by Staff/Students	<ul style="list-style-type: none"> Organize MSD and Inventory sheets. 	<ul style="list-style-type: none"> Re-Evaluate effectiveness of cleaning. 	<ul style="list-style-type: none"> Increase inventory and cleaning process.
Temperature Scanners	<ul style="list-style-type: none"> Use current on-hand devices. Follow normal protocol. 	<ul style="list-style-type: none"> Utilize screening questions to determine number of temperature checks. 	<ul style="list-style-type: none"> Use screening questions and Increase number of devices to conduct numerous temperature checks
Foggers/Misters	<ul style="list-style-type: none"> Use normal maintenance procedures. 	<ul style="list-style-type: none"> Consider increasing the frequency of fogging in high touch areas. 	<ul style="list-style-type: none"> Increase the frequency of fogging in high touch areas.
Hand Sanitizer and Mask Acquisitions (Facial Coverings)	<ul style="list-style-type: none"> Few changes to necessary inventory. May consider a need to increase inventory 	<ul style="list-style-type: none"> Consider increasing inventory to make sanitizer and masks available to students, staff, and guests as per request. 	<ul style="list-style-type: none"> Increase inventory to ensure enough sanitizer and masks for everyone on school grounds.
Cleaning Equipment Needed Regularly/Daily	<ul style="list-style-type: none"> Use normal maintenance procedures. 	<ul style="list-style-type: none"> Consider increasing the frequency of cleaning in high touch areas. 	<ul style="list-style-type: none"> Increase the frequency of cleaning in high touch areas.
Storage of Equipment/ Access	<ul style="list-style-type: none"> Normal supply and access. 	<ul style="list-style-type: none"> Consider increasing the availability in various areas in the building. 	<ul style="list-style-type: none"> Increase storage capacity and ease of availability to students and staff.
Storage of Chemicals/MSD Sheets/Shelf Life	<ul style="list-style-type: none"> Normal supply and access. Use First in First Out supply guidelines under all conditions 	<ul style="list-style-type: none"> When ordering increased supplies check life to ensure supplies do not lose effectiveness. 	<ul style="list-style-type: none"> Increase inventory and checking life of supplies more frequently to ensure supplies do not lose effectiveness.



CUSTODIAL/HEALTH *continued...*

LOW/NO SPREAD Building Open as Usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down
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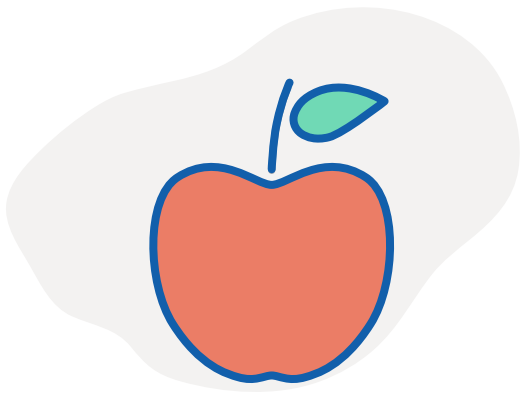
PREVENTATIVE MATERIALS INVENTORY <i>continued...</i> ↘	District/School may consider:	District/School may consider:	District/School may consider:
Inventory & Supply Needs	<ul style="list-style-type: none"> Normal supply. 	<ul style="list-style-type: none"> Increase supplies as necessary for cleaning and personal protection. 	<ul style="list-style-type: none"> Consider substantial increases in inventory to ensure supplies are available according to need.
HVAC/Filters	<ul style="list-style-type: none"> Use existing inventory and maintenance procedures. 	<ul style="list-style-type: none"> Increase inventory and consider replacing filters more often. 	<ul style="list-style-type: none"> Increase inventory and consider replacing filters weekly.
SUPPORTS/TRAINING/CURRICULUM ↘	District/School may consider:	District/School may consider:	District/School may consider:
Social/Emotional Learning Supports & Resources - Students	<ul style="list-style-type: none"> Counselor develops videos/resources for the first day for all students. General messaging promoting well-being and self-efficacy. See NE SCHOOL MENTAL HEALTH CONFERENCE 2020 ☐ handouts and videos for resources. See also National Center for School Crisis and Bereavement ☐ resources. 	<ul style="list-style-type: none"> Counselor develops videos/resources that focus on: Wellness reminders for all Differentiated messaging for students identified as needing greater supports 	<ul style="list-style-type: none"> Counselor works with students in small groups and/or individually address well-being needs on a weekly basis for an identified caseload. Work may need to be done remotely.
Social/Emotional Learning Supports & Resources - Staff → EHA Wellness Resources	<ul style="list-style-type: none"> Counselor develops videos/resources for the first day or all staff, focusing on use of EHA wellness resources for member districts. 	<ul style="list-style-type: none"> Counselor and Admin continue to message EHA resources while also messaging any free EAP resources available to staff. 	<ul style="list-style-type: none"> Counselor and Admin may convene small groups and/or individually to address well-being needs on a weekly basis for key staff seeking more intensive collegial support.
Crisis/Safety Pandemic Response Team	<ul style="list-style-type: none"> Convene Pandemic Response Team quarterly or monthly. 	<ul style="list-style-type: none"> Convene Pandemic Response Team weekly. 	<ul style="list-style-type: none"> Convene Pandemic Response Team weekly and provide a daily email update from team coordinator.



CUSTODIAL/HEALTH *continued...*

LOW/NO SPREAD Building Open as Usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down
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SUPPORTS/TRAINING/ CURRICULUM <i>continued...</i> ↘	District/School may consider:	District/School may consider:	District/School may consider:
Training Staff - Building Protocols - Arrival, Passing Periods, Breakfast/Lunch, Dismissal	<ul style="list-style-type: none"> Pre-return to school training/ orientation. 	<ul style="list-style-type: none"> Pre-return to school training/ orientation. 	
Training Substitute Staff (Teachers, Paras, Janitors, etc.)	<ul style="list-style-type: none"> Pre-return to school training/ orientation required before start of school; mandatory to get on the approved substitute teacher list. 	<ul style="list-style-type: none"> Review and reinforce classroom cleaning and social distancing for substitute teachers; if a substitute has not been on site for >3 weeks, consider repeating basic "Clean Classrooms" checkoff before entering classroom. 	
Training Process, Pre-teach, Teach, Re-teach	<ul style="list-style-type: none"> Monthly review in a checklist format w/ required self-report (can be done as a google form. See also standard one-pager on office cleaning procedures for cleaning and disinfecting. 	<ul style="list-style-type: none"> Biweekly review in a checklist format which serves as basic criteria to be adhered to for custodians, paraprofessionals, teachers. 	<ul style="list-style-type: none"> Weekly review Daily classroom opening and closing procedures/checklist for teachers & custodians
Social/Emotional Supports & Resources - Parents	<ul style="list-style-type: none"> Survey families on concerns prior to school year CASEL / Committee for Children guidance on Efforts To Promote Social and Emotional Learning During the Pandemic resource is applicable to all levels. 	<ul style="list-style-type: none"> Survey families and/or individual families monthly? (underlying conditions) Monthly communication sent home 	<ul style="list-style-type: none"> Weekly communication sent home Survey



FOOD SERVICE

LOW/NO SPREAD Building Open as Usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down
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SERVING MEALS ↘	District/School may consider:	District/School may consider:	District/School may consider:
	<ul style="list-style-type: none"> Districts will consult with NDE Food Service personnel for guidance. <ul style="list-style-type: none"> ◇ Shawn.Vondracek@nebraska.gov → https://www.education.ne.gov/ns/forms-resources/summer-food-service-program/ Schools will serve in cafeterias, with no student self-service items. 	<ul style="list-style-type: none"> Schools will serve in cafeterias, with no student self-service items. School districts will determine the differences between “Offer vs Serve” in regards to the wording in the current DHM or other health department guidelines. When needed schools will take steps to transition between Phase III and Phase IV guidelines in regards to food service. 	<ul style="list-style-type: none"> Packaged meals will be distributed. The method would be at the district’s discretion. NDE will provide “guidance” (based on “best practices”) on safely reopening, but (3) it will ultimately be a local decision on how schools reopen this fall.

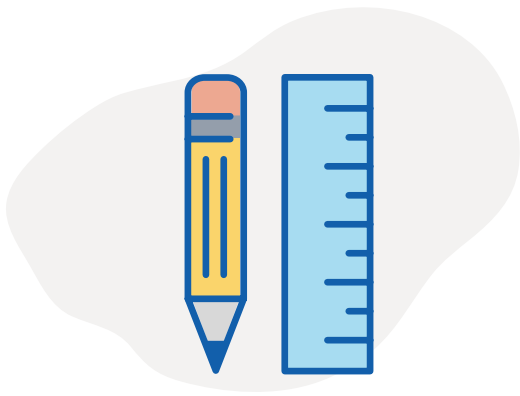
Schools will attempt to limit student interactions by practicing social distancing and the following if applicable.

- Serve lunch in classrooms or other available spaces ie. gym.
- Expand lunch periods so fewer students are in a space at one time.
- Consider outside seating if possible.
- Consider open campus for high school students
- Eliminate student use of keypad for point of sale, instead assign one staff member or use remote scanning of ID card.

In regards to the distribution of food schools may consider the following practices:

- No use of salad bar, or self-serve fruit and vegetable bar; instead provide individually wrapped items.
- Use foam or disposable trays.
- No self-serving by students. Food items will be individually packaged or placed on trays by food service personnel. Students may pick up prepackaged items, but a space will be maintained between items to prevent students from touching the food of others.
- Food service staff will comply with NDE safety requirements and recommendations such as face shields, gloves, disinfecting, etc.

NDE will provide “guidance” (based on “best practices”) on safely reopening, but it will ultimately be a local decision on how schools reopen this fall.



INSTRUCTION/CLASS SIZE

LOW/NO SPREAD Building open as usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down
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Professional Development (PD) on delivery of effective formative, interim and summative assessments both on-line and in the classroom; online/virtual delivery of instruction; social emotional supports for students & staff; Reach out to ESU for professional learning supports and supplemental mental health supports

- Consider limiting travel to in-state conferences only and to areas with low virus spread.
- Utilize internal district expertise for professional development. *Consider holding virtual conferences, workshops, and meetings.

- Ensure all faculty and staff have remote access and device capability.
- Limit school district mass gatherings of staff for PD/ motivational speakers for 2020-2021.
- Schools should consider measures such as providing early retirement incentives and creating new roles for teachers and principals who are forced to remain at home due to their risk.

CURRICULUM AND INSTRUCTION

<https://docs.google.com/document/d/1jgmkyXPJ9eThz-QJLBwoRi-IrFdgVp2TPHAcxsbhUQ/edit>

ASSESSMENT AND RESPONDING TO STUDENT NEEDS ↘

General Considerations:

1. Keep students in grade level content and “spot” remediate unfinished learning,
2. Focus on [essential content-Math & ELA](#)
3. Ensure that all students have access to [HQIM](#) in core programming.

Plan of Actions:

- [Summer Critical Actions](#)

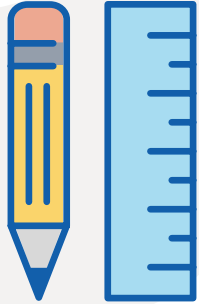
General Considerations:

- Whether we enter the 2020-21 school year in green or yellow teachers may want to consider engaging in the same assessment protocols recommended in green. Refer to the green column.
- [Key Factors if Administering NWEA MAP Growth Remotely](#)
- PD on delivery of effective formative, interim and summative assessments both on-line and in the classroom.

General Considerations:

- Assuming that the move to red occurs sometime after the on-site start of the 2020-21 school year, additional considerations could include:
- [Key Factors if Administering NWEA MAP Growth Remotely](#)
- PD on delivery of effective formative, interim and summative assessments both on-line and in the classroom.

INSTRUCTION/CLASS SIZE *continued...*



LOW/NO SPREAD
Building open as usual

MINIMAL/MODERATE SPREAD
Modified use of buildings

SUBSTANTIAL SPREAD
School buildings shut down

ASSESSMENT AND RESPONDING TO STUDENT NEEDS *continued...* ↘

How Do We Know What They Know?

- [Pre Assessment Strategies Examples](#) ▢
- For ELA:
 - ◊ [IRLA](#) ▢
 - ◊ IXL
 - ◊ Acadience
 - ◊ MAP Accelerator
- For Math:
 - ◊ [Zearn](#) ▢
 - ◊ IXL
 - ◊ MAP Accelerator

What Do We Do if They Don't Know?

- Addressing Student Needs
 1. How can use all staff (music, PE, Art, SS) and creatively schedule to remediate unfinished (pre-requisite) learning.
 2. For ELA gaps consider building background knowledge of students. Ex. preparing to read on grade level complex text on WWII, provide video, interview w/vet, access news reels, prior to reading complex text
 3. [Scaffolding student learning resource](#) ▢
 4. Online re-teach
- For ELA:
 - ◊ EdReady
- For Math:
 - ◊ Zearn
 - ◊ Kahn Academy
- Use Learning Management System (LMS) to deliver online re-teach lessons
- Flipped classroom



INSTRUCTION/CLASS SIZE *continued...*

LOW/NO SPREAD Building open as usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down
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GRADING PRACTICES ▾

K-8: Standard Grading; 9-12: Standard Grading

K-8: Completion Grading; 9-12: Standard Grading

K-8: Pass/Fail; 9-12: Completion Grading

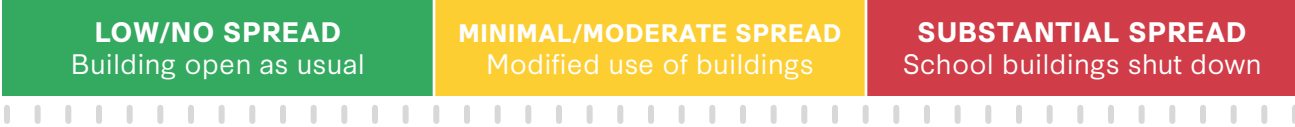
Technology

https://ies.ed.gov/ncee/edlabs/regions/central/pdf/RELCentral_Remote-Learning-QC-Handout.pdf

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> • Get technology for students by grade level. • Plan for the future and not being in school. • Use technology when possible • Teachers trained and prepared for online learning. • Have technology in students hands when they leave school. • Teachers fully utilize technology. • School has a Learning Management System to teach -Schoology, Canvas, etc. • Training on Google Chat, Zoom, GoToMeeting, etc. • Check on Student network availability - have backup plan for students lacking internet access such as procuring hotspots or providing flash drive content updated weekly, etc. • Synchronous vs Asynchronous learning--Have a blend and always record (asynchronous). • Synchronous vs Asynchronous learning--Have a blend and always record (asynchronous) • Parent Professional Development is important-- Parent knowledge of technology use. • District expectations for teaching - discuss-set expectations | <ul style="list-style-type: none"> • Teachers trained and prepared for online learning. • Have technology in students hands when leave school. • Teachers fully utilize technology. • School has a Learning Management System to teach -Schoology, Canvas, etc. • Implement Google Chat, Zoom, GoToMeeting, etc. • Synchronous vs Asynchronous learning--Have a blend and always record (asynchronous). | <ul style="list-style-type: none"> • Implement teacher expectations for teaching and learning, fully operational. • Communicate District expectations for teachers and students, follow through, etc. |
|---|---|---|



INSTRUCTION/CLASS SIZE *continued...*



GRADING PRACTICES *continued...* ↘

Rule 10/62

- Teach students how to use technology before alternate learning environment.
- **Student Enrollment, Attendance & Instructional Hours Considerations:** Assess and update student enrollment and attendance policies.
- **ATTENDANCE related:** Assess and update student enrollment and attendance policies. [reference NE 79-209 which states: (2) All school boards shall have a written policy on attendance developed and annually reviewed in collaboration with the county attorney of the county in which the principal office of the school district is located. The policy shall include a provision indicating how the school district will handle cases in which excessive absences are due to illness. The policy shall also state the circumstances and number of absences or the hourly equivalent upon which the school shall render all services to address barriers to attendance.]
- **Rule 62 Declaratory Order** ☐ authorized by Stated Board at June 17 meeting.
- **Rule 62 Petition** ☐ has a fairly comprehensive list.

CLASS SIZE ↘

Schools by June 30 should indicate any concerns related to Rule waivers that may be needed for 2020-2021; See → <https://www.education.ne.gov/rule-10-eoy-waiver/>

Social Distancing to the extent possible in all contexts with class with classrooms operating at regular capacity.

Social Distancing with restrictions with potential reductions to classroom operating capacity.

Not in school /Working with local Health Department.

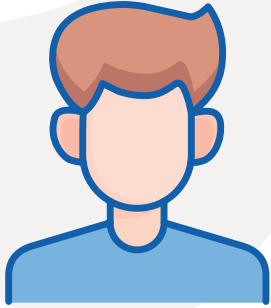


PERSONNEL

LOW/NO SPREAD Building Open as Usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down
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PERSONNEL ↘	District/School may consider:	District/School may consider:	District/School may consider:
	<ul style="list-style-type: none"> • Possibly survey the entire staff to gain insight into any ADA, FMLA or any concerns and issues staff may have concerning COVID-19. • Suggest doing this survey early (June or early July), as it may take some weeks to work through issues with individual staff members. • A sample staff survey can be viewed here. • Every school should have the interactive process within board policy. If you do not, or have tough issues to deal with, involve your attorney early in the process. • A simple checklist for ADA and FMLA issues can be viewed here 📄 • A simple flowchart for ADA and FMLA issues can be viewed here 📄 • Additional information on ADA can be viewed here 📄 • Additional information on FMLA can be viewed here 📄 • Additional information on FFCRA can be viewed here 📄 	<ul style="list-style-type: none"> • Check in again with staff and address any legal or emotional concerns and issues. Follow similar process as outlined in low spread column. 	<ul style="list-style-type: none"> • Check in again with staff and address any legal or emotional concerns and issues. Follow similar process as outlined in low spread column.

PERSONNEL *continued...*



LOW/NO SPREAD
Building Open as Usual

MINIMAL/MODERATE SPREAD
Modified use of buildings

SUBSTANTIAL SPREAD
School buildings shut down

PERSONNEL *continued...* ↘

Start dialogue with your staff about the following:

(as level of spread increases, revisiting many of these topics is advised)

- The difference between a health condition and fear of returning to work (the checklist and processes above will help with this).
- Reminder that, due to COVID-19, duties may be assigned in which nobody is thinking about. For example, extra lunch room duty, extra cleaning, etc.
- Discuss with staff about extra duty pay if the sports season is partially or fully cancelled (education association/negotiations issue).
- Discuss how the negotiated agreement may apply to teaching and learning in a remote setting. Are there any anticipated issues, concerns, etc?
- Discuss with teachers about preparations and expectations to teach BOTH face-to-face and online.
- Discuss with teachers about the possible need to downsize the district (possibly RIF) because of COVID-19 in future years.
- Discuss with staff about the need and availability of mental health services for employees.
- Schedule time during the fall inservice for training of staff in safety protocol procedures with COVID-19 and document training.
- Review teacher certification endorsements for all teachers, as districts may need to be creative or change assignments to meet student/district/staff needs.
- Discuss with teachers about the possibility of reassignment. They are assured a position, but not a specific assignment.

Convey to staff the expectations moving forward in regard to teaching:

- Discuss staff expectations and how this may be measured under alternative learning environments, i.e. will teacher evaluation look different under remote learning, wearing a mask, etc.
- Guidelines for working from home in a remote learning environment and expectations regarding hours, duties, etc.
- Use of personal/sick/bereavement leave under remote learning environment.
- Reasonable expectations of supervision in remote learning environments.



SPED/504

LOW/NO SPREAD Building Open as Usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down
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SPED/504 ↘

The nature of this document is to provide suggestions, guidance, and considerations for a wide-variety of scenarios that school districts may encounter when planning for school opening in the fall in relation to SPED/504 Planning. It is imperative that each school district take into account the health status of the local community, the resources that are available to each school, and to remain flexible in meeting the educational, social, emotional, and health needs of each child. These practices and considerations are intended to be relevant for all stages of school operations.

Best Practice for all Districts to follow in regards to students with Disabilities

Revisit IEP and determine if goals can be accomplished under current operating conditions.

- If **YES**, carry out services to support goals.
- If **NO**, bring together the IEP team to determine how services can be modified to reflect current operating systems. Schools may want to consider remote learning, teletherapy, small on-site learning, sending staff to student homes, or having one-to-one service delivery.

Schools should ask the following question to Parents and IEP Team Members when reviewing all IEP's and 504 Plans prior to school starting: "Have the student's needs changed based on lack of in-person instruction?" Include a written response to this question as a Covid Impact Statement in the Plan.

- If **NO**, carry out services to support goals. Document parent response to this.
- If **YES**, bring together the IEP team to determine how services can be modified to reflect current operating systems. Document parent concerns and response. Schools may want to consider remote learning, teletherapy, small on-site learning, sending staff to student homes, or having one-to-one service delivery.
- Suggestion is to include a COVID Impact Statement that details the answer to this question in the Notes of IEP or 504 Plan.

Considerations for School Districts

- If there is a directive or mandate that in-person education is "banned" then that will trump the IEP. If the DHM or guidance is just a recommendation to cease in-person education, then schools can use best judgement about how to best serve the students.
- Schools should follow the guidelines put forth by the local Health Departments, such as social distancing and use of PPE devices. Therapists and service providers may encounter situations where work with PPE devices or social distancing is not possible. This should be addressed to determine the best way to still deliver services, but these barriers should not be an automatic reason to stop services.
- If there is a local outbreak, schools will need to make a decision on what services will look like if schools will move to a modified schedule or if schools need to close. If services can still be delivered to identified students in a small group or a one-to-one environment, continuation of services should still be a consideration. This is a local decision that will need to be addressed and determined. Considerations in this scenario are staffing, availability of rooms and spaces, number of students to be served, services to be provided, parental willingness to implement the plan, etc.
- Compensatory and recoupment of lost learning. If you have concerns or need guidance on this, please refer to Launch Nebraska Document.

SPED/504 *continued...*



LOW/NO SPREAD
Building Open as Usual

MINIMAL/MODERATE SPREAD
Modified use of buildings

SUBSTANTIAL SPREAD
School buildings shut down

Considerations for School Districts *continued...*

- When making decisions regarding student services, school districts may want to consider putting all student services type considerations into one target area to ensure that no consideration area(s) get overlooked. This would include academic services, behavior services, OT services, PT services, SLP services, OHI services, and 504 Plans.
- Launch Nebraska Health Document currently recommends homogeneous grouping for small schools and sets static group sizes at 20 students. Students can leave the homogenous grouping for services and/or the SPED teacher/therapists are able to come into the homogeneous classroom. See Best Practice statement at top of document and be very mindful of Least Restrictive Environment (LRE) when grouping students. DO NOT just put all students that qualify for SPED services in a group for easier access. LRE is still required and expected.
- When budgeting, school administrators may want to consider that funding may need to be adjusted if it is necessary to provide a new level of services to students. This may be due to personnel, equipment, contracted services, etc.
- *If needing to make changes to IEP/504 Plans to address changes in instructional delivery (i.e. in-person to remote learning), a PWN should address this change until the IEP/504 plan is due for review/renewal. Districts do not have to hold an IEP/504 meeting for all students prior to the start of the school year. See Best Practice Section at top of document.*



TRANSPORTATION

LOW/NO SPREAD
Building open as usual

MINIMAL/MODERATE SPREAD
Modified use of buildings

SUBSTANTIAL SPREAD
School buildings shut down

TRANSPORTATION ↘

Alternatives for Districts to Consider for COVID-19 Safe Transportation if there is a Risk

Note: NDE guidance indicates that school busing operations proceed normally when there is Low/No Spread. Therefore these considerations may be applicable to only Minimal/Moderate Spread depending on the desire of the district:

- Bus drivers and monitors wear masks at all times while transporting students.
- Employ bus monitors on each bus to ensure that passengers are adhering to health and safety expectations and to conduct temperature screenings.
- Take the temperature of all students prior to entry on the bus in the morning and then again before afternoon routes and activity trips.
- Develop a protocol with parents such as: if students have temperature above 100.4 they may not ride the bus either morning or afternoon routes, or before activity trips (e.g. when the student has a fever during the school day, the parent/guardian must arrange transportation back home for their child).
- All students and staff apply hand sanitizer as they enter the vehicle.
- When doubling up is necessary, sit students together who are from the same household.
- Develop seating arrangements based on the order students get on and off the bus (e.g. for AM routes, the first student on, sits at the back of the bus, the last student on, sits at the front of the bus).
- Disembarking should happen from front to back to minimize exposure.
- Drivers stay home if they have a fever or other COVID-19 related symptoms.
- Sanitize all surfaces after every route or trip.

No transportation would be provided.



TRANSPORTATION *continued...*

LOW/NO SPREAD Building open as usual	MINIMAL/MODERATE SPREAD Modified use of buildings	SUBSTANTIAL SPREAD School buildings shut down
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TRANSPORTATION *continued...* ↘

Bus routes and activity trips operate at full student capacity, with reasonable health measures implemented to prevent the spread of COVID-19, if deemed feasible by the district.

Bus routes and activity trips operate at reduced student capacity, with reasonable health measures implemented to prevent the spread of COVID-19, if deemed feasible by the district.

- Consider offering parents the option to bring their child(ren) to and from school rather than ride the bus.
- Consider whether passengers will wear masks, if feasible.
- Consider using multiple buses for activity trips to better space students for large activity groups, if feasible.
- If all certified drivers become suddenly unavailable due to COVID-19 related circumstances, consider utilizing clause 001.02A (iv) in NDE Rule 91 allowing for "...the operation of small vehicles in emergency situations when approved by the school administrator or person designated by the local governing school board."
- Consider increasing the number of bus routes for heavily populated routes, if feasible.

Committee Roster

Considerations for Developing Re-Opening Plans for Nebraska Schools | NRCSA

→ STEERING COMMITTEE

Jack Moles, NRCSA, Chair
John Skretta, ESU 6, Co-Chair

Curtis Cogswell	McCool Junction
Corey Dahl	ESU 8
Jeff Edwards	Northwest
Vern Fisher	Gibbon
Alan Garey	Medicine Valley
Drew Harris	ESU 9
Tim Heckenlively	Falls City
Brent Hollinger	Cross County
Stephanie Kaczor	Riverside
Mark Lenihan	Wayne
Lori Liggett	Gordon-Rushville
Ginger Meyer	Chadron
Brenda McNiff	ESU 5
Heather Nebesniak	Ord
Deb Paulman	ESU 16
Larianne Polk	ESU 7
Brian Rottinghaus	Pawnee City
Shawn Scott	Adams Central
Amy Shane	O'Neill
Joe Sherwood	Morrill
Melissa Wheelock	ESU 10
Jim Widdifield	Minden

→ ACTIVITIES

Alan Garey	Medicine Valley
Jeff Edwards	Northwest
Jon Davis	Alma
Chad Denker	David City
Vern Fisher	Gibbon
Bryon Hanson	Callaway
Jeff Jensen	Central City
Beth Johnson	Conestoga
Rich Lemburg	Clarkson
Mike Meyerle	Diller-Odell
Kevin Reiman	Weeping Water
Mike Williams	Arcadia
Dana Wiseman	Sutton
Holly Herzberg	Hampton
Paul Sheffield	Exeter-Milligan

→ CALENDAR/LOGISTICS

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Jim Widdifield	Minden
Gregg Cruikshank	Homer
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Wade Finley	Litchfield
Robert Hanzlik	Stuart
Nicole Hardwick	Boone Central
Drew Harris	ESU 9
Tim Heckenlively	Falls City
Derrick Joel	Raymond Central
Bryce Jorgensen	Southern Valley
Danny McMurtry	Maxwell
Randy Page	Thayer Central
Paul Pistulka	West Holt
Brian Tonniges	High Plains
Caroline Winchester	Chadron
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Committee Roster *continued...*

Considerations *for* Developing Re-Opening Plans *for* Nebraska Schools | NRCSA

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Mark Lenihan	Wayne
Stephanie Kaczor	Riverside
Mike Apple	Ogallala
Brad Best	Heartland
Jason Brown	Maywood
Tim Cody	Minatare
Ray Collins	Wilber-Clatonia
Sherri Edmundsen	HTRS
Howard Gaffney	Stapleton
Dale Hafer	Ainsworth
Christopher Look	Crofton
Phillip Picquet	Perkins County
Daryl Schrunck	Dorchester
Barry Schaeffer	Arthur County
Robby Thompson	Creighton
Melissa Wheelock	ESU 10
Ron Wymore	Cozad

➔ FOOD SERVICE

Lori Liggett	Gordon-Rushville
Curtis Cogswell	McCool Junction
Candy Condradt	Franklin
Sherri Edmundson	HTRS
Justin Frederick	St. Edward
Darrin Hahne	Elkhorn Valley
Stan Hendricks	Doniphan-Trumbull
Brian Hof	Red Cloud
Marty Kobza	Superior
Dave Kraus	Friend
Chris Kuncel	Mullen
Jake Luhr	Battle Creek
Rick Masters	Kenesaw
Daryl Schrunck	Dorchester

➔ INSTRUCTION/CLASS SIZE

Vern Fisher	Gibbon
Deb Paulman	ESU 16
Chad Boyer	Wisner-Pilger
Sadie Coffey	Shickley
Josh Cumpston	Silver Lake
Jeff Edwards	Northwest
Brett Gies	Sioux County
George Griffith	Arapahoe
Kolin Haecker	Bruning-Davenport
Tim Heckenlively	Falls City
Beth Johnson	Conestoga
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Patrick Ningen	Creek Valley
Shawn Scott	Adams Central
John Weidner	Twin River

Committee Roster *continued...*

Considerations for Developing Re-Opening Plans for Nebraska Schools | NRCSA

→ PERSONNEL

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Ginger Meyer	Scribner-Snyder
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Justin Hayes	Santee
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Darrin Max	Burwell
Travis Miller	Bayard
Nick Mumm	Giltner
Heather Nebesniak	Ord
Deb Paulman	ESU 16
Harlan Ptomey	Cedar Bluffs
Justin Knight	Perry Law

→ SPED/504

Heather Nebesniak	Ord
Amy Shane	O'Neill
Mark Bejot	Maywood
Jeremy Christiansen	Laurel-Concord-Coleridge
Sadie Coffey	Shickley
Ray Collins	Wilber-Clatonia
Del Dack	Paxton
Jane Davis	Hershey
Dan Endorf	North Bend
Andrew Farber	Louisville
Dan Hoelsing	Schuyler
Charles Isom	Hemingford
Brenda McNiff	ESU 5
Larianne Polk	ESU 7
Chris Proski	Southern
Jon Rother	Johnson County Central
Angela Simpson	Loup City
Karen Haase	KSB School Law

→ TRANSPORTATION

Brian Rottinghaus	Pawnee City
Joe Sherwood	Morrill
Terry Bauer	Silver Lake
Lindsey Beaudette	Emerson-Hubbard
Brad Best	Heartland
Evelyn Brown	Banner County
Jon Davis	Alma
Andy Havelka	Freeman
Ryan Knippelmeyer	Elmwood-Murdock
Dale Martin	Nebr Unified #1
Jeff Messersmith	Wynot
Mike Meyerle	Diller-Odell
Julie Otero	South Central Unified
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Matt Quiring	Heartland
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Layout design by Elisa Taylor, Graphic Designer, ESU 6.

Southern Public Schools Activities Handbook 2020-2021



Rules and Regulations 2020-2021

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Introduction

Student participation in extracurricular activities has been linked to improved attendance, higher academic achievement, and greater student self-confidence and self-esteem. Southern Public Schools provides students with the opportunity to participate in a comprehensive activities program that includes athletics, fine arts, and select clubs or organizations associated with academic areas.

Although the school district believes strongly in the value of student activities, participation in the activities program is a privilege, not a right. Students must obey the rules set out in this handbook and any additional rules created by their coach or activity sponsor. This handbook is advisory and does not create a "contract" with parents, students, or staff. The administration reserves the right to make decisions and make rule revisions at any time to implement the educational program and to assure the well-being of all students. The administration is responsible for interpreting the rules contained in the handbook. If a situation or circumstance arises that is not specifically covered in this handbook, the administration will make a decision based upon all applicable school district policies, and state and federal statutes and regulations.

Please read this handbook carefully. Students and their parents are responsible for complying with all of the rules and procedures detailed in this booklet.

Parents must sign the acknowledgement and permission to participate form at the end of this handbook before their student will be permitted to participate in the activity programs of the district.

The provisions in this handbook are subject to change at the sole discretion of the Board of Education. From time to time, you may receive updated information concerning changes in the handbook. These updates should be kept within the handbook so that it is up to date. If you have any questions regarding this handbook, please contact the Superintendent for assistance.

NONDISCRIMINATION IN EDUCATION PROGRAMS AND ACTIVITIES

The school district does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Name: Dr. Christopher Prosocki
Title: Superintendent
Address: 115 South 11th Street, Wymore, NE 68466
Telephone: 402-645-3326
E-mail: cprosocki@southernschools.org

For further information on notice of nondiscrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area or call 1-800-421-3481.

For additional prohibited discrimination and related information, please review school district Policy 3053: Nondiscrimination.

SECTION ONE: GENERAL INFORMATION ABOUT THE ACTIVITIES PROGRAM

Academic Eligibility

To be eligible to participate in the school's activity programs, each student must (1) meet Nebraska State Activities Association (NSAA) requirements concerning scholastic eligibility (see Section Three of this Handbook), (2) be registered for 10 credit hours per semester and be in regular attendance, and (3) have not less than a 70% grade in two or more classes for a period of one week to remain eligible to participate in any portion of the activities program. Participants must attend practices and participate in all conditioning during any period of ineligibility.

The school district will notify a participant and his or her parents whenever the participant is declared academically ineligible.

Students may not participate in any activity, performance or practice while serving a short-term suspension, long-term suspension, or expulsion from school.

Attendance at Practices and Contests

Participants in the activities program are expected to attend and be on time at all practices and meetings scheduled by the coach or sponsor. Participants may be excused for absences resulting from a participant's illness, a death in the family, a doctor's appointment, a court appearance, or other absences that are arranged in advance. The coach, sponsor, or director of an activity may require a participant who has an excused absence to complete an alternate assignment for missing a practice, meeting, event, performance, or contest. A participant who is unable to attend a scheduled practice, meeting, or game must contact the coach or sponsor in advance. Students who are absent from school due to illness are not required to provide the coach or sponsor with additional notification of the student's absence from practice.

Students who are absent from school for more than one half of the day will not be permitted to practice or participate in an athletic contest or activity performance unless the student has the building principal's prior permission to participate despite the absence.

If a participant misses a scheduled contest or performance, the coach or sponsor may impose discipline up to and including suspension of the participant from the activity for the remainder of the season or length of the activity.

Closings

Unless the administration determines that it is permissible for the activity to continue as scheduled, all activities will be cancelled or postponed in the event that school has been called off for inclement weather or any other reason as determined by the administration. Unless the administration determines that it is permissible for the activity to continue as scheduled.

Colors

The Southern School colors are red and black.

Complaint Procedure

To reduce conflicts in the school's activities program, students and/or their parents should use district's formal complaint procedure to manage conflicts about the program. The complaint procedure is printed in the school's student handbook and may be found on the district's web site: <http://www.southernschools.org>.

Concussion Awareness

The Nebraska Unicameral has found that concussions are one of the "most commonly reported injuries in children and adolescents who participate in sports and recreational activities and that the risk of catastrophic injury or death is significant when a concussion or brain injury is not properly evaluated and managed."

The School District will:

- a. Require all coaches and trainers to complete one of the following on-line courses on how to recognize the symptoms of a concussion or brain injury and how to seek proper medical treatment for a concussion or brain injury:
 - Heads UP Concussions in Youth Sports
 - Concussion in Sports—What You Need to Know
 - Sports Safety International
 - ConcussionWise

- ACTIVE™ Athletic Concussion Training for Coaches; and
- b. On an annual basis provide concussion and brain injury information to students and their parents or guardians prior to such students initiating practice or competition. This information will include:
- 1 The signs and symptoms of a concussion;
 - 2 The risks posed by sustaining a concussion; and
 - 3 The actions a student should take in response to sustaining a concussion, including the notification of his or her coaches.

A student who participates on a school athletic team must be removed from a practice or game when he/she is reasonably suspected of having sustained a concussion or brain injury in such practice or game after observation by a coach or a licensed health care professional who is professionally affiliated with or contracted by the school. The student will not be permitted to participate in any school supervised team athletic activities involving physical exertion, including practices or games, until the student:

- a. has been evaluated by a licensed health care professional;
- b. has received written and signed clearance to resume participation in athletic activities from the licensed health care professional; and
- c. has submitted the written and signed clearance to resume participation in athletic activities to the school accompanied by written permission to resume participation from the student's parent or guardian.

If a student is reasonably suspected after observation of having sustained a concussion or brain injury and is removed from an athletic activity, the parent or guardian of the student will be notified by the school of:

- a. the date and approximate time of the injury suffered by the student,
- b. the signs and symptoms of a concussion or brain injury that were observed, and

- c. any actions taken to treat the student.

The school district will not provide for the presence of a licensed health care professional at any practice or game.

School officials shall deem the signature of an individual who represents that he/she is a licensed health care professional on a written clearance to resume participation that is provided to the school to be conclusive and reliable evidence that the individual who signed the clearance is a licensed health care professional. The school will not take any additional or independent steps to verify the individual's qualifications.

Dances

School dances are part of the district's extracurricular activity program. Students who wish to participate in school dances must comply with the activity code. Students may be prohibited from participating in school dances as a consequence for violating school rules or these activity rules.

Junior High School Dances

Junior high (7-8) dances are restricted to students currently enrolled in the junior high school and will be sponsored by junior high teachers. Any organization wishing to sponsor a junior high dance must obtain permission from the principal regarding date and times. Each dance must be sponsored by at least one faculty members. Once admitted to the dance, students must remain until the close of the dance. Students who leave the dance will not be readmitted.

High School Dances

All high school dances are restricted to Southern High School students and their guests. All guests must be in High School or be 20 years of age or younger. Any organization wishing to sponsor a dance must obtain permission from the principal regarding date and times. Each dance must be sponsored by at least one faculty members. Once admitted to the dance, students must remain until the close of the dance. Students who leave the dance will not be readmitted.

Homecoming and Prom

The Homecoming dance is open to students and guests of Senior High School. All guests must be in High School or be 20 years of age or younger.

The Junior/Senior Prom is open to students and guests of the Southern High School junior and senior classes. Guests must follow all rules that the students must follow. Each student is responsible for his/her guest's conduct. Appropriate attire is required for these dances. No blue jeans, shorts, or T-shirts will be allowed at the banquet or dance for Prom. Black dress jeans will be acceptable.

Electronic Communication

The school board supports the use of technology by coaches, extracurricular sponsors, and other staff members to communicate with students for legitimate educational, extracurricular, and other school-related purposes. However, electronic communication between students and teachers, sponsors, and coaches shall be appropriate at all times and shall not violate any law, district policies, or the Regulations and Standards for Professional Practices Criteria, commonly known as Rule 27 of the Nebraska Department of Education ("Rule 27"). Please see the Social Media Policy For School District Employees for further explanation.

Equipment

Each participant in the athletic portion of the activities program will be issued a locker to store his/her personal belongings and school equipment that has been checked out. Students should secure their athletic lockers with combination locks.

School-owned clothing or equipment that is checked out to individual students remains the property of the school. The clothing or equipment is not to be used or worn by the student except for the intended use. Each piece of equipment or clothing is to be returned to the instructor or coach when the season or the use for such clothing or equipment is over. Each participant is responsible for all equipment checked out to him/her. Students will be assessed the replacement cost for school equipment that has been check out to him/her and is lost or stolen.

Fundraising

All school-sponsored fundraising activities must be approved by a member of the school district administration. Fundraising for any activity must comply with the district's policies, including applicable provisions specifically pertaining to Booster Clubs and PTOs for non-school-sponsored fundraising. Use of the school mascot shall not be permitted unless approved by the superintendent.

Individual Training Rules and Rules of Conduct

Head coaches or sponsors may develop additional training rules or rules of conduct for their activity. Students are responsible for knowing these rules and complying with them.

Initiations and Hazing

Initiations and hazing by members of classes, clubs, athletic teams, or any other organization affiliated with the district are prohibited except as otherwise permitted by this policy. Any student engaging in hazing or non-approved initiations is subject to discipline as permitted by policy and law.

Initiations are defined as any ritualistic expectations, requirements, or activities placed upon new members of a school organization for the purpose of admission into the organization, even if those activities do not rise to the level of "hazing" as defined below. Initiations are prohibited except by permission of the superintendent.

Hazing is defined as any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership in any school organization. Hazing activities include, but are not limited to, whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with the intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act that endangers the physical or mental health or safety of any person.

Injuries

Participants who suffer any type of injury while involved in extracurricular activities must notify the coach or sponsor immediately. The coach or sponsor will then evaluate the injury and, if necessary, notify the participant's parents or seek immediate medical treatment.

If at any time during participation a doctor removes an athlete from participation because of an illness or injury, the athlete must have a written release from a doctor before participating again. The written release must be given to the coach or sponsor of the activity.

Note: The release requirement will be satisfied if the initial doctor's order specifies the duration of the student's restriction from participation and/or competition. Also see Concussion Awareness above.

Insurance

The school district does not provide medical or other insurance coverage for students who participate in athletic contests or other activities. It is the parents' responsibility to provide adequate insurance to cover any medical expenses that may be incurred while the student is participating in athletics or other activities.

The school district makes an accident insurance plan available for purchase by participants and their families through an authorized insurance agent. Information about policies which families may purchase will be available prior to each sports season, at fall registration, and in the back to school letter

Lettering Requirements

In addition to the requirements below, the athlete must complete the season in good standing with the head coach. For the purpose of Lettering Requirements, an activity's season will be deemed to begin and end as set forth by the NSAA calendar for that specific activity. The NSAA season dates can be obtained by going to www.nsaahome.org.

Each head coach may waive the lettering requirements if an athlete has contributed significantly to the team's success over the course of the season. In all cases the athlete must have the head coach's recommendation to receive a varsity letter.

The following guidelines will be used in determining students' eligibility for lettering:

Football: The athlete must participate in 33% of the total varsity quarters.

Softball: The athlete must participate in 25% of the total varsity innings.

Volleyball: The athlete must participate in 50% of the total varsity matches.

Basketball: The athlete must participate in 25% of the total varsity quarters.

Wrestling: The athlete must accumulate 25 varsity team points, or place in a major varsity tournament (Conference or District Meets), or successfully complete the season. Points will be awarded in this manner:

Varsity Competition:

- A) Pin 6 points
- B) Sup. Dec 5 points
- C) Maj. Dec 4 points
- D) Dec 3 points
- E) Forfeit 6 points
- F) Default 6 points
- G) Participation 1 point

Reserve Competition:

- A) Pin 3 points
- B) Sup. Dec 2-1/2 points
- C) Maj. Dec 2 points
- D) Dec 1-1/2 points
- No Forfeits
- No Defaults
- No Participation points

If, at any time an individual fails to make a designated fair weight class, he/she will lose all accumulated points at that time. A designated fair weight will be determined by the athlete and his coach.

Golf: The athlete must participate in at least 50% the golf meets.

Track: The athlete must score at least one point at a major meet. Major meets consist of events of five or more teams. All relays will count for 0.25 points.

Student Managers: The student manager must complete the season and have the recommendation of the head coach of the sport involved. Senior High student managers are eligible for a varsity letter upon the completion of two full years of service for a specific sport.

Please Note: If a previous letter winner is unable to participate due to a documented injury, the above requirements will be pro-rated provided the athlete attends all practices and contests that he/she is physically able to attend. Non-letter winners must participate in at least 50% of scheduled contests before the injury provision takes effect.

Cheer Squad: Repeated strikes, tardies, absences, and/or being benched for disciplinary reasons could negate an opportunity to letter. A suspension from season 1 or 2 will automatically negate lettering opportunity. All decisions will be based on the coach and administration discretion.

Instrumental and Vocal Music

1. Participants must have a current average of 93% or better, and have had a 93% or better for the previous 3 quarters. Criteria for earning an "A" are posted in the music room and/or are available from the instructor.
2. Participants must demonstrate high quality rehearsal and performance habits, exhibit and encourage a positive attitude toward the music program, and demonstrate strong positive leadership skills.
3. Participants must attend all scheduled rehearsals, performances, and contests unless previously excused by the director.

Play Production: The student must participate in all conference and district competitions for two years or the team qualifies for the state competition.

Speech: The student must compete in all MUDECAS, Conference, and district speech competitions for two years or the student must qualify for the state competition.

Mascot

The official emblem for boys' and girls' athletic teams is the Raiders. The mascot cannot be used for non-school-sponsored purposes unless approved by the superintendent.

Practices

The individual head coach or sponsor, in cooperation with the high school principal, will schedule all starting times of practices. All participants are expected to be ready at the time set by the coach or sponsor.

To be eligible to practice, a participant must satisfy the following requirements:

1. Submit to the coach or sponsor a signed physical form and Activities Code that verifies that a physical examination has been completed and that the student and parent(s) understand the school's position regarding the use or possession of alcohol, tobacco, and other related drugs, and parents night form.

Secret Organizations

Secret organizations are prohibited. School officials shall not allow any person or representative of any such organization to enter upon school grounds or school buildings for the purpose of rushing or soliciting students to participate in any secret fraternity, society, or association.

Student Manager, Helpers, or Activity Aids

Students wishing to serve as student volunteers for extracurricular activities must gain the permission of the activity coach or sponsor. Student volunteers must comply with all of the rules and procedures contained in this handbook.

Sunday and Wednesday Night Activities

In order to provide students sufficient time away from school for family-related activities, the school will endeavor not to schedule activities on Wednesday evenings or on Sundays. Practices will be organized so that all participants are showered, dressed, and/or leave the facilities by 6:00 p.m. on Wednesday nights. An exception to this guideline would be when a team, group of students, or an individual may be required to participate in an activity sponsored by the conference, district, or state on a Wednesday night.

The school does not allow Sunday practice sessions, except when a varsity team, group of students, or individual is scheduled to compete or perform on a Monday. Practices scheduled for a Sunday must have the prior approval of the superintendent.

Transportation

All participants are expected to ride to and from away activities by means of approved school transportation.

A participant may ride home with his or her parent/guardian only if the parent/guardian personally contacts the sponsor at the activity. A participant may ride home with an adult if the participant's parent/guardian has personally contacted the principal prior to the activity and the adult personally contacts the sponsor at the activity prior to leaving with the student. Parents are discouraged from requesting to take their children home after an away contest or performance. Travel to and from an event provides time for the students to further develop a strong team concept.

Weight Room

The weight room has been developed to help each athlete, student, or adult in the community maintain a level of physical fitness. No one may use the weight room or equipment without proper supervision. The school will develop a schedule for use of the weight room by athletes during the school year and during the summer months.

The weight room is a high demand area within the school facilities. The following guidelines will help determine the priorities in reference to use if more than one group desires to use the facility at the same time:

1. Physical education instruction
2. By the team sports, which are in season
3. Conditioning programs for athletes not currently out for a sport
4. Summer conditioning programs
5. Adult education

SECTION TWO: AVAILABLE ACTIVITIES

Athletic Teams

Basketball (boys and girls)
Golf (boys)
Football
Track (boys and girls)
Softball
Volleyball
Wrestling

Art Club

Membership is open to those students who wish to work on out of class projects such as painting windows in classrooms and painting pictures and designs on the art room walls.

Cheer Squad

Participants are selected by the sponsor(s) or judges appointed by the sponsor. Members of the cheer squad will attend all home and selected away athletic contests.

Future Business Leaders of America (FBLA)

FBLA is an integral part of the vocational business department. Membership is open to all students grades 9-12. By paying dues, students become members at the local, state, and national levels of the FBLA organization. The primary objectives of FBLA are leadership development, civic responsibility, and community engagement.

Future Farmers of America (FFA)

FFA is an integral part of the agricultural education department and all students of that department are urged to belong. The activities include training in leadership, opportunities for travel and recreation, and safety and community service activities. Students may participate in field trips, conventions, judging contests, and hands-on experience.

Instrumental Music

The school district sponsors marching band, pep band, and stage band in addition to concert band. Participants must be enrolled in band class in order to be eligible to participate in these groups.

National Honor Society

The National Honor Society is a national organization that recognizes student character, scholarship, leadership, and service to the school.

Student members shall be selected from the junior and senior classes by the high school faculty. The results of the selection will be announced at an honors convocation.

Play Production (One Act)

Play production is any work of theatre, such as a staged play, musical, comedy, or drama produced from a written book or script.

S Club

Any student who has lettered in any sport is eligible for membership. The purpose of the S Club is to stimulate and encourage sportsmanship and to assist in bringing about a closer bond between students in all sports.

School Play

The School Play is open to all students in grades 7-12 interested in any aspect of theater and offers varying levels of involvement. The main focus is to produce a spring School Play.

Science Club

The purpose of the science club is to support students involved in student research projects. The club encourages student participation in competitions, seminars, training camps, and research programs.

Spanish Club

The Spanish Club is designed to give students an opportunity to develop their knowledge of different Spanish speaking cultures.

Speech Team

Students compete in 12 different categories of competition. These include debate, current events speaking, and several theatre-type acting events.

Student Council

Student Council a group of students who are elected by other students to represent them in school government and to help plan activities for the students.

Student Publications (Yearbook)

The yearbook is published by the Journalism class along with the help of its teacher. The annual is financed partially by funds raised from the sale of the books.

Vocal Music

Vocal music is a type of music performed by one or more singers, either with instrumental accompaniment, or without instrumental accompaniment (a cappella), in which singing provides the main focus of the piece.

Quiz Bowl

Quiz bowl is a game in which two teams compete head-to-head to answer questions from all areas of knowledge, including history, literature, science, fine arts, current events, popular culture, sports, and much more.

SECTION THREE: NEBRASKA STATE ACTIVITY ASSOCIATION RULES

Eligibility

In order to represent a high school in interscholastic athletic competition, a student must abide by eligibility rules of the Nebraska School Activities Association. Eligibility requirements are established by the NSAA in its Constitution and its Bylaws and Approved Rulings. These documents can be found online at <https://nsaahome.org/constitution-bylaws/>. A summary of the major rules is given below. Contact the principal, activities director or the activity sponsor or coach for an explanation of the complete rule.

1. Student must be a *bona fide* student of their member school and have not graduated from any high school.
2. After a student's initial enrollment in grade nine, he/she shall be ineligible after eight semesters of school membership beginning with his/her enrollment in grade nine.
3. Student is ineligible if nineteen years of age before August 1 of current school year. (Student in grades 7 or 8 may participate on a high school team if he/she was 15 years of age prior to August 1 of current school year.)
4. Student must be enrolled in some high school on or before the eleventh school day of the current semester.
5. Student must be continually enrolled in at least twenty credit hours per semester and regular in attendance, in accordance with the school's attendance policy at the school he/she wishes to represent in interscholastic competition.
6. Student must have been enrolled and received twenty hours of credit in school the immediate preceding semester.
7. **Guardianship does not fulfill the definition of a legal parent.** If a guardian has been appointed for a student, the student is eligible in the school district where his/her legal parent(s) have their domicile. Individual situations involving guardianship may be submitted to the Executive Director for review and a ruling.
8. A student entering grade nine for the first time after being promoted from grade eight of a two-year junior high, or a three-year middle school, or entering a high school for the first time after being promoted to grade ten from a three-year junior high school is eligible. After a student makes an initial choice of high schools,

any subsequent transfer, unless there has been a change of domicile by his/her parents, shall render the student ineligible for ninety school days. If a student has participated on a high school team at any level as a seventh, eight, or ninth grade student, he/she has established his/her eligibility at the high school where he/she participated. If the student elects to attend another high school upon entering ninth or tenth grade, he/she shall be ineligible for ninety school days.

9. **Student eligibility related to domicile can be attained in the following manners:**

- a. If the change in domicile by the parents occurs during a school year, the student may remain at the school he/she is attending and be eligible until the end of the school year or transfer to a high school located in the school district where the parents established their domicile and be eligible.
- b. If the domicile is changed during the summer months and the student is in grade twelve and the student has attended the high school for two or more years, the student may remain at the high school he/she has been attending and retain eligibility.
- c. If a student elects to remain at the same high school initially enrolled after being promoted from grade eight of a middle or junior high school, or grade nine of a junior high school, he/she is eligible at that school, or is eligible at a high school located within the school district in which the parents established their domicile.
- d. **If the legal parents of a student change their domicile from one school district that has a high school to another school district that has a high school, the student shall be eligible immediately in the school district where the parents established their domicile.**

10. Nebraska transfer students whose name appears on the NSAA transfer list prior to May 1 shall be eligible immediately in the fall at the transfer high school. Those students whose name does not appear on the NSAA transfer list prior to May 1 shall be ineligible for ninety school days, with such transfers being subject to hardship waiver guidelines.

11. Nebraska transfer students must have signed and delivered all forms necessary to make such transfer to the school in which

he/she intends to enroll for the 2020-21 school year prior to May 1, 2020; for the student to be eligible, the school to which the transfer is being made must have notified the NSAA office via an NSAA online transfer form, no later than May 1, 2020. The student would become ineligible for ninety school days the next fall if the student were to change his/her mind and decide not to transfer. If such student were to transfer to the new school, but later decides to return to his/her former district before 90 school days have elapsed, such student will be ineligible in the former district for 90 school days, with the ineligibility period commencing at the start of the fall semester. Those students who did not have their enrollment forms signed, delivered, and accepted prior to May 1, 2020, shall be ineligible for ninety school days, with such transfers being subject to hardship waiver guidelines.

12. Once the season of a sport begins, a student shall participate in practices and compete only in athletic contests/meets in that sport, which are scheduled by his/her school. Any other competition will render the student ineligible for a portion of, or all of, the season in that sport. The season of a sport begins with the first date of practice as permitted by NSAA rules.
13. During the season of a particular sport, athletes participating in that sport for a high school may attend, but may not physically take part, either as an individual or as a member of a team, in the sport activity in which instruction is being offered in the clinic, camp, or school. (*Refer to NSAA Bylaw 3.5.1.1 for exception in Swimming and Diving.)
14. A student shall not participate on an all-star team while a high school undergraduate.
15. A student must maintain his/her amateur status.

NSAA Sportsmanship Rules

Students must abide by the Nebraska School Activities Association Sportsmanship Rules. A complete copy of these rules can be found at <http://www.nsaahome.org/nsaaforms/pdf/manualsp.pdf>.

Unsportsmanlike conduct shall include physical or verbal assault upon any participant, game official, or spectator, or any acts that may endanger the personal safety of individuals involved, or acts which hinder the normal progress of a contest or lead to the restriction or discontinuance of a contest.

If a student, participant, patron, and/or staff member representing a member school acts in a manner constituting unsportsmanlike behavior during competition the member school and/ or individuals shall be subject to penalties. A student, participant, patron, and/or staff member may not be permitted to attend activities if involved in unsportsmanlike conduct.

If a student, participant, patron, and/or staff member representing a member school acts in a manner constituting unsportsmanlike behavior during competition the member school and/ or individuals shall be subject to penalties. A student, participant, patron, and/or staff member may not be permitted to attend activities if involved in unsportsmanlike conduct.

SECTION FOUR: CODE OF CONDUCT

All students associated with Southern Public Schools and participating in extracurricular or school sponsored activities (including all NSAA activities) are required to avoid conduct that is detrimental to the integrity of, and public confidence in, the school. Rules promoting lawful, ethical, and responsible conduct serve the interests of all people associated with the school. Illegal and irresponsible conduct puts people at risk, tarnishes the reputation of the offender and everyone else associated with the school, and undermines the public support and respect of the school district.

Standard of Conduct. Participation in school-sponsored or extracurricular activities is a privilege and not a right. Participants must follow board policy, this code, and all the training rules and rules of conduct of the coaches and/or activity sponsors. Students participating in school-sponsored or extracurricular activities are held to a high standard. Students are expected to conduct themselves in a way that is lawful, responsible, promotes the values upon which the school is based, and that brings credit to themselves and the school. Students who fail to live up to the required standard of conduct are guilty of detrimental conduct and subject to discipline under all school policies, the general student code of conduct, and these Activity Participation Rules.

Coach and Sponsor Rules. Coaches and/or activity sponsors shall establish training rules or rules of conduct for participation in or attendance at the activity or event. General training rules or rules of conduct shall be established prior to the activity or event. This Code shall control in the event that there is a conflict with coach or sponsor rules.

Prohibited Conduct. Students in school-sponsored and/or extracurricular activities may not engage in the following conduct:

1. Receipt of a criminal citation by law enforcement for any reason.
2. Conviction of a crime in adult court or the adjudication of a criminal charge in juvenile court.

3. Any behavior that is illegal under the laws of Nebraska or the United States of America regardless of whether it results in a criminal charge or conviction.
4. Any conduct that substantially interferes with the educational process or disrupts the activity or event.
5. Possession, consumption, use, distribution, or being under the influence of alcohol, illicit drugs, tobacco, controlled substances, or any lookalike or imitations thereof; or being in the presence of alcohol, illicit drugs, controlled substances, or any lookalike or imitations thereof that are being possessed, consumed, used, or distributed by any person under twenty-one (21) years of age without parental supervision. "Lookalike or imitations" means substances such as K2 and products like electronic nicotine delivery systems, vapor pens, etc. (Note: the term "under the influence" for school purposes has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol on the breath or person of a student; also, it includes being impaired by reason of the use or abuse of any substance for the purpose of inducing a condition of intoxication, stupefaction, depression, giddiness, paralysis, inebriation, excitement, or irrational behavior, or in any manner changing, distorting, or disturbing the auditory, visual, mental, or nervous processes).
6. Engaging in initiations, defined as any ritualistic expectations, requirements, or activities placed upon new members of a school organization for the purpose of admission into the organization, even if those activities do not rise to the level of "hazing" as defined below. Initiations are prohibited except by permission of the superintendent.
7. Engaging in hazing as defined by state law and this policy. Hazing is defined as any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership in any school organization. Under state criminal law, hazing activities include, but are not limited to, whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with the intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful

substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act that endangers the physical or mental health or safety of any person. For purposes of school rules, hazing also includes any activity expected of someone joining a group, team, or activity that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate; personal servitude; restrictions on personal hygiene; yelling, swearing and insulting new members/rookies; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin; binge drinking and drinking games; sexual simulation and sexual assault.

8. Bullying which shall include cyber-bullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post, or text message images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing to send e-mail to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks, or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums; posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages, or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target.
9. Using any Internet or social networking websites to make statements, post pictures, or take any other actions that are indecent, vulgar, lewd, slanderous, abusive, threatening, harassing, or terrorizing.
10. Violating any school policy, handbook provision, or a coach's or activity sponsor's training rules or rules of conduct.
11. Dressing or grooming in a manner which is (A) dangerous to the student's health and safety or a danger to the health and safety of others, (B) lewd, indecent, vulgar, or plainly offensive, (C) materially and substantially disruptive to the work and discipline of the school or an extracurricular activity, (D) interpreted to

advocate the use of illegal drugs or other substances by a reasonable observer.

12. Failing to report for an activity at the beginning of a season unless excused by the coach or activity sponsor.
13. Failing to attend scheduled practices and meetings unless excused by the coach or activity sponsor.

Such conduct is prohibited year-round regardless of whether it occurs on-campus or off-campus. If suspended, the student must continue to participate in practices and conditioning during the suspension if required by the coach or activity sponsor. The failure to comply with the practice and conditioning requirement will make the student ineligible for reinstatement to the activity.

First Offense. For the first offense, a student will be suspended from participating in all games and contests for 42 calendar days. If no game or contest falls within the 42-day period, the student will be suspended from participating in the next game or contest for which he or she is eligible to participate after the 42-day period. However, if the student self-reports his or her violation to school authorities and admits to the violation of a training rule on the first weekday after committing the violation, he or she will be suspended from participating in all games and contests for 21 calendar days. If no game or contest falls within the 21-day period, the student will be suspended from the next game or contest for which he or she is eligible to participate after the 21-day period, even if that game or contest takes place in a subsequent school year. First weekday means the next day excluding Saturday and Sunday.

Second Offense. For the second offense during a school year, the student will be suspended from participating in all games and contests for the remainder of the school year.

Discipline. Students who violate any provision of these Activity Participation Rules may be subject to discipline up to and including expulsion from extracurricular activities and school sponsored events. (including but not limited to graduation ceremony and related activities). These disciplinary consequences and this Activity Code of Conduct are in addition to and do not prejudice, diminish, impede, or reduce any discipline that is authorized by the Nebraska Student Discipline Act, NEB.

REV. STAT. §§ 79-254 to 79-294, Board Policy, or the Student Handbook. Disciplinary action may include a probationary period and conditions that must be satisfied prior to or following reinstatement. Administrators and coaches will take the following into consideration when making disciplinary decisions:

1. Any prior or additional misconduct;
2. The nature and seriousness of the offense;
3. The motivation for the offense;
4. The amount of violence involved;
5. The student's demeanor and attitude regarding the violation;
6. The actual, threatened, or potential risk to the student and others due to the student's behavior;
7. Whether the student has compensated or will compensate the victim in the event of property damage or personal injury;
8. Whether the circumstances of the violation are likely to recur;
9. The student's willingness to participate in evaluations, counseling, or other programs;
10. Any mitigating factors;
11. Any other relevant factors.

If suspended, the student must continue to participate in practices and conditioning during the suspension if required by the coach or activity sponsor. The failure to comply with the practice and conditioning requirement will make the student ineligible for reinstatement to the activity.

Evaluation, Counseling, and Treatment. Apart from any other disciplinary procedures, students who violate any provision of these rules may be required to undergo a formal clinical evaluation at the administration's discretion. Based upon the results of that evaluation, the student may be encouraged or required to participate in an education program, counseling, or other treatment deemed appropriate by the evaluating professional.

Reporting of Incident. Students shall report any violation of these rules to the coach, principal, or superintendent no later than 30 minutes after the beginning of the next school day after the violation

has occurred. Failure to report an incident will constitute a violation of these rules and will be taken into consideration in making disciplinary determinations under this policy.

Discipline Procedures. Prior to any disciplinary action under this activities code, the following procedures shall be followed:

As used in this "Discipline Procedures" section, "Investigator" means the coach or activity sponsor of the team or activity in which the student is participating, or any teacher, school official, or school representative whom the Principal or the Superintendent has authorized to perform the duties and responsibilities of "Investigator" as described below.

1. The Investigator shall make an investigation of alleged violation and provide an opportunity for the student to present his or her version of the facts surrounding the alleged violation.
2. The Investigator shall consider all information obtained as a result of the investigation, including information obtained from the student, and shall render a decision regarding disciplinary action. Within a reasonable period of time of the Investigator's decision, the student and his/her parent or guardian shall be given written notice of the disciplinary action taken by the Investigator.

Review of Investigator's Decision. A student or the student's parents may, within five (5) school days of the notice of disciplinary action from the Investigator, notify the superintendent in writing of their request for a review of the coach or activity sponsor's determination. The superintendent or his or her designee shall review the situation and render a decision within three (3) school days from the date of the request for review. The superintendent's decision shall be in writing and shall be final.

Misrepresentations. Any misrepresentation of fact by a student regarding any alleged violation of these rules shall be considered a separate violation of these rules, and the student shall be subject to additional disciplinary action.

Questions. Any parent or student who has questions about board policy, this code, training rules, or rules of conduct of coaches or activity sponsors, or their interpretation or application shall consult with the activities director and/or the superintendent.

Assistance. Students are encouraged to consult with their coach, an administrator, a counselor, or a teacher to obtain access to educational, counseling, and other programs and resources that may be available to help avoid misconduct that may result in discipline under this policy.

SECTION FIVE: A PARENT'S GUIDE TO CONCUSSIONS

WHAT IS A CONCUSSION?

A concussion is a brain injury that results in a temporary disruption of normal brain function. A concussion occurs when the brain is violently rocked back and forth or twisted inside the skull as a result of a blow to the head or body. An athlete does not have to lose consciousness ("knocked-out") to suffer a concussion.

CONCUSSION FACTS

- It is estimated that more than 140,000 high school athletes across the United States suffer a concussion each year. (Data from NFHS Injury Surveillance System).
- Concussions occur most frequently in football, but girl's lacrosse, girls' soccer, boy's lacrosse, wrestling, and girls' basketball follow closely behind. All athletes are at risk.
- A concussion is a traumatic injury to the brain.
- Concussion symptoms may last from a few days to several months.
- Concussions can cause symptoms that interfere with school, work, and social life.
- Athletes who have symptoms from a concussion should not return to sports because they are still at risk for prolonging symptoms and further injury.
- A concussion may cause multiple symptoms. Many symptoms appear immediately after the injury, while others may develop over the next several days or weeks. The symptoms may be subtle and are often difficult to fully recognize.

WHAT ARE THE SIGNS AND SYMPTOMS OF A CONCUSSION?

Signs Observed by Parents or Guardians

- Appears dazed or stunned
- Is confused about assignment or position
- Forgets an instruction
- Is unsure of game, score, or opponent
- Moves clumsily

Symptoms Reported by Athlete

- Headache or “pressure” in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Sensitivity to light or noise
- Feeling sluggish, hazy, foggy, or groggy
- Concentration or memory problems
- Confusion
- Does not “feel right”
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows behavior or personality changes
- Can’t recall events prior to hit or fall
- Can’t recall events after hit or fall

WHAT SHOULD I DO IF I THINK MY CHILD HAS HAD A CONCUSSION?

An athlete who is suspected of having a concussion must be removed from play immediately, whether it is in a game or practice. Continuing to participate in physical activity after a concussion can lead to worsening concussion symptoms, increased risk of further injury, and even death. Parents and coaches are not expected to be able to “diagnose” a concussion, as that is the job of a medical professional. However, they must be aware of the signs and symptoms of a concussion and if they are suspicious, the child must stop playing:

WHEN IN DOUBT – SIT THEM OUT!

Every athlete who sustains a concussion needs to be evaluated by a health care professional who is familiar with sports concussions. Parents should call their child’s physician, explain what has happened, and follow the physician’s instructions. A child who is vomiting, has a severe headache, or has difficulty staying awake or answering simple questions should be taken to the parent’s doctor or emergency room immediately.

WHEN MAY AN ATHLETE RETURN TO PLAY FOLLOWING A CONCUSSION?

No athlete who has suffered a concussion should return to play or practice the same day. Previously, athletes were allowed to return to play if their symptoms resolved within 15 minutes of the injury. Studies have shown that the young brain does not recover quickly enough for an athlete to return to activity in such a short time.

Concerns about athletes who return to play too quickly have led state lawmakers in Oregon and Washington to pass laws stating that **no athlete shall return to play on the day he or she suffered a concussion and the athlete must be cleared by an appropriate health care professional before he or she are allowed to return to play in games or practices.** The laws also mandate that coaches receive education on recognizing the signs and symptoms of concussion.

Once an athlete is free of symptoms of a concussion and is cleared to return to play by a health care professional knowledgeable in the care of sports concussions, he or she should proceed with activity in a step-wise fashion to allow the brain to readjust to exertion. On average, the athlete will complete a new step each day. The return-to-play schedule should proceed as below following medical clearance:

Step 1: Light exercise, including walking or riding an exercise bike. No weight-lifting.

Step 2: Running in the gym or on the field. No helmet or other equipment.

Step 3: Non-contact training drills in full equipment. Weight training can begin.

Step 4: Full contact practice or training.

Step 5: Game play.

If symptoms occur at any step, the athlete should cease activity and be re-evaluated by a health care provider.

HOW CAN A CONCUSSION AFFECT SCHOOLWORK?

Following a concussion, many athletes will have difficulty in school. These problems may last from days to months and often involve difficulties with short and long-term memory, concentration, and organization.

In many cases, it is best to reduce the athlete's class load after the injury. This may include staying home from school for a few days, followed by a lightened schedule for a few days or perhaps a longer period of time if needed. Decreasing the stress on the brain soon after a concussion may reduce symptoms and shorten the recovery period.

WHAT CAN YOU DO?

- Both you and your child should learn to recognize the "Signs and Symptoms" of a concussion as listed above.
- Emphasize to administrators, coaches, teachers, and other parents your concerns and expectations about concussion and safe play.
- Teach your child to tell the coaching staff if he or she experiences such symptoms.
- Teach your child to tell the coaching staff if he or she suspects that a teammate has a concussion.
- Monitor sports equipment for safety, fit, and maintenance.
- Ask teachers to monitor any decrease in grades or changes in behavior that could indicate concussion.
- Report concussions that occurred during the school year to appropriate school staff. This will help in monitoring injured athletes as they move to the next season's sports.

OTHER FREQUENTLY ASKED QUESTIONS:

Why is it so important that an athlete not return to play until they have completely recovered from a concussion?

An athlete who has not fully recovered from an initial concussion is very vulnerable to recurrent, cumulative, and even catastrophic consequences of a second concussive injury. Such difficulties are prevented if the athlete is allowed time to recover from the concussion and return-to-play decisions are carefully made. No athlete should return to sport or other at-risk participation when symptoms of a concussion are present and recovery is ongoing.

Is a “CT scan” or MRI needed to diagnose a concussion?

Diagnostic testing which includes CT (“CAT”) and MRI scans are rarely needed following a concussion. While these are helpful in identifying life-threatening brain injuries (e.g., skull fracture, bleeding, swelling), they are not normally used, even by athletes who have sustained severe concussions. A concussion is diagnosed based upon the athlete’s story of the injury and the health care provider’s physical examination.

What is the best treatment to help my child recover more quickly from a concussion?

The best treatment for a concussion is rest. There are no medications that can speed the recovery from a concussion. Exposure to loud noises, bright lights, computers, video games, television, and phones (including text messaging) may exacerbate the symptoms of a concussion. You should allow your child to rest as much as possible in the days following a concussion. As the symptoms decrease, you may allow increased use of computers, phone, video games, etc., but the access must be reduced if symptoms worsen.

How long do the symptoms of a concussion usually last?

The symptoms of a concussion will usually go away within one week of the initial injury. You should anticipate that your child will likely be out of sports for about two weeks following a concussion. However, in some cases, symptoms may last for several weeks or even months. Symptoms such as headache, memory problems, poor concentration, and mood changes can interfere with school, work, and social interactions. The potential for such long-term symptoms indicates the need for careful management of all concussions.

How many concussions can an athlete have before he or she should stop playing sports?

There is no “magic number” of concussions that determine when an athlete should give up playing contact or collision sports. The circumstances surrounding each individual injury, such as the way the injury happened and

length of symptoms following the concussion are very important and must be considered when assessing the athlete's risk for further and potentially more serious concussions. The decision to "retire" from sports is a decision best reached following a complete evaluation by your child's primary care provider and consultation with a physician or neuropsychologist who specializes in treating sports concussion.

I've read recently that concussions may cause long-term brain damage in professional football players. Is this a risk for high school athletes who have had a concussion?

The issue of "chronic encephalopathy" in several former NFL players has received a great deal of media attention lately. Very little is known about what may be causing dramatic abnormalities in the brains of these unfortunate retired football players. At this time, we have very little knowledge of the long-term effects of concussions that happen during high school athletics.

In the cases of the retired NFL players, it appears that most had long careers in the NFL after playing in high school and college. In most cases, they played football for over 20 years and suffered multiple concussions in addition to hundreds of other blows to their heads. Alcohol and steroid use may also be contributing factors in some cases. Obviously, the average high school athlete does not come close to suffering the total number or sheer force of head trauma seen by professional football players. However, the fact that we know very little about the long-term effects of concussions in young athletes is further reason to carefully manage each concussion.

Adapted from A Parent's Guide to Concussion in Sports, National Federation of High School Associations.

Some of this information has been adapted from the CDC's "Heads Up: Concussion in High School Sports" materials by the NFHS's Sports Medicine Advisory Committee. Please go to [www.cdc.gov/ncipc/tbi/Coaches Tool Kit.htm](http://www.cdc.gov/ncipc/tbi/Coaches_Tool_Kit.htm) for more information.

**SECTION SIX:
AUTHORIZATION AND ACKNOWLEDGEMENT**

**WARNING: SERIOUS CATASTROPHIC AND PERHAPS FATAL
INJURY MAY RESULT FROM ATHLETIC PARTICIPATION**

Many forms of athletic competition result in violent physical contact among players, the use of equipment that may result in accidents, strenuous physical exertion, and numerous other exposures to risk of injury. Students and parents must assess the risks involved in such participation and make their choice to participate in spite of those risks. No amount of instruction, precaution, or supervision will eliminate these risks. Students have suffered accidents resulting in death, paraplegia, quadriplegia, and other very serious permanent physical impairment while playing sports. By granting permission for your student to participate in athletic competition, you, the parent or guardian, acknowledge that such risk exists. Students will be instructed in proper techniques to be used in athletic competition and in the proper utilization of all equipment worn or used in practice and competition. Students must adhere to that instruction and utilization and must refrain from improper uses and techniques.

I understand the statement above and I understand that by allowing my student to participate in athletic events, I assume the risk that he/she may be injured, perhaps severely.

Signature of Parent

Printed Name of Parent

Date

ACKNOWLEDGEMENT OF CONDUCT CODE

I understand that as a student representing the school district in activities, I am obligated to comply with the athletic handbook, including the code of conduct. **This means that I may not possess, use, or be at parties in the presence of alcohol, illicit drugs, or controlled substances at any time during the calendar year unless I am accompanied by a parent. I understand that this policy applies both during the school year and in the summer.** I understand that if I violate the code of conduct or other rules in this handbook, I may be suspended from participation in all co-curricular activities and/or school sponsored activities or events.

Signature of Student

Printed Name of Student

Date

I understand that my student is obligated by this handbook, including the statements above.

Signature of Parent

Printed Name of Parent

Date

PARENTS NIGHT FORM

During the fall and winter sports seasons we normally have an evening (Parents' Night) where we honor our athletes' parents/guardians. The parents/guardian's names are printed in the program and read sometime during the evening. Please print your name(s) as you would like them read and listed on Parents' Night. Any changes made after this form is turned in should be done in writing and turned into the office.

PRINT Student Athlete name:

PRINT Names of Parents/Guardians to be listed on the program:

Southern Public Schools Little Raiders Preschool Handbook 2020-2021



3-Year-Old Preschool
313 W. 1st Street
Blue Springs, NE 68318
Phone: 402.645.3359
Fax: 402.645.3740

4-Year-Old Preschool
Southern Elementary School
315 West 2nd Street
Blue Springs, NE 68318
Phone: 402.645.3359
Fax: 402.645.3740

<http://www.southernschools.org>

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WELCOME

Dear Students and Parents:

On behalf of the faculty, administration, and board of education, we welcome you to another school year. We are looking forward to helping your children reach their learning potential and achieve their educational goals in the upcoming year.

Please read this handbook carefully. Students and their parents are responsible for knowing the rules, regulations, and procedures covered in this handbook. The student handbook is an extension of school policies and has the force and effect of board policy when approved by the board of education.

There are several forms at the end of this handbook that you must read, sign, and return no later than September 2, 2020.

This handbook contains information of value to every student and parent. It contains explanations of school regulations and procedures necessary for our school to run smoothly and efficiently. If you are ever in doubt about what is the right thing to do, ask a classroom teacher, speak with the building principal, or contact my office.

Sincerely,

Dr. Christopher Prosocki
Superintendent

Intent of Handbook

This handbook is intended to be used by students, parents, and staff as a guide to the rules, procedures, and general information about this school district. Students and their parents must become familiar with the handbook, and parents should use it as a resource and assist their children in following the rules contained in it. The use of the word "parents" refers to any adult who has the responsibility for making education-related decisions about a child, including, but not limited to biological parents, adoptive parents, legal guardians, and adults acting in loco parentis.

Although the information in this handbook is detailed and specific on many topics, it is not intended to be all-encompassing or to cover every situation and circumstance that may arise during a school day or school year. This handbook does not create a "contract" with parents, students, or staff, and the administration may make decisions and rule revisions at any time to implement the educational program and to assure the well-being of all students. The administration is responsible for interpreting the rules contained in the handbook. If a situation or circumstance arises that is not specifically covered in this handbook, the administration will make a decision based on applicable school district policies, and state and federal statutes and regulations.

Notice of Nondiscrimination

The school district does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Name: Dr. Christopher Prosocki
Title: Superintendent
Address: 115 South 11th Street, Wymore, NE 68466
Telephone: 402-645-3326
E-mail: cprosocki@southernschools.org

For further information on notice of nondiscrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area or call 1-800-421-3481.

For additional prohibited discrimination and related information, please review school district Policy 3053: Nondiscrimination.

MISSION STATEMENT

Vision

The Southern School District prepares students through educational experiences to be responsible, respectful, and safe.

Mission

Every Student, Every Day, The Southern Way

Belief Statements

The School Will:

- Inspire students to contribute to society as knowledgeable, responsible, and well-rounded citizens.
- Ensure a safe, positive, and supportive learning environment with high expectations for student achievement.
- Encourage students with the opportunity to learn, grow, and succeed.

The Students Will:

- Learn the value of leadership and how to be independent problem-solving thinkers.
- Become confident and goal-oriented lifelong learners in college and career readiness skills.
- Be assured in their abilities, recognize their accomplishments, and show confidence in their growing abilities.

The Community Will:

- Support students in their growth and lifelong learning.
- Encourage district staff and leadership in creating a learning environment of high student achievement.
- Provide the resources to ensure the district's ability to deliver a supportive learning environment and create responsible citizens.

School Improvement Goals

- All students will improve their reading comprehension.
- All students will improve their math skills.
- Southern School District will aspire to improve the culture of the district.

SECTION ONE: BASIC SCHOOL RULES AND GENERAL PRACTICES

Who May Attend?

Children who reside in the Southern School district and are age 3 by July 31 may apply for preschool. Priority is given to children who will be attending kindergarten the following year/children who are 4 years of age on or before July 31st. They may continue until they are eligible for kindergarten. A child is eligible for kindergarten if the child is 5-years-old on or before July 31. Children that are eligible for kindergarten may not attend preschool. **For information on enrolling your child for preschool please call 402-645-3359.**

Times and Locations for Preschool

3-Year-Old Preschool Location:
313 West 1st Street
Blue Springs, NE 68318
(Two Sessions – Half Day)

First Session: 8:10 a.m. – 11:30 p.m.
Second Session: 12:00 p.m. – 3:33 p.m.

4-Year-Old Preschool Location:
Southern Elementary School
315 West 2nd Street
Blue Springs, NE 68318
(One Session – All Day)

Children attend 8:10 a.m. - 3:33 p.m. 4 days a week, Monday through Thursday.

Arrival and Departure Procedures

To ensure the safety of all the children, parents are expected to park in the designated areas. Doors will open at 7:45 a.m. Students are not to enter the building before 7:45 a.m. in order to allow the teachers to prepare materials and curriculum for the day.

Children are to be picked up at the end of the preschool session on time and parents are expected to park in the designated areas when

picking up their child from preschool.

If your child is not picked up after class has been dismissed, efforts will be made to contact you and your emergency contacts that are on the child information sheet. If no adult can be contacted, the police may be contacted to help. Children will not be released to anyone not listed on the child's information form. If the person is unknown to the staff, they reserve the right to ask for identification. **It is very important that the preschool has current contact information for you and the emergency contacts including updated addresses and phone numbers.**

Attendance

One of the key factors in making each child's school experience a success is regular school attendance. Thus, regular attendance is encouraged, however, attendance for our preschool program is not mandatory. In the case of absence or tardiness a parent must contact Southern Elementary School at 402-645-3359.

Behavior Expectations

Our classroom is a small community where teamwork and good relationships are expected. We encourage children to be good friends and to be considerate of the feelings of others. The staff models appropriate social interactions and conflict resolutions for the children and practice these skills frequently. Staff members provide praise and immediate reinforcement for appropriate behavior, cooperation, and kindness. The staff also use a variety of strategies when children misbehave. For more specific information on how the staff addresses inappropriate behavior please feel free to contact your child's teacher for more information.

Birthday Celebrations

Birthdays will be celebrated on or as close to the child's birthday as possible. Children with birthdays occurring in the summer months will be recognized for their half birthdays towards the end of the school year.

Bullying

Students are prohibited from engaging in any form of bullying. The Centers for Disease Control and Prevention defines bullying as “any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated.” Nebraska statute defines bullying as “an ongoing pattern of physical, verbal or electronic abuse.” The District’s administrators will consider these definitions when determining whether any specific situation constitutes bullying. Both of these definitions include both in-person and cyberbullying behaviors.

The disciplinary consequences for bullying will depend on the severity, frequency, duration, and effect of the behavior and may result in sanctions up to and including suspension or expulsion. Students who believe they are being bullied should immediately inform a teacher or the building principal.

Reporting Bullying

Students who experience or observe bullying behavior must immediately report what happened to a teacher or administrator. Students can use the district’s anonymous platform Safe Schools Alert to make this report. Students may always confer with their parents or guardians about bullying they experience or witness, but the students must also ultimately report the situation to a teacher or administrator.

Bullying Investigations

School district staff will investigate allegations of bullying using the same practices and procedures that the district observes for student disciplinary matters. In no circumstance will school district staff be deliberately indifferent to allegations of bullying.

Child Abuse

School employees will report suspected abuse or neglect of a child as required by state law and school policy. Nebraska law defines abuse or neglect as knowingly, intentionally, or negligently causing or permitting a minor child or an incompetent or disabled person 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 child is six years of age or younger; (5) sexually

abused; (6) placed in a situation to be sexually exploited through sex trafficking of a minor as defined in state law or by allowing, encouraging, or forcing such person to engage in debauchery, public indecency, or obscene or pornographic photography, films, or depictions; or (7) placed in a situation to be a trafficking victim as defined in state law.

Communication and Parent Involvement

Consistency in communication is vital to a child's development. To ensure consistency between the home and school communication, teachers may provide parents with communication notebooks, daily notes, monthly calendars, or other forms of information. It is helpful to the child's education if parents also share information about their child with the teacher.

Our annual preschool calendar is attached to the end of this handbook. This calendar is similar to the Southern Public Schools' calendar, but please note that there are some differences.

Parent/teacher conferences are held two times per year along with two teacher home visits. At this time, your child's accomplishments, strengths, and overall progress will be discussed. Please feel free to schedule additional conferences at any time throughout the year as necessary.

Drug Free Schools

The board of education has adopted policies to comply with the Federal Drug-Free Schools and Communities Act. Students are prohibited from using, possessing, or selling any drug, alcohol, or tobacco while on school grounds, at a school activity or in a school vehicle.

Any student who violates any school policy regarding drug, alcohol, and tobacco use will be disciplined, up to and including short-term suspension, long-term suspension, or expulsion from school and/or referral to appropriate authorities for criminal prosecution.

Enrollment Protocol

Little Raiders Preschool registration officially starts on January 1 and it runs until March 15 every school year. The district will hold a registration day during parent teacher conferences at the Elementary

School in the spring. The registration day will run from 3:00 p.m. – 8:00 p.m. and it will be held at the Elementary School library. There will be Southern staff available to help potential parents/guardians fill out the Little Raiders Preschool application. Parents will also be notified of acceptance into Little Raiders Preschool by April 1.

Priority for enrollment into the Little Raiders Preschool program is based on the following indicators in order of importance:

1. Children Living Within the District Boundaries,
2. Kindergarten Eligible,
 - a. Must be 4 on or before July 31st for all-day 4-year-old program in Blue Springs,
 - b. Must be 3 on or before July 31st for half-day 3-year-old program in Blue Springs,
3. Income Eligibility,
4. Students with Disabilities,
5. English Learners, and
6. Date of Completion of the Preschool Application.

There is a total of 20 spots for the all-day 4-year-old preschool program in Blue Springs and there is a total of 20 spots for the half-day 3-year-old preschool program in Blue Springs because of capacity limitations. A total of 20 spots will be filled in the all-day 4-year-old program and a total of 20 spots will be filled in the 3-year-old program.

Extra Clothing

Please supply an extra set of clothes for your child to leave at the center in case of accidents, milk spills, etc. If an accident occurs and there is no extra clothing in your child's bag, you will be contacted to bring clothing to the school.

Health and Wellness Policies

Health conditions that affect your child's safety and/or well-being can be shared with staff on a need-to-know basis. For example, health related issues may include diabetes, allergies, seizures and asthma, or medications that may have side effects while the child is at school (drowsiness, behavioral changes).

In order to ensure the safety and health of our children and staff, children or adults that have the following conditions will be excluded from the school activities until either the condition subsides or we receive communication from the individual's medical provider that they are no longer contagious. Below is a list of conditions that may result in exclusion:

- Accident/Injury: In case of an accident during school, the child's parents/guardians will be notified.
- Fever: Temperature over 100. Students who have been absent due to an illness are to be fever free for 24 hours, without the aid of medication before returning to school.
- A painful, red throat, even if no fever is present.
- Difficulty breathing or wheezing.
- An unexplained rash.
- Vomiting (within the last 24 hours).
- Diarrhea (runny/watery stools).
- Thick green drainage from the nose along with sinus pressure, fever or tiredness.
- Discharge from the eyes.
- Unusual coloring to the skin.
- Cuts or openings on the skin that are pus-filled or oozing (bring a note from the doctor and keep sores covered).
- Head lice: Students with head lice are excluded from school until treated and nit-free. The parent or guardian is notified of the need for treatment. Readmission to school is dependent on no visible signs of head lice, or nits, clean hair and scalp, the louse shampoo label or a note from the doctor stating the treatment used, and a verified repeat treatment is needed 7-10 days following the initial treatment.
- A contagious disease.

Parents that feel their child is too ill to participate in outdoor activities are advised to keep their child home to ensure a complete recovery. If a chronic health condition limits participation in outdoor activities, please provide a note from a medical provider. If staff is unsure about a child's condition or a child is brought to the site that they suspect is ill, parents may be asked to take their child home.

Meals and Snacks

All children will receive a healthy and nutritious breakfast and lunch every day. The quality and quantity of meals meet the USDA standards. The 3-year-old meals are served in a family-style setting in which conversation is shared and encouraged. Meal time is used as a learning experience so staff have the children help with set up, cleanup and, at times, help with preparing food items. All 4-year-old students eat in the cafeteria with the kindergarten and first grade students. An afternoon snack can be brought for the children attending all day preschool and snacks will be provided by each parent or guardian.

Medications

Over the counter medications will be given by the preschool staff or by the office staff. If your child needs over the counter medications the parent or caregiver will need to fill out the form at the end of this handbook. Parents should also supply their son or daughter with their own sunscreen for health purposes.

Medications (Prescriptions)

The administration of prescription medication at school is strongly discouraged except when necessary for the student's health or education. The dosage intervals of many medications can be adjusted so the times for taking medication come outside of school hours.

Prescription medications which must be administered during school hours may be administered when the following are on file at school:

- Parent/guardian must provide written authorization prior to administration of medication. This written authorization should include the reason the child is taking the medication.
- The medication needs to be in its original packaging and labeled as dispensed by the prescriber or pharmacists. The label must name the child and identify the medication, administering physician, strength and dosage, time interval, and route to be administered.

If your child needs to take Tylenol, staff ask that the child be kept at home for the duration of the time he/she needs Tylenol.

All authorizations for prescription medication administration must be renewed annually and updated immediately if a change occurs.

Outdoor Play (Gross Motor Time)

Children play outdoors every day for approximately 30 minutes, with the exception of extremely bad weather. Children must wear clothing appropriate for outside play. For example, snow boots when there is snow on the ground and winter coats when it is cold outside. To ensure the safety of each child on the playground, sandals (including flip-flops) are discouraged even when it is warm outside.

Outings and Field Trips

Children will occasionally be taking in-town field trips throughout the year. These places may include, but are not limited to: Southern Elementary School, McCandles Park, Arbor State Park, Pinecrest Tree Farm, and neighborhood walks. Parents will be asked to sign a permission form for these places.

School Closing Information

The Superintendent will occasionally announce an emergency early school dismissal, late start, or cancellation of school due to extreme heat, snow, or ice. School closings will be announced on KWBE, KOLN/KGIN-TV Channel 10, District Website & Social Media Pages, and Southern Public School's IRIS Alert system. Parents should assume that school is open and a regular schedule is being followed if there is no announcement concerning the school district. Please do not call the school or individual staff members to find out whether school is being canceled. Parents who do not believe it is safe to transport their students to school may keep their students' home after contacting the district office.

If schools are closed due to severe weather conditions, all after-school activities will be canceled.

School Curriculum and Learning

At preschool, the staff encourage children to participate in activities that concentrate on areas of development including cognitive development, language development/communication skills, physical development (gross and fine motor), social and emotional

development. The staff use strategies to promote self-confidence and independence as the child learns and grows.

All activities are age appropriate and follow the Nebraska Early Learning Guidelines. The staff measures each child's outcomes and progress using Teaching Strategies GOLD, an authentic measure that uses daily observations of each child's progress.

School Policies and Procedures

The Southern Public Schools policies and procedures, including the district's nondiscrimination and harassment policies, are available to review at the school district's website:

<http://www.southernschools.org>

Screenings

The Southern Public Schools nurse will be assessing all the children's heights and weights twice a year. The results will be shared with parents. A vision screening will also be completed. The exams do not take the place of a professional eye exam. If you have any concerns with your child's vision, please see a medical professional or eye professional.

Sliding Fee Scale

The Little Raiders Preschool will offer enrollment to children according to the following tuition guidelines (Sliding Fee Scale):

Little Raiders Preschool Sliding Fee Scale (3-Year-Old Preschool):

Special Education (IEP):	No Cost
Free Meal Program Eligibility:	No Cost
Reduced Meal Program Eligibility:	\$30.00/per month
Full Pay Meal Program Eligibility:	\$60.00/per month

Little Raiders Preschool Sliding Fee Scale (4-Year-Old Preschool):

Special Education (IEP):	No Cost
Free Meal Program Eligibility:	No Cost
Reduced Meal Program Eligibility:	\$60.00/per month

Full Pay Meal Program Eligibility: \$120.00/per month

Annual tuition is to be made in nine payments of \$60 or \$120 for Full Pay Meal Program eligibility. The first payment is due on or before August 21st and covers tuition for August and May combined. Subsequent payments are to be paid on the first of each month beginning September 1st. Other tuition payment options include advance quarterly, semester, and annual payments. Failure to remit payment for the program tuition for two straight months will result in discontinued enrollment.

The Little Raiders Preschool will provide nutritionally-balanced meals for participating children. The 3-year-old meals are served in a family-style setting in which conversation is shared and encouraged. Meal time is used as a learning experience so staff have the children help with set up, cleanup and, at times, help with preparing food items. All 4-year-old students eat in the cafeteria with the kindergarten and first grade students. All children can bring a daily snack, as well. If participation is chosen, the following are meal program costs:

Meal Program (4 Days Per Week):

Free Meal Eligibility:	No Cost
Reduced Meal Eligibility:	\$0.30 (Breakfast) and \$0.40 (Lunch)*
Full Pay Eligibility:	\$2.10 (Breakfast) and \$3.00 (Lunch)*

***Please Note:** Advance monthly or periodic deposits into your child’s lunch account are recommended.

Notice of Non-discrimination

In accordance with federal law and U.S. Department of Agriculture policy, this institution is prohibited from discrimination on the basis of race, color, national origin, sex, age, disability, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy

of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410
- (2) Fax: (202) 690-7442; or
- (3) Email: program.intake@usda.gov

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the school district. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

Student Emergency Contact Form

These forms must be filled out completely including current phone numbers of the contacts. If your home, work, or cell number changes or any of your contact numbers change, please inform the teacher as soon as possible so that we can update our information in our files.

This is very important so that you can be located quickly in the event of an emergency.

Student Records

The Family Education Rights and Privacy Act ("FERPA") provides parents certain rights with respect to their student's education records. These rights include the right to inspect and review the student's education records within 45 days of the date the school receives a request for access; and the right to request the amendment of the student's education records that you believe to be inaccurate.

If parents believe one of their student's records is inaccurate, they should write to the school principal, clearly identify the part of the record they want changed, and specify why they believe it is inaccurate. If the school decides not to amend the record as requested, it will notify the parents of the decision and advise them of their right to a hearing regarding the request for amendment.

Directory Information. FERPA and the Nebraska Public Records Law authorize school districts to make "directory information" available for review at the request of non-school individuals. These laws also give parents and guardians a voice in the decision-making process regarding the disclosure of directory information regarding their children. The school district has designated the following as directory information:

name and grade, name of parent and/or guardian, address, telephone number, including the student's cell phone number, e-mail address, date and place of birth, dates of attendance, the image or likeness of students in pictures, videotape, film or other medium, major field of study, participation in activities and sports, degrees and awards received, social media usernames and handles, weight and height of members of athletic teams, most recent previous school attended, certain class work which may be published onto the Internet, classroom assignment and/or home room teacher, student ID number, user ID, or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems (but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only the authorized user). Directory information does not include a student's social security number.

Directory information about students may be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that market or manufacture class rings, sell student photographs or publish student yearbooks.

Federal law requires school districts to provide military recruiters and institutions of higher education with the names, addresses, and telephone listings of high school students unless parents have notified

the school district in writing that they do not want this information disclosed without prior written parental consent. Military recruiters will be granted the same access to a student in a high school grade as is provided to postsecondary educational institutions or to prospective employers of such students.

Parents who **OBJECT** to the disclosure of any directory information about their student should write a letter to the principal. This letter should specify the particular categories of directory information that the parents do not wish to have released about their child or the particular types of outside organizations to which they do not wish directory information to be released. This letter must be received by the school district no later than September 1 of each year.

Non-Directory Information

All of the other personally identifiable information about students that is maintained in the school district's education records will generally not be disclosed to anyone outside the school system except under one of two circumstances: (1) in accordance with the provisions of the FERPA statutes and related administrative regulations, or (2) in accordance with the parent's written instructions.

One FERPA exception permits disclosure to school officials with legitimate educational interests without consent. A school official includes, but is not necessarily limited to, a teacher or other educator, administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); school board member; volunteer; contractor or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, representative of the district's insurance providers, auditor, medical consultant, therapist, or a third-party website operator who has contracted with the school district or its agent to offer online programs for the benefit of students and/or the district; members of law enforcement acting on behalf of the school district; a parent or student volunteering to serve on an official committee, such as a

disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a “legitimate educational interest” if the official needs to review an education record in order to fulfill a school-related professional, contractual, statutory, or regulatory responsibility.

The district will share information with the Department of Education necessary to comply with the requirement of state law that all third-year high school students take a college entrance exam. Any redisclosure of information related to the administration of this exam shall be governed by the agreement between the Nebraska Department of Education and the third-party testing company.

Transfer of Records Upon Student Enrollment

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. The school is not obligated to inform parents when it makes a disclosure under this provision.

Complaints

Individuals who wish to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA may contact the Office that administers FERPA:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Supplies

Little Raiders Preschool will provide the necessary supplies for the children. Your child is encouraged to bring a backpack to hold their school supplies. Four-year-olds are asked to supply their own blanket for nap time. If you would like to donate supplies to the preschool, please let staff know and they will direct you regarding what additional items are needed in the preschool classroom. Along with supplies, volunteering at the both preschools may be necessary throughout the

school year.

Transportation

The district will provide transportation to all 3-year-old and 4-year-old preschool students for both the morning routes and the afternoon routes that do not reside in Blue Springs. The district will not be providing transportation during the midday routes when the morning 3-year-old preschool program ends and when the afternoon 3-year-old preschool program starts. The midday route will still be the responsibility of each parent or guardian. Transportation or mileage reimbursement will also be offered to children who are verified with a disability.

Transition Plan (Kindergarten)

The preschool staff integrate pre-academic skills into the preschool curriculum throughout the school year. These skills include writing, alphabet knowledge, literacy skills and math skills. The staff also facilitate the development of independence, problem solving, and social skills.

All children attending kindergarten the following year participate in planned transition activities such as:

- meeting elementary staff and touring building,
- participating in planned activities with elementary staff/children, and
- Kindergarten roundup.

Parents are encouraged to participate and give ideas and suggestions to teachers to add to the transition plan information to help the child have a successful transition into the elementary school. This is invaluable information for your child's kindergarten teacher.

Parents are encouraged to attend Kindergarten Orientation and the End of the Year Celebration. Information on these events will be sent out as the time draws closer. All student information including likes, dislikes, behaviors, allergies, academic skills, classroom supports/adaptations, strategies, etc., is shared with the future teachers and service providers. Should any meetings need to occur

before the child enters kindergarten, all future staff and teachers will be included in the invitation to the meeting.

Thanks for sharing your preschool child with the staff at Little Raiders Preschool. Please congratulate yourself and your child on how well your child does and look at all the fantastic things she/he can do! We will be focusing on those great abilities and look forward to a wonderful year.

SECTION TWO: STUDENT DISCIPLINE

General Discipline Philosophy

The school district has the authority to discipline students who behave inappropriately on the way to school, at school, during lunch, on the way home, and at all school activities (home and away or any time while on school or district property).

The school district's discipline is guided by the following principles:

1. The school district's discipline policy is intended to ensure that students take responsibility for their behavior.
2. Behavior expectations and the consequences for failing to meet those expectations will be clearly communicated to all students and their parents.
3. The severity of consequences for violating behavior expectations will generally be progressive in nature. That is, sanctions will increase with each instance of misconduct; however, each instance will be assessed on its own facts, and sanctions will be imposed based on the severity of the misconduct.
4. Parents play a vital role in supporting and reinforcing the school district's expectations of their students.
5. Behavior expectations apply to all students; consequences are enforced consistently without regard to a student's academic record or achievement.

Extracurricular activities including athletics, cheerleading, band, chorus, and club activities, are governed by the Student Activity Handbook. Students who are involved in extracurricular activities may face consequences related to the activity in addition to the consequences discussed in this handbook.

The school district reserves the right to refer to the appropriate non-school agency any act or conduct of its students which may constitute a crime under federal, state, county, or local law. The administration will cooperate with these agencies in their investigations.

Forms of School Discipline

Administrative and teaching personnel may take actions regarding student behavior that are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but need not be limited to, counseling of students, parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work,

restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions during the day or mandatory attendance at Saturday school. When in-school suspensions, after-school assignments, Saturday School, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures; a failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school. District administrators may develop building-specific protocols for the imposition of student discipline.

In this section, references to "Principal" shall include building principals, the principal's designee, or other appropriate school district administrators.

Any statement, notice, recommendation, determination, or similar action specified in this section shall be effectively given at the time written evidence thereof is delivered personally to or upon receipt of certified or registered mail or upon actual knowledge by a student or his or her parent or guardian.

Any student who is suspended or expelled from school pursuant to this section may not participate in any school activity during the duration of that exclusion including adjacent school holidays and weekends. The student activity eligibility of a student who is mandatorily reassigned shall be determined on a case-by-case basis by the principal of the building to which the student is reassigned.

After School Sessions and Detentions

Teachers and administrators may require students to stay after school or to serve a detention when the student violates any of the rules contained in this handbook or violates classroom-specific conduct rules set by individual teachers.

Students who ride the bus home from school will be given a 24-hour notice of after-school time or a detention so that the parents may make plans to pick up the student the following day.

- After-school sessions will not exceed 30 minutes from the time of dismissal and are to be served in the teacher's room. A student who fails to attend an after school session may be given a detention by the teacher or may face additional disciplinary consequences up to and including long-term suspension and/or expulsion. A student who

has a conflict with an after-school session is responsible for working it out with the teacher.

- Detentions are 30 minutes, served in the central office or the detention room designated by the building principal.

In-School Suspension

The building administrator may require a student to serve in-school suspension. Students may be required to attend up to six hours per day of school-sponsored suspension at a designated location where they will study and participate in campus clean up. There will be zero tolerance for behavior problems from students placed in in-school suspension. Students not completing their In-School Suspension will face further disciplinary action.

Emergency Exclusion

Students may be emergency excluded from school pursuant to the board's separate policy on emergency exclusion or state law.

Short-Term Suspension

The Principal or the Principal's designee may exclude a student from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:

1. Conduct constituting grounds for expulsion as hereinafter set forth; or
2. Other violations of rules and standards of behavior adopted by the board of education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.

The following process will apply to short-term suspensions:

1. The Principal shall make a reasonable investigation of the facts and circumstances. Short-term suspension shall be imposed only after a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
2. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what he/she is accused of having done, an explanation of the evidence the authorities have, and an opportunity to explain his/her version of the facts.

3. Within 24 hours or such additional time as is reasonably necessary following the suspension, the Principal will send a written statement to the student and the student's parent or guardian, describing the student's conduct, misconduct, or violation of the rule or standard and the reasons for the action taken. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal ordering the short-term suspension before or at the time the student returns to school. The Principal shall determine who, in addition to the parent or guardian, is to attend the conference.
4. Students who are short-term suspended will be given the opportunity to complete classwork, including but not limited to examinations, under the following conditions: determined per incident.

Weapons and/or Firearms

Students may be disciplined for the possession of weapons and/or firearms pursuant to the board's separate policy on weapons and firearms or state law.

Long-Term Suspension

Students may be excluded by the Principal from school or any school function for a period of more than five school days but less than twenty school days (long-term suspension) for any conduct constituting grounds for expulsion as hereinafter set forth. The process for long-term suspension is set forth below.

Expulsion

1. **Meaning of Expulsion.** Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period.
2. **Summer Review.** Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled

for review before the beginning of the school year. The review will be conducted by the hearing officer who conducted the initial expulsion hearing, or a hearing officer appointed by the Superintendent in the event no hearing was previously held or the initial hearing officer is no longer available or willing to serve, after the hearing officer has given notice of the review to the student and the student's parent or guardian. This review shall be limited to newly discovered evidence or evidence of changes in the student's circumstances occurring since the original hearing. This review may lead to a recommendation by the hearing officer that the student be readmitted for the upcoming school year. If the school board or board of education or a committee of such board took the final action to expel the student, the student may be readmitted only by action of the board. Otherwise, the student may be readmitted by action of the Superintendent.

3. **Suspension of Enforcement of an Expulsion:** Enforcement of an expulsion action may be suspended (i.e., "stayed") for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect, and as a condition of such suspended action, the student may be assigned to a school, class, or program/plan and to such other consequences which the school district deems appropriate.
4. **Alternative School or Pre-expulsion Procedures.** The school shall provide either an alternative school, class or educational program for expelled students or shall follow the pre-expulsion procedures outlined in Neb. Rev. Stat. 79-266.

Grounds for Long-Term Suspension, Expulsion, or Mandatory Reassignment:

The following conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, subject to the procedural provisions of the Student Discipline Act, Neb. Rev. Stat. § 79-254 through 79-296, when such activity occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event:

1. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes;
2. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, or repeated damage or theft involving property;

3. Causing or attempting to cause personal injury to a school employee, to a school volunteer, or to any student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision;
4. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student;
5. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (*see also board policy on weapons and firearms*);
6. Engaging in the unlawful possession, selling, dispensing, or use of a controlled substance or an imitation controlled substance, as defined in section 28-401, a substance represented to be a controlled substance, or alcoholic liquor as defined in section 53-103.02 or being under the influence of a controlled substance or alcoholic liquor (*note: the term "under the influence" for school purposes has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant*);
7. Public indecency as defined in section 28-806, except that this prohibition shall apply only to students at least twelve years of age but less than nineteen years of age;
8. Engaging in bullying as defined in section 79-2,137 and in these policies;
9. Sexually assaulting or attempting to sexually assault any person if a complaint has been filed by a prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or attempted to sexually assault any person, including sexual assaults or attempted sexual assaults that occur off school grounds not at a school function, activity, or event. For purposes of this subdivision, sexual assault means sexual assault in the first degree as defined in section 28-319, sexual assault in the second degree as defined in section 28-320, sexual assault of a child in the second or third degree as defined in section 28-320.01, or sexual assault of a child in the first degree as defined in section 28-319.01, as such sections now provide or may hereafter from time to time be amended;
10. Engaging in any other activity forbidden by the laws of the State of Nebraska which activity constitutes a danger to other students or interferes with school purposes; or
11. A repeated violation of any of the following rules, or a single violation if the conduct amounts to a criminal act, if such violations constitute a substantial interference with school purposes:

- a. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, sex, national origin, or religion;
- b. Dressing or grooming in a manner which violates the school district's dress code and/or is dangerous to the student's health and safety, a danger to the health and safety of others, or which is disruptive, distracting or indecent to the extent that it interferes with the learning and educational process;
- c. Violating school bus rules as set by the school district or district staff;
- d. Possessing, using, selling, or dispensing tobacco, drug paraphernalia, an electronic nicotine delivery system, or a tobacco imitation substance or packaging, regardless of form, including cigars, cigarettes, chewing tobacco, and any other form of tobacco, tobacco derivative product or imitation, or electronic cigarettes, vapor pens, etc.;
- e. Possessing, using, selling, or dispensing any drug paraphernalia or imitation of a controlled substance regardless of whether the actual substance possessed is a controlled substance by Nebraska law;
- f. Possession of pornography;
- g. Sexting or the possession of sexting images (a combination of sex and texting - the act of sending sexually explicit messages or photos electronically);
- h. Engaging in initiations, defined as any ritualistic expectations, requirements, or activities placed upon new members of a school organization for the purpose of admission into the organization, even if those activities do not rise to the level of "hazing" as defined below. Initiations are prohibited except by permission of the superintendent;
- i. Engaging in hazing as defined by state law and this policy. Hazing is defined as any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership in any school organization. Under state criminal law, hazing activities include, but are not limited to, whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with the intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced

consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act that endangers the physical or mental health or safety of any person. For purposes of school rules, hazing also includes any activity expected of someone joining a group, team, or activity that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate; personal servitude; restrictions on personal hygiene; yelling, swearing and insulting new members/rookies; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin; binge drinking and drinking games; sexual simulation and sexual assault;

- j. Bullying which shall include cyber-bullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post or text message images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing to send e-mail to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target;
- k. Violation of the district's computer acceptable computer use policy are subject to discipline, up to and including expulsion;
- l. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a simulated or "look-a-like" weapon;
- m. Using any object to simulate possession of a weapon; and
- n. Any other violation of a rule or regulation established by a school district staff member pursuant to authority delegated by the board.

The length of any suspension, expulsion, or mandatory reassignment shall be as provided or allowed by law.

Reporting Requirement to Law Enforcement

Violations of this section will result in a report to law enforcement if:

1. The violation includes possession of a firearm;
2. The violation results in child abuse;
3. It is a violation of the Nebraska Criminal Code that the administration believes cannot be adequately addressed by discipline from the school district;
4. It is a violation of the Nebraska Criminal Code that endangers the health and welfare of staff or students; or
5. It is a violation of the Nebraska Criminal Code that interferes with school purposes.

Due Process Afforded to Students Facing Long-term Suspension or Expulsion

The following procedures shall be followed with regard to any long-term suspension, expulsion, or mandatory reassignment.

1. On the date of the decision to discipline, the Principal shall file with the Superintendent a written charge and a summary of the evidence supporting such charge.
2. The Principal shall serve the student and the student's parents or guardian with a written notice by registered or certified mail or personal service within two school days of the date of the decision to recommend long-term suspension or expulsion. The notice shall include the following:
 - a. The rule or standard of conduct allegedly violated and the acts of the student alleged to constitute a cause for long-term suspension, expulsion, or mandatory reassignment, including a summary of the evidence to be presented against the student;
 - b. The penalty, if any, which the principal has recommended in the charge and any other penalty to which the student may be subject;
 - c. A statement that, before long-term suspension, expulsion, or mandatory reassignment for disciplinary purposes can be invoked, the student has a right to a hearing, upon request, on the specified charges;

- d. A description of the hearing procedures provided by the act, along with procedures for appealing any decision rendered at the hearing;
 - e. A statement that the principal, legal counsel for the school, the student, the student's parent, or the student's representative or guardian has the right (i) to examine the student's academic and disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct and (ii) to know the identity of the witnesses to appear at the hearing and the substance of their testimony; and
 - f. A form on which the student, the student's parent, or the student's guardian may request a hearing, to be signed by such parties and delivered to the principal or superintendent in person or by registered or certified mail.
3. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if no hearing is requested or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a recommendation of the action to be taken to the superintendent, if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers.
4. Nothing in this policy shall preclude the student, student's parents, guardian, or representative from discussing and settling the matter with appropriate school personnel prior to the hearing stage.
5. If a hearing is requested within five days after receipt of the notice, the Superintendent shall appoint a hearing officer who shall follow the "hearing procedures" outlined below.
6. If a hearing is requested more than five school days following the receipt of the written notice, but not more than thirty calendar days after receipt, the Superintendent shall appoint a hearing officer who shall follow the "hearing procedures" outlined below, except that the time constraints set forth may differ as provided by law and this

policy. The student shall be entitled to a hearing but the consequence imposed may continue in effect pending final determination.

7. If a request for hearing is not received within thirty calendar days following the mailing or delivery of the written notice, the student shall not be entitled to a hearing.

In the event a hearing is requested, the hearing, hearing procedures, the student's rights and any appeals or judicial review permitted by law shall be governed by the applicable provisions of the Nebraska Student Discipline Act (Neb. Rev. Stat. § 79-254 to 79-294). The school district will provide parents with copies of the relevant statutes upon request.

SECTION THREE: STAFF DIRECTORY

Members of the Board of Education:

David Zimmerman..... President
Carol Pralle..... Vice President
Emily Shockley..... Secretary
Angela Meyer..... Board Member
Betsy Frerichs..... Board Member
Jim Zvolanek..... Board Member

Administrative Staff:

Christopher Prosocki..... Superintendent
Jerry Rempe..... Elementary Principal
Jeff Murphy..... Jr./Sr. High School Principal

Office Staff:

Jane Mallam..... Bookkeeper
Becky Sullivan..... Superintendent's Secretary
Dawn Rakes..... Elementary Principal's Secretary
Karen Maguire..... Jr./Sr. High Principal's Secretary
Rae Oblinger.....Data Steward
Cody Sabey.....Technology Director

Elementary School Teaching Staff:

Annie Manley.....3-Year-Old Preschool Teacher
Amanda Antholz.....4-Year-Old Preschool Teacher

Child Nutrition Program:

Kim McMurray..... Head Food Service
Jeanne Hardin..... Food Service Staff
JoAnne Wieden..... Food Service Staff
Pam Dorn..... Food Service Staff
Noel Williams..... Food Service Staff
Sue Davis..... Food Service Staff

Maintenance:

John Linder..... Head Maintenance
Cody McKinney.....Maintenance Staff
Randy Roberts.....Maintenance Staff
Tammy Meints.....Maintenance Staff
TJ Saathoff.....Maintenance Staff

Tom Regan.....Maintenance Staff

Support Staff:

Patty Novotny.....3-Year-Old Preschool Paraeducator

Angela Spencer.....4-Year-Old Preschool Paraeducator

Transportation Department:

Bonnie Creek..... Route Driver

Devin Riggs..... Route Driver

Diane Wallace..... Route Driver

**SECTION FOUR:
FORMS**

FORMS

This section contains forms that students and their parents must complete and return to the school office **NO LATER THAN September 2, 2020.**

RECEIPT

This Student Handbook is distributed in accordance with Nebraska State Law, Section 79-262, paragraph three which states in part: "Rules and Standards which form the basis for discipline shall be distributed to students and parents at the beginning of each school year or at the time of enrollment..."

Parents (or guardians) and students are required to sign & return the receipt form below before September 2, 2020

PARENT/STUDENT AGREEMENT

I have received and read the Student Handbook that describes the Southern School District's discipline policies, regulations, rules, and expectations to be followed by students enrolled in the Southern Public Schools, including the Drug Free School Policy. My child and I have discussed these policies and understand that we must comply with them.

RECOGNITION OF POTENTIAL AMENDMENTS OR SUPPLEMENTS

In light of the unique challenges and circumstances posed by the outbreak of the novel coronavirus and the recent promulgation of expansive federal regulations, the rules and information provided in this handbook may be supplemented or amended by the School District's administration at any time, consistent with applicable law and board policy. All parents shall be provided notice of any such changes by the district's regular means of contact. By signing below, you agree that you will read any such information and communications, discuss them with your child, and recognize that you must comply with all rules, procedures, and requirements as they apply at that time.

Parent/Guardian's Signature

Date

Parent/Guardian's Signature

Date

EMERGENCY INFORMATION

Student's Name

Parent/Guardian's Name(s)

Mailing Address

Home Phone

Father's Employer

Business Phone

Mother's Employer

Business Phone

Other Person Who May Be Contacted in Case of Emergency

Phone

Choice of Doctor

Phone

**PARENTAL AUTHORIZATION AND RELEASE FORM
ADMINISTRATION OF NON-PRESCRIPTION DRUGS TO STUDENTS**

While the administration of medications to students should be scheduled outside of school hours whenever possible, occasionally it may be necessary for school personnel to administer nonprescription drugs to a student as authorized by the student's parents, guardians, or medical professionals and state law. School personnel will only dispense those nonprescription drugs which have been approved by state and federal law for use as a drug and meet the definition of nonprescription drugs in Nebraska's Medication Aide law which states:

Nonprescription drugs means nonnarcotic medicines or drugs which may be sold without a medical order and which are prepackaged for use by the consumer and labeled in accordance with the requirements of the laws and regulations of this state and the federal government.

In order for students to be administered nonprescription medication by school personnel, a parent or guardian must:

- Complete and return this authorization form.
- Provide the district with any nonprescription drugs you wish to be administered in its original container from the manufacturer, which must include legible, unadulterated manufacturer instructions. The container must be labeled with the student's name.
- Provide the district with specific written instructions regarding the requested nonprescription drug's administration, including the date(s) the student is to be administered the drug, the dosage to be administered, the frequency of administration, and any other details or conditions relevant to administration.

School personnel will not administer nonprescription drugs in a manner inconsistent with the manufacturer instructions or state law. School personnel will not administer non-prescription drugs that is expired.

The undersigned are the parent(s), guardian(s), or person(s) in charge of

(name of the student)

I authorize and request school personnel to administer nonprescription drugs to my student. I release the school district, its officials, and employees from any and all liability concerning the administration of nonprescription drugs to my student.

DATED this _____ day of _____, 20__.

Parent/Guardian

Child's Name: _____

To be completed by parent/guardian:

I hereby authorize any person or persons designated by the principal to assist my child to take the following medications at school:

MEDICATION	DOSE	START DATE / STOP DATE	TIME	DIRECTIONS

Diagnosis or reason for medication:

DATED this _____ day of _____, 20__.

Parent/Guardian

All medications must be delivered to school AND picked up from the school by the parent/guardian. The medications will be stored in the school office (with the exception of inhalers as permitted by the physician).

**PARENTAL AUTHORIZATION AND RELEASE FORM
ADMINISTRATION OF PRESCRIPTION DRUGS TO STUDENTS**

The undersigned are the parent(s), guardian(s), or person(s) in charge of

(name of the student)

It is necessary that the student receive (name of drug) _____, a physician-prescribed drug, during school intervals beginning on (date) _____ and continuing through _____ (date)

I hereby request that the School District, or its authorized representative, administer the drug named above to my child named above, in accordance with the prescribing physician's instructions, and agree to:

1. Submit this request to the office.
2. Make certain the Physician's Request for the Administration of Prescription Medication by School Personnel is submitted to the office.
3. Make sure personally that the drug is received by the office, in the container in which it was dispensed by the prescribing physician or licensed pharmacist.
4. Make sure personally that the container in which the drug is dispensed is marked with the drug name, dosage, interval dosage, and date after which no administration should be given.
5. Submit a REVISED STATEMENT signed by the physician prescribing the drug to the office IF ANY OF THE INFORMATION PROVIDED BY THE PHYSICIAN CHANGES.
6. Release the School District and the Board of Education of the School District and all employees, agents, and the representatives of the School District from any liability concerning the giving or non-giving of the drug to the student.

DATED this _____ day of _____, 20__.

Parent/Guardian

**ADMINISTRATION OF MEDICATION TO STUDENTS
PHYSICIAN'S REQUEST FOR ADMINISTRATION OF PRESCRIPTION
MEDICATIONS BY SCHOOL PERSONNEL**

DATE _____

CHILD'S FULL NAME _____ is under my care and must take medication which I have prescribed during the school day.

Name of medication (as it appears on container in which the drug is stored)

Dosage _____ and time _____

Date _____ administration _____ of _____ drug _____ is _____ to _____ begin

Possible adverse reactions to be reported to physician _____

Special instructions for the administration and storage of the drug

I or my designee(s) have trained school personnel or approved alternative training as adequate to administer the medication, have evaluated the situation, the general administration plan and if applicable, the self administration plan or emergency care plan, and deemed each to be safe and appropriate, and if applicable authorize the use of hypodermic syringes and needles or similar medical terms.

Name of Physician and Designee

Print or Type

Primary Phone Number

Secondary Phone Number

Signature of Physician

RECORD OF SELF-ADMINISTRATED MEDICINE

Parent’s Phone _____

Student Name _____ Grade _____

Date to Begin _____ Date to End _____

Name of Medication _____

Dosage of Medication _____ Time _____

Doctor _____ Phone #1 _____

Phone # _____

Possible Adverse Reaction: _____

_____ gives permission for _____ our son/daughter to self-administer specific medications at school. This medication cannot be taken at any other non-school time.

DATED this _____ day of _____, 20____.

Students who are able to self-administer specific medication may do so provided:

1. The physician provides written authorization allowing self-administration of said medication.
2. The parent provides written authorization allowing self-administration of said medication.
3. Such medication is transported to the school and maintained under the student’s control in the original, properly labeled package and (a) is not opened except when self-administering the medication, (b) is not self-administered during instructional time or in the presence of other students unless medically necessary, and (c) is not shown or exhibited to other students.
4. The student’s physician or physicians’ designee has (1) evaluated the situation and deemed it to be safe and appropriate; (2) documented this on the physician’s authorization for the student’s cumulative health record, and (3) approved the general administration plan.
5. The student and the student’s physician or physician’s designee have developed a plan for reporting and supervising self-administration.
6. The principal and appropriate teacher are informed that the student is self-administering prescribed medication.

Doctor’s Signature

Southern Public Schools

2020-2021 Preschool Calendar

July—2020

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

August—2020

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

September—2020

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

October—2020

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

November—2020

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

December—2020

S	M	T	W	T	F	S
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6	7	8	9	10	11	12
13	14	15	16	17]	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August—2020

- 17-18 Teacher In-Service (No School)
- 19 First Day of Classes

September—2020

- 7 Labor Day (No School)

October—2020

- 1 Early Dismissal (1:20/1:30 p.m.)
Parent Teacher Conferences (3:00 p.m. – 8:00 p.m.)
- 12 Teacher In-Service (No School)
- 15 End of First Quarter (32 Days)
- 19 Second Quarter Begins

November—2020

- 1 Standard Time Begins
- 25-27 Thanksgiving Break (No School)

December—2020

- 17 End of Second Quarter (34Days)
- 21-31 Winter Break (No School)

January—2021

- 1 Winter Break (No School)
- 4 Teacher In-Service (No School)
- 5 First Day of Third Quarter

February—2021

- 11 Early Dismissal (1:20/1:30 p.m.)
Parent Teacher Conferences (3:00 p.m. – 8:00 p.m.)

March—2021

- 11 End of Third Quarter (39 Days)
- 14 Daylight Savings Begins
- 15 Fourth Quarter Begins

April—2021

- 5 Spring Break (No School)

May—2021

- 20 End of Fourth Quarter (39 Days)
- 24 Teacher In-Service (No School)

January—2021

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

February—2021

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

March—2021

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

April—2021

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

May—2021

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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20]	21	22
23	24	25	26	27	28	29
30	31					

June—2021

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

Note: Any/all mechanical or weather related loss of school time will be made up at the discretion of the Board of Education and/or the Superintendent.

Student Instructional Days **144**
Teacher Contract Days **182**

Key: Blue Font (Underline) = [Late Start or Early Dismissal](#)
Red Font = **Holidays/Non-Contract Days (No School)**
Red Font (Strikethrough) = **Teacher In-Service (No School)**
[] = First/Last Day of the Quarter

Southern Public Schools Staff Handbook 2020-2021



Southern Elementary School
315 West 2nd Street
P.O. Box 158
Blue Springs, NE 68318
Phone: 402.645.3359
Fax: 402.645.3740

Southern Jr./Sr. High School
115 South 11th Street
P.O. Box 237
Wymore, NE 68466
Phone: 402.645.3326
Fax: 402.645.8049

<http://www.southernschools.org>

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INTRODUCTION

This handbook provides information to persons who are employed by the school district and are referred to in this handbook as employees, staff, or staff members. It is designed to provide practical information about the daily operation of the schools in the district and contains building and district directories, safety and emergency information, as well as district policies and procedures. Each staff member should carefully review this handbook. The administration and the board of education continually review policies and procedures, so staff members should discuss comments, concerns, or suggestions about this handbook with their building principal or another member of the administrative staff.

This handbook does not create a "contract" of employment. Staff positions and assignments that do not require a teaching certificate or are not otherwise governed by the teacher tenure laws may be ended or changed on an at-will basis notwithstanding anything in this handbook or any other publication or statement, except a contract approved by the board of education.

Many situations may arise that are not covered by this handbook. In those instances, staff members should use their own good judgment or consult with the administration. If any information contained in this handbook conflicts with board policy or state statute, the policy or statute will govern.

The provisions in this handbook are subject to change at the sole discretion of the Superintendent and the Board of Education. From time to time, you may receive updated information concerning changes in the handbook. These updates should be kept within the handbook so that all procedures can be kept up to date. If you have any questions regarding this handbook, please ask your supervisor or the Superintendent for assistance.

Your suggestions about ways to improve the school are welcome and will always be considered.

NONDISCRIMINATION IN EDUCATION PROGRAMS AND ACTIVITIES

The school district does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Name: Dr. Christopher Prosocki
Title: Superintendent
Address: 115 South 11th Street, Wymore, NE 68466
Telephone: 402-645-3326
E-mail: cprosocki@southernschools.org

For further information on notice of nondiscrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area or call 1-800-421-3481.

For additional prohibited discrimination and related information, please review school district Policy 3053: Nondiscrimination.

DRUG-FREE WORKPLACE REQUIREMENTS

It is vitally important to have a healthy workforce that is free from the effects of illegal drugs. The use or possession of unlawful drugs in the workplace has a very detrimental effect upon safety and morale of the affected employee, coworkers, and the public at large; and on productivity and the quality of work.

Federal law requires this school district, as a recipient of federal funds, to maintain a drug-free workplace. The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in the district's workplace is prohibited. The term "workplace" includes every location where district employees may be found during their working hours or while they are on duty, regardless of whether the location is within the geographic boundaries of the district. Any employee who violates this policy will be disciplined with measures up to and including discharge. The district may, in its sole discretion, require or allow an employee who violates this policy to participate in and satisfactorily complete a drug abuse assistance or rehabilitation program.

The district shall provide every current employee with a copy of this policy, and shall provide each newly hired employee with a copy upon hiring. Every employee shall be required to signify receipt of a copy of the policy in writing. All district employees must abide by this policy, including those who are not directly engaged in the performance of work pursuant to a federal grant.

An employee must notify his/her supervisor of any conviction of a criminal drug statute for a violation occurring in the workplace within five days. The failure to report such a conviction will be grounds for dismissal. If the employee convicted of such an offense is engaged in the performance of work pursuant to the provisions of a federal grant, the district shall notify the grant agency within 10 days of receiving notice of a conviction from the affected employee or of receiving actual notice of such a conviction.

SECTION ONE: POLICIES AND PROCEDURES REGARDING ALL STAFF

Accidents and Injuries

Staff must inform the building office immediately of all accidents and/or injuries to students or staff, and complete the appropriate accident form that is available from the office secretary. The accident form must be returned to the office within twenty-four hours.

Activity Accounts and Fundraising

Activity accounts are handled through the superintendent's office. No student or sponsor may make any purchase without a signed purchase order from the superintendent. **Purchases made without permission are the personal obligation and responsibility of the purchaser.**

The superintendent is responsible for authorizing any fundraising on the part of student activities. **No fundraising may occur without express administrative permission.**

Activity Tickets

All staff, spouses, and their school-age children will be admitted to home games free of charge. Activity tickets will be issued to staff through the building offices.

Agents, Salesmen, and Other Business Representatives

All business representatives calling on school matters must obtain permission from the superintendent or building principal before conferring with staff. Staff must determine whether the business representative has been granted permission before discussing business matters. Classroom teachers may not interrupt class work to confer with such representatives.

Staff may not use school time or school facilities for any personal activity for personal financial gain or confer with any business representative for personal business during school time.

Announcements and Circulars

No announcements shall be made by any school group without authorization of the principal or superintendent.

Any circulars or advertising displayed within the school shall have the approval of the building principal or superintendent before posting.

Bell Schedule (Elementary School)

The school day for the Elementary students typically begins at 8:13 a.m. and ends at 3:33 p.m. Students are to leave the school grounds after

dismissal. School staff will provide supervision for students on school grounds 28 minutes before the school day begins and 27 minutes after the school day ends. **There will be no supervision provided by the school before or after these times.** Parents must make arrangements for their children to leave school promptly at the end of the day.

Students may not enter the school building before 7:45 a.m. The doors will remain locked until that time. Students shall not remain in the building after school has been dismissed, unless they are under the supervision of a teacher or sponsor. A bell will ring at 8:13 a.m. indicating the start of the school day. Any student arriving after 8:20 a.m. is considered tardy.

Admittance to the Playground

Supervision in the lunchroom begins at 7:45 a.m. and on the playground at 8:00 a.m. Children who walk, or children who are dropped off to school should not arrive before this time unless special arrangements have been made for supervision inside the school building.

Bell Schedule (Jr./Sr. High School)

	Begin	End
First Period	8:10	9:01
Second Period	9:04	9:55
Third Period	9:58	10:49
Fourth Period	10:52	11:43
Fifth Period	11:46	1:16
Lunch Times	11:46 (A)	12:16
	12:16 (JH)	12:46
	12:46 (B)	1:16
Sixth Period	1:19	2:10
Seventh Period	2:13	3:04
Individual Academic Period	3:09	3:38

Board Policies, Rules, and Directives

The board of education has adopted policies that govern the operation of the school district. A complete policy manual is available on the district’s website. These manuals will be updated as the board adopts new policies or modifies existing policies. In particular, the 4000 series deals with policies that affect personnel. Additionally, the Board has authorized the Superintendent and his or her designee to adopt rules and directives regarding the conduct of students, staff, and other persons. Many of these rules and directives are published in the Student Handbook, Staff Handbook, and Activity Handbook, respectively. Each of these handbooks are available on the district’s website and in the main administrative office. **By signing below, you agree that you have read and understood these policies, handbooks, rules, and**

directives, their application to you, and that you have had an opportunity to discuss any questions with the administration.

Link:

<https://meeting.sparqdata.com/Public/Book/southern schooldistrictschools?docTypeId=857&file=5cb39a5d-b881-4c71-9dcf-1be2ed019030>

Child Abuse

School employees who have reasonable cause to believe that a child has been subjected to child abuse or neglect or observe a child being subjected to conditions or circumstances which reasonably would result in child abuse or neglect will report the suspected abuse or neglect according to the following procedure.

1. Any school employee who has reasonable cause to believe that a child has been abused or neglected shall report the suspicion to the building principal immediately. Employees shall also personally report or cause a report to be made to local law enforcement or to the Department of Health and Human Services.
2. When the principal makes a report of suspected child abuse or neglect, he/she shall inform the employee(s) who made the initial report.
3. Nothing in the paragraph above shall hinder a school employee from fulfilling his/her/their obligation to report suspected abuse or neglect if he, she or they have reasonable cause to believe that a child has been abused or neglected.
4. Any doubt or question in reporting such cases shall be resolved in the favor of reporting the suspected abuse or neglect. Consultation between the administrator and school employee is encouraged, keeping in mind that prompt reporting is essential.

Complaint Procedure

Good communication helps to resolve many misunderstandings and disagreements. This complaint procedure applies to board members, patrons, students, and school staff, unless the staff member is subject to a different grievance procedure pursuant to policy or contract. Individuals who have a complaint should discuss their concerns with appropriate school personnel in an effort to resolve problems. When such efforts do not resolve matters satisfactorily, including matters involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age, a complainant should follow the procedures set forth below.

A preponderance of the evidence will be required to discipline a party accused

of misconduct. This means that the investigator must conclude that it is more likely than not that misconduct occurred.

Complaint and Appeal Process.

1. The first step is for the complainant to speak directly to the person(s) with whom the complainant has a concern. For example, a parent who is unhappy with a classroom teacher should initially discuss the matter with the teacher. However, the complainant should skip the first step if complainant believes speaking directly to the person would subject complainant to discrimination or harassment.
2. The second step is for the complainant to speak to the building principal, Title IX/504 coordinator, superintendent of schools, or president of the board of education, as set forth below.
 - a) Complaints about the operation, decisions, or personnel within a building should be submitted to the principal of the building.
 - b) Complaints about the operations of the school district or a building principal should be submitted in writing to the superintendent of schools.
 - c) Complaints about the superintendent of schools should be submitted in writing to the president of the board of education.
 - d) Complaints involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age may also be submitted at any time during the complaint procedure to the School District's Title IX/504 coordinator. Complaints involving discrimination or harassment may also be submitted at any time to the Office for Civil Rights, U.S. Department of Education: by email at OCR.KansasCity@ed.gov; by telephone at (816) 268-0550; or by fax at (816) 268-0599.
3. When a complainant submits a complaint to an administrator or to the Title IX/504 coordinator, the administrator or Title IX/504 coordinator shall promptly and thoroughly investigate the complaint, and shall:
 - a) Determine whether the complainant has discussed the matter with the staff member involved.
 - 1) If the complainant has not, the administrator or Title IX/504 coordinator will urge the complainant to discuss the matter directly with that staff member, if appropriate.

- 2) If the complainant refuses to discuss the matter with the staff member, the administrator or Title IX/504 coordinator shall, in his or her sole discretion, determine whether the complaint should be pursued further.
 - b) Strongly encourage the complainant to reduce his or her concerns to writing.
 - c) Interview the complainant to determine:
 - 1) All relevant details of the complaint;
 - 2) All witnesses and documents which the complainant believes support the complaint;
 - 3) The action or solution which the complainant seeks.
 - d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the administrator or Title IX/504 coordinator received the complaint.
4. If either the complainant or the accused party is not satisfied with the administrator's or the Title IX/504 coordinator's decision regarding a complaint, he or she may appeal the decision to the superintendent.
 - a) This appeal must be in writing.
 - b) This appeal must be received by the superintendent no later than ten (10) business days from the date the administrator or Title IX/504 coordinator communicated his/her decision to the complainant.
 - c) The superintendent will investigate as he or she deems appropriate. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.
 - d) Upon completion of this investigation, the superintendent will inform the complainant in writing of his or her decision. If the complaint involved discrimination or harassment, the superintendent shall submit the decision within 180 days after the superintendent received complainant's written appeal.

5. If either the complainant or the accused party is not satisfied with the superintendent's decision regarding a complaint, he or she may appeal the decision to the board.
 - a) This appeal must be in writing.
 - b) This appeal must be received by the board president no later than ten (10) business days from the date the superintendent communicated his/her decision to the complainant.
 - c) This policy allows, but does not require the board to receive statements from interested parties and witnesses relevant to the complaint appeal. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.
 - d) The board will notify the complainant in writing of its decision. If the complaint involved discrimination or harassment, the board shall submit its decision within 180 days after it received complainant's written appeal.
 - e) There is no appeal from a decision of the board.
6. When a formal complaint about the superintendent of schools has been filed with the president of the board, the president shall promptly and thoroughly investigate the complaint, and shall:
 - a) Determine whether the complainant has discussed the matter with the superintendent.
 - 1) If the complainant has not, the board president will urge the complainant to discuss the matter directly with the superintendent, if appropriate.
 - 2) If the complainant refuses to discuss the matter with the superintendent, the board president shall, in his or her sole discretion, determine whether the complaint should be pursued further.
 - b) Strongly encourage the complainant to reduce his or her concerns to writing.
 - c) Determine, in his or her sole discretion, whether to place the matter on the board agenda for consideration at a regular or special meeting.

- d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the president received the complaint.

No Retaliation. The school district prohibits retaliation against any person for filing a complaint or for participating in the complaint procedure in good faith.

Special Rules Regarding Educational Services and Related Services to Students with Disabilities. Students with disabilities and their families have specific rights outlined in state and federal law, including administrative processes by which they may challenge the educational services being provided by the school district. Therefore, the appeal process contained in this policy may not be used to challenge decisions made by a student's individualized education plan (IEP) team or 504 team.

Complaints about the educational services provided a student with a disability, including but not limited to services provided to a student with an IEP, access to curricular and extracurricular activities, and educational placement must be submitted to the school district's Director of Special Education. The Director of Special Education will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of IDEA Parental Rights promulgated by the Nebraska Department of Education.

Complaints about the educational services provided a student with a disability pursuant to a Section 504 plan must be submitted to the school district's 504 Coordinator. The 504 Coordinator will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of Section 504 Parental Rights adopted by the board of education.

Complaints about the educational services provided to a student who is suspected of having a disability must be submitted in writing to the school district's Director of Special Education or to the district's 504 Coordinator. The Director of Special Education or 504 Coordinator will either refer the student for possible verification as a student with a disability or will provide prior written notice of the district's refusal to do so.

Bad Faith or Serial Filings. The purpose of the complaint procedure is to resolve complaints at the lowest level possible within the chain of command. Complaints filed (a) without a good faith intention to attempt

to resolve the issues raised; (b) for the purpose of adding administrative burden; (c) at a volume unreasonable to expect satisfactory resolution; or (d) for purposes inconsistent with the efficient operations of the district may be dismissed by the superintendent without providing final resolution other than noting the dismissal. There is no appeal from dismissals made pursuant to this section

Computers and the Internet: Acceptable Use by Staff

Internet access is an important tool for communicating, keeping up-to-date with current developments in education, and for conducting research to enhance management, teaching, and learning skills. Staff members must refer to and comply with the board policy regarding Staff Internet and Computer Use. A copy of this policy is attached below. Staff should also refer to and comply with the board policy regarding Staff and District Social Media Use.

Conflict of Interest

All staff members are subject to the board's policy governing conflict of interest. That policy provides, in part, that no employee shall solicit or accept anything of value, including a gift, loan, contribution, reward, or promise of future employment based on an agreement that the vote, official action, or judgment of the employee would thereby be influenced.

Contact Information

Staff are required to keep the district informed of any change in their name, address, telephone or other contact information. Contact the building secretary to report a change.

Copyright and Fair Use

The school district complies with federal copyright laws. Staff members must comply with copyright laws when using school equipment or working on behalf of the district. Federal law prohibits the unauthorized reproduction of works of authorship, regardless of the medium in which they were created.

The "fair use" doctrine allows limited reproduction of copyrighted works for educational and research purposes. "Fair use" of a copyrighted work includes reproduction for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research. Staff who are unsure whether their proposed reproduction of copyrighted material constitutes "fair use" should consult with their building principal, review the school district's copyright compliance policy, and review *Reproduction of Copyrighted Works by Educators and Librarians* from the U.S. Copyright Office found at <https://www.copyright.gov/circs/circ21.pdf> and *Copyright for Students* found at <https://www.whoishostingthis.com/resources/student-copyright/>. You can find more information on copyright compliance

requirements and permitted uses from the U.S. Copyright Office and the Library of Congress at the following site: <http://www.loc.gov/teachers/usingprimarysources/copyright.html>.

Corporal Punishment

Corporal punishment is the infliction of bodily pain as a penalty for disapproved behavior, and is prohibited by law. Some physical contact is inevitable, and most of it is appropriate. Corporal punishment does not include the use of physical force that is reasonable and necessary to (1) protect school employees; (2) protect students or property; or (3) remove a student from a situation that endangers the student, persons, or property. Staff members should promptly report any event that required the use of physical force to their building principal.

Crisis Response Team

Any staff member appointed by the district administration will serve on the Crisis Response Team as outlined in the board policies. The Crisis Response Team serves a vital role in supporting the district's staff and students. It is the responsibility of the appointed staff member to discuss with the district administration any circumstances that may affect the staff member's ability to perform the tasks required by board policy.

Disability Leave (Long-Term)

Long-term disability leave will be treated in the manner required by state and federal law and consistent with the negotiated agreement with the school district's local education association. Long-Term Disability leave will run concurrently with FMLA leave.

Discrimination and Harassment

The school district prohibits discrimination and harassment based upon or related to race, color, national origin, sex, religion, marital status, disability, age or any other unlawful basis that (1) has the purpose or effect of creating an intimidating, hostile, or offensive school environment, (2) has the purpose or effect of substantially or unreasonably interfering with an employee's school performance, or (3) otherwise adversely affects an employee's employment opportunities. Employees who believe that they have been the subject of unlawful discrimination or harassment due to their disability should contact the following Section 504 Coordinator: Christopher Prososki at (402) 645-3326, cprososki@southernschools.org or in person at school. Employees who believe that they have been the subject of unlawful discrimination or harassment due to their sex should contact the following Title IX Coordinator: Jeff Murphy at (402) 645-3326, jdmurphy@southernschools.org or in person at school. Employees who believe that they have been the subject of any other unlawful discrimination or harassment should contact the Christopher Prososki at (402) 645-3326, cprososki@southernschools.org or in person at

school. Employees may report discrimination or harassment to any staff member who will then forward it on to the appropriate coordinator or administrator. The staff member will follow school district policies to respond to the report.

Driving (both school and personal vehicles)

Staff members who drive school vehicles or volunteer to use their personal automobile to transport students must have a valid driver's license and proof of insurance. Staff members must provide their driver's license to the superintendent's secretary before the start of every school year. Staff members who drive school vehicles or transport students in their personal vehicles are responsible for following safe driving practices, including use of seat belts by all occupants, and are responsible for any injury or accident. Staff members are not to use cell phones while driving a school vehicle or while transporting students. Please see the school district's policy on school vehicle use for further information.

Drivers for the school district must be free from drug and alcohol use or abuse. The school district will test drivers as permitted under state and federal law and in accordance with board policy.

Dress Code

Staff should dress in a manner that reflects the honorable profession of education. Certified staff, paraeducators and office staff should generally dress in business casual attire. Custodial, maintenance and transportation staff should dress in attire appropriate to the work they are performing.

The attire worn by staff members conveys an important image to students and the general public. The appearance of professional staff members shall be appropriate to their assigned duties and indicative of their professional standing in the school and community.

Certified staff, paraeducators, and office staff should generally dress in business casual attire that is clean and professional.

The following are examples of unprofessional attire which should not be worn by classroom staff during the traditional school day, when students or visitors are in attendance, or when the employee is supervising, directing, or coaching students when the public is in attendance:

- For men: shirts without collars, unless the shirt can be deemed professional by other standards.
- Athletic wear, including sweat, jogging and wind suits, except when teaching a physical education activity in the gymnasium, on a playing field, or at athletic or other activity practices.

- Shorts, except when teaching physical education class or at athletic or other activity practices.
- Blue jeans, except at athletic or other activity practices, or on days considered to be “dress down” days.
- Hats, except when worn outside for sun coverage.
- Any attire which is excessively wrinkled or torn, so that it is no longer neat and professional.
- Any attire which is immodest or may distract other employees or students in the learning environment.

Custodial, maintenance, and transportation staff should dress in attire appropriate to the work they are performing.

The superintendent or principal shall maintain the discretion to make determinations on staff dress and appearance. Administrators may temporarily suspend all or a portion of the dress code when other factors support a lower dress expectation for school employees (e.g., special “casual days” or field days). Any violation of school policy and rules may result in disciplinary action.

Drug and Alcohol Testing

School district administrators who suspect that drugs or alcohol may be present in a staff member’s system may require the staff member to provide a body fluid or breath sample as provided in Nebraska law. Staff members who refuse a lawful directive to provide a body fluid or breath sample may be subject to disciplinary or administrative action by the employer, including denial of continued employment.

Electronic Communication While Driving

Except as provided below, school personnel shall not use any electronic communication device to read a written communication, manually type a written communication, send a written communication, verbally communicate with others, or otherwise communicate with others while operating a school vehicle or while using a school-issued electronic communication device while operating a private vehicle. This prohibition includes but is not limited to answering or making telephone calls not related to the transportation and reading or responding to e-mails, instant messages, or text messages.

The superintendent or building principal may grant exceptions and allow verbal communication on an as needed basis for specific district-related work based upon employees’ duties and responsibilities.

Expenses

The board will reimburse staff for all approved expenses incurred in attending to school business. Reimbursement for mileage, supplies, overnight travel

expense, and credit course reimbursement fees are processed on an expense report form that is available from each building secretary. Appropriate receipts must be attached.

To be reimbursed for an item or for personal vehicle use, staff members must complete a reimbursement claim form, attach receipts and submit it to the Superintendent for approval.

All claims for reimbursement must be approved by the board, so some delay is probable. Mileage reimbursement will be denied if a school vehicle was available.

Family and Medical Leave (FMLA)

Qualified employees will be provided leave under the Family and Medical Leave Act (FMLA) as provided in board policy.

In-School Communication

Every staff member will be assigned a mailbox in the building where he or she works. Staff members are expected to check their mailboxes for messages in the morning upon arrival at school, at lunch time, and at the end of the day before departing.

A great deal of information is distributed to staff via the school's e-mail system. Each staff member must check his or her e-mail account frequently throughout the school day. Staff members are allowed to use their school e-mail accounts for a moderate amount of personal e-mail correspondence. However, sending or receiving personal e-mail during class time is prohibited, regardless of whether that personal e-mail is received on the staff member's school e-mail account or a personal account.

Intellectual Property

All written or artistic works, instructional materials, inventions, procedures, ideas, innovations, systems, programs, or other work product created or developed by any employee in the course and scope of performance of his or her employment duties on behalf of the district, whether published or not, shall be the exclusive property of the district. The district has the sole right to sell, license, assign, or transfer any and all right, title, or interest in and to such property.

Jury and Witness Duty Leave

An employee who has been called to serve as a juror will be granted paid leave. Employees must sign over to the district the compensation they receive for jury duty, but not compensation for expenses.

An employee who has been subpoenaed to testify as a witness in a court

proceeding shall be entitled to one day of paid leave. To receive paid leave, the employee must sign over to the district his or her witness fee.

Keys

Staff will not lend or have any duplicate keys made of any school key. Staff will make sure all doors are locked when they enter or leave the building other than regular school hours and are responsible for setting the security system after hours.

Staff members are responsible at all times for all keys issued to them and must keep their keys in a secure location or on the employee's person. Each classroom teacher must check that the doors and windows in his or her room are closed and locked at the end of the school day. Staff must report lost or stolen keys to the building principal immediately.

Locker Room Supervision

Staff members must review and comply with the board's policy regarding locker room supervision.

Maintenance & Cleaning Request Forms

Staff members should email maintenance/building administrator requests just as soon as they need or see a maintenance problem.

Meals Program

Staff may take advantage of meals offered through the district's foods program. Staff may purchase lunches from the school cafeteria for \$3.75 per day or \$18.75 per week. The lunch price includes one carton of milk. Extra cartons cost \$0.35 cents. Staff members must deposit funds in their lunch accounts before purchasing meals. Staff members will not be allowed to run a deficit in their lunch accounts.

Military Leaves of Absence

Leaves of absence without pay for military or Reserve duty are granted to all employees as required by law. An employee who is called to active military duty or to Reserve or National Guard training or who volunteers for the same should submit copies of the military orders to the Superintendent as soon as is practicable. An administrator, at his or her discretion, may require an employee who requests leave under the Nebraska Family Military Leave Act to provide certification from the proper military authority to verify the employee's eligibility for the leave requested.

Military Leave under the Federal Family and Medical Leave Act (FMLA) and the Nebraska Family Military Leave Act will be governed by the board's policies.

Milk Expression

The district will provide reasonable break time for an employee who wishes to express breast milk for her nursing child in a place, other than a bathroom, which is shielded from view and free from intrusion from co-workers, students, and the public for one year after the child's birth.

News and Press Releases

Positive media coverage of the school district and its activities is good for the school, its staff, and its students. Staff should endeavor to establish and maintain cordial relationships with local media outlets.

Activity sponsors and other staff who are involved in newsworthy activity should submit typed press releases to the office for distribution to the media when noteworthy events have occurred. Coaches must communicate with local TV, radio, and print media promptly after matches or games to disseminate the results.

Communicating with the public, keeping the public informed, and public relations with the community are important tasks. News of important and/or interesting events and activities are usually welcomed by the newspapers.

Obligations Related to American Civics Instruction

All staff members shall be familiar with, and comply with, the requirements of state law, board policy, and district curriculum to properly instruct students regarding American Civics, Social Studies, American History, and appropriate patriotic exercises on particular days of the year. Neglect of any such responsibilities by any employee may be considered just cause for dismissal.

Outside Employment

No full-time staff member may accept any other employment or carry on any business or activity for profit that interferes with the complete and competent discharge of his or her responsibilities to the school district.

Political Activities

District employees retain all rights of citizenship, including, but not limited to, engaging in political activities. An employee of the District may participate in the political process, including seeking an elective office, provided that the staff member does not campaign on school property during working hours, and provided all other legal requirements are met. The District assumes no obligation beyond making such opportunities available.

While the District supports its employees by allowing them to exercise their rights, any impact on the employee's ability to perform his or her functions as required by the district is grounds for discipline. For further guidance regarding

political conduct on school grounds, contact the superintendent and consult the board policies.

Pregnant or Parenting Students

The school district encourages students who are pregnant or parenting to continue to participate in the district's educational and extracurricular programs. Students who anticipate deviations from their regular school experience or accrue absences due to pregnancy or parenting have been told to notify their building principal as early as possible to discuss their educational programming. The building principal will work with the student and appropriate district staff to develop a plan to assist the student in participating in district curriculum and extra-curricular activities. Such a plan may include:

1. If the student cannot regularly attend classes, the provision of online courses;
2. The arrangement of meeting times with teachers;
3. If the student has not identified appropriate childcare, the identification of child care providers that meet statutory requirements for quality and care; and
4. All other curricular adjustments, modifications, and means of supplementing classroom attendance deemed appropriate by the school administrators including, but not limited to, modification of attendance policies.

Professional Boundaries Between Staff and Students

All district employees must follow board policy when interacting with students in any way. School district employees are responsible for conducting themselves professionally and for teaching and modeling high standards of behavior and civic values, both at and away from school. District employees must be aware of professional boundaries between students and staff, and they must never blur the boundaries. These standards of behavior apply to social networking sites, such as Facebook, Twitter, Instagram, etc., along with communications and interactions of any kind between staff and students.

Examples of unprofessional misconduct include: inappropriate sexual communications or interactions with students, meeting with students in private outside of school, and intruding on a student's personal space. These are a few examples of inappropriate behavior, not an exhaustive list. For further guidance, refer to the district's policies regarding professionalism and staff-student interactions.

Any teacher or student who witnesses or knows information about a district employee violating board policy should report the violation to the district administration *immediately*. Minor violations and questionable violations should be reported as soon as possible, but always within 24 hours.

A violation of board policies for professionalism will form the basis for employee discipline up to and including termination or cancellation of employment, filing a report with law enforcement officials, and filing a report with the Commissioner of Education.

Professional Growth

All employees must complete six units (60 hours) every six years and shall be provided opportunities for the development of increased competence beyond that which they may attain through the performance of their assigned duties.

In addition to this requirement, the superintendent will select in-service programming to provide additional professional growth activities for certified and classified staff.

Purchasing

All requisitions for books and school supplies must be filed with the building principal. The requisition must include the name of the article being requested, where it may be purchased, how many articles are required and their cost. Requisition forms are available from the office. Orders should not be placed until the district office has issued a printed purchase order. Once an order has been received, the staff member must notify the building secretary so payment can be processed. Failure to follow the procedure for requisitions may prevent the staff member from receiving the items requisitioned. All orders or supplies must be authorized by the administration. Staff may be personally liable for any orders placed without such authorization.

When routine supplies are needed for immediate use, staff should contact the building secretary. When it is necessary to make a special or emergency requisition for supplies or equipment, staff should contact the principal for the necessary forms. The superintendent will either approve or disapprove the request through the principal.

Records and Reports

Staff members must refer to and comply with Board Policy No. 5016 regarding the management and maintenance of student records.

All staff members shall promptly furnish the administration with any information relating to their professional training, experience, activities or work required for reports to county, state or federal officials or for official school records. Personal information will be treated confidentially by school officials.

Recordings of Students and Classrooms

Staff members may make audio and video recordings of classroom instruction and school activities upon authorization of the superintendent or supervising administrator. Staff should refer to Board Policy 5063 for information on recording by students.

SafeSchools Trainings

All staff members will be required to complete online SafeSchools trainings throughout the school year. All required SafeSchool trainings will be determined by the superintendent or his/her designee.

School Calendar

The official school calendar is maintained in each building office. All activities and events must be scheduled and approved by the building principal. To avoid conflict, a sponsor should not call a meeting of any activity until the schedule has been checked and the meeting approved by the office.

School Property

School property is not to be lent to individuals except by permission of the superintendent.

Staff or groups who wish to use school facilities should make requests to the building principal as early as possible so that they may be placed on the school calendar.

Staff must inform the building principal of any school property that needs repair or that is lost, stolen, or damaged beyond repair. Matters regarding custodial service in the building should be handled through the principal's office.

School Vehicle Use

The transportation of students in a pupil transportation vehicle is governed by the rules of the Nebraska Department of Education and the district's safe pupil transportation plan or safety and security plan. School district employees, board members, and other elected or appointed school district officials who are not transporting children are authorized to use a school district vehicle to travel to a designated location or to their home when the primary purpose of the travel serves a school district purpose. Staff should refer to the board policy regarding the use of school vehicles.

Security

Each staff member is responsible for the security of his/her own classroom or work area. Staff must lock the doors and windows of their classrooms and/or other work areas each night.

Staff members who use the building after it has been locked by the custodian or on weekends are responsible for turning off all lights and locking all windows and doors that they or students under their supervision may have used.

Under no circumstances are pupils to be allowed in the building after school hours without faculty supervision. Keys to any school areas are not to be loaned to students under any circumstances.

Smoking on School Premises or at School Activities

Smoking, including the use of cigarettes, cigars, or other tobacco or tobacco derivative products; vapor products or electronic nicotine delivery systems; alternative nicotine products; or any other such look-alike or imitation product, is permitted on school property only in specifically designated areas.

Sniffer (Drug) Dogs

The administration is authorized to use sniffer dogs to minimize the presence of illicit items on school grounds. Students and staff are specifically notified that:

1. Lockers may be sniffed by sniffer dogs at any time.
2. Vehicles parked on school property may be sniffed by sniffer dogs at any time.
3. Classrooms and other common areas may be sniffed by sniffer dogs at any time students and staff are not present.
4. If contraband of any kind is found, the student or staff member shall be subject to appropriate disciplinary action.

Social Media Usage by Staff

Social media is an important tool for communicating, keeping up-to-date with current developments in education, and for conducting research to enhance management, teaching, and learning skills. The district also uses social media accounts to provide information to district stakeholders. All staff members must refer to and comply with the board's policies regarding Staff Internet and Computer Use and Staff and District Social Media Use. Staff members who are uncertain about the applicability of board policy to a particular situation must confer with their supervising administrator prior to posting on social media.

Solicitation and Distribution of Merchandise

In the interest of maintaining a proper school environment and preventing interference school purposes, employees may not sell merchandise, solicit financial contributions, solicit, or distribute literature or printed material for any non-school related cause during working time or on school grounds except as approved by the administration.

Staff Room

The staff room is maintained for the exclusive use and convenience of the staff. It is not for student use and staff members should not hold student conferences there. Each staff member will assume responsibility in keeping the staff room in an orderly and presentable condition.

Student Interviews

Employees shall refer any police officer, child protective service worker, or other similar individual seeking to speak to or interview a student to an administrator.

Telephones

School telephones are maintained for the primary purpose of conducting school business. Staff members should limit their use of school phones to brief conversations. Teachers will not be called to the telephone during class time except in the case of an emergency.

Staff members may not use personal cell phones to make or receive calls or to send or receive text messages during instructional time.

Threat Assessment and Response

The board of education is committed to providing a safe environment for members of the school community. Students, staff and patrons are urged to immediately report any statements or behavior that makes the observer fearful or uncomfortable about the safety of the school environment.

1. Definitions

- a. A **threat** is an expression of a willful intent to physically or sexually harm someone or to damage property in a way that indicates that an individual poses a danger to the safety of school staff, students or other members of the school community.
 - i. The threat may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or through any other means.
 - ii. A **transient threat** is an expression of anger or frustration that can be quickly or easily resolved.
 - iii. A **substantive threat** is an expression of serious intent to harm others which includes, but is not limited to, any threat which involves a detailed plan and means.
- b. A **threat assessment** is a fact-based process emphasizing an appraisal of observed (or reasonably-observable) behaviors to

identify potentially dangerous or violent situations, to assess them and to manage/address them. Threat assessment is the process of identifying and responding to serious threats in a systematic, data-informed way.

- i. The threat assessment process is distinct from student disciplinary procedures. The mere fact that the district is conducting a threat assessment does not by itself necessitate suspension, expulsion or emergency exclusion without complying with state law and board policy related governing those actions.
- ii. The threat assessment process is distinct from specialized instruction which a student with a disability may receive from the school district. The school district will not change a student's educational placement as that term is used in the Individuals with Disabilities in Education Act *solely* as part of a threat assessment.

2. Obligation to Report Threatening Statements or Behaviors.

All staff and students must report **substantive threats** to a member of the administration immediately and comply with any other mandatory reporting obligations. Staff and students who are unsure whether a threat is substantive or transient should report the situation. Staff and students must make such report regardless of the nature of the relationship between the individual who initiated the threat or threatening behavior and the person(s) who were threatened or who were the focus of the threatening behavior. Staff and students must also make such reports regardless of where or when the threat was made or the threatening behavior occurred.

THREATS OR ASSAULTS WHICH REQUIRE IMMEDIATE INTERVENTION SHOULD BE REPORTED TO THE POLICE AT 911.

3. Threat Assessment Team

The threat assessment team (team) shall consist of the superintendent of schools, building principals, school counselors, and local law enforcement. Not every team member need participate in every threat assessment. If the threat has been made by or is directed towards, a student with a disability, the threat assessment team must include a staff member who is knowledgeable about special education services or Section 504 of the Rehabilitation Act, as appropriate. Neither the student nor their student's family members are part of the threat assessment team.

The team is responsible for investigating all reported threats to school safety, evaluating the significance of each threat, and devising an appropriate

response. The threat assessment team shall work closely with the crisis team in planning for crisis situations. The threat assessment team shall be familiar with mental health resources available to students, staff and patrons and shall collaborate with local mental health service providers as appropriate.

4. Threat Assessment Investigation and Response

When a threat is reported, the school administrator shall initiate an initial inquiry/triage and, in consultation with members of the threat assessment team, make a determination of the seriousness of the threat as expeditiously as possible. The school administrator must contact law enforcement if the administrator believes that an individual poses a clear and immediate threat of serious violence.

If there is no reasonably apparent imminent threat present or once such an imminent threat is contained, the threat assessment team will meet to evaluate and respond to the threatening behavior. The team may, but is not required to, review the following types of information:

- Review of the threatening behavior and/or communication;
- Interviews with the individuals involved including students, staff members, and family members as necessary and/or appropriate;
- Review of school and other records for any prior history or interventions with the students involved;
- Any other investigatory methods that the team determines to be reasonable and useful.

At the conclusion of the investigation, the team will determine what, if any, response to the threat is appropriate. The team is authorized to disclose the results of its investigation to law enforcement and to the target(s) of any threatened acts. The team may refer the individual of concern to the appropriate school administrator for consequences under the school's student discipline policy or, if appropriate, report the results of its investigation to the student's individualized education plan team.

Regardless of threat assessment activities, disciplinary action and referral to law enforcement will occur consistent with board policy and Nebraska law.

5. Communication with the Public about Reported Threats

The team will keep members of the school community appropriately informed about substantive threats and about the team's response to those threats. This communication may include oral announcements, written communication sent home with students, or communication through print or broadcast media. However, the team will not reveal the identity of the individual of concern or of any target(s) of threatened violence unless permitted by law.

6. Coordination with the Crisis Team After Resolution of Threat

The threat assessment team will confer with the district's crisis team after a threat has been investigated to provide the crisis team with information that the crisis team may use in assessing or revising the district's All-Hazard School Safety Plan.

Ticket Taking

All staff may be expected to take tickets at one time or another at home events. Staff members who coach a sport may take tickets at an event they do not coach. Staff members who are unavailable to take tickets at the event they are assigned to work must find their own replacements and notify the building principal of who will be taking their place.

Transportation Request Forms

Staff members must email transportation request to the transportation director or building administrator as soon as they know they need school-provided transportation to allow the activities director adequate time to schedule drivers and vehicles.

Visitors

Staff should welcome members of the public who wish to visit school, but should ensure that visitors follow the district's requirements.

All visitors must report to the building office before visiting any classroom or other areas of the building.

Visitors must comply with the following guidelines:

- if a visitor wishes to observe a specific skill or subject, he or she will be asked to observe during a specified time period
- children under the age of 10 years must be accompanied by a parent or guardian
- all visitors must have the prior approval of the principal or superintendent
- salespeople and other such agents will not be allowed to solicit staff members during school hours
- visitors must wear the visitor's badge supplied by the building office

Wage and Salary Payments

Staff members are paid on the 20th of each month, unless the 20th falls on a weekend or a holiday, then staff members will be paid on the last working day prior to the 20th. The district provides direct deposit of paychecks to designated financial institutions. Otherwise, paychecks will be delivered personally at school or mailed to the address on file in the district office. Staff who wish to activate or modify their direct deposits or who wish to have paychecks mailed to a different address must contact the district office. The school district will mail staff paychecks to the last address on file for each employee during months when school is not in session. Employees shall not

be paid in advance under any circumstances.

All required deductions, such as for federal, state, and local taxes, retirement contributions, and all authorized voluntary deductions, such as for insurance or union dues, will be withheld automatically from your paychecks. Garnishments are legal proceedings imposed by a court of law upon the school district requiring payment to a third party of monies earned by district employees. The school district will accept all legal garnishments and tax levies against wages in compliance with state and federal law. An employee's pay will be held upon receipt of a garnishment until a court order is issued indicating satisfaction of the indebtedness or until ordered to surrender the monies to the court or its agent. The school district prohibits improper pay deductions, and employees shall be reimbursed for any improper pay deductions. If you believe that an improper deduction has been made to your pay, you should immediately report this information to your direct supervisor, payroll personnel, or the Superintendent.

Staff members, by their signature on the acknowledgement page of this handbook, authorize the school district to withhold such sums from their paychecks as necessary to cover property damage, cash shortages or other amounts owed to the school district by the employee.

Weather-Related Closings

If school is called off because of bad weather or for any other reason, it will be announced on KWBE, KOLN/KGIN-TV Channel 10, District Website & Social Media Pages, and Southern Public School's IRIS Alert system.

Parents may decide to keep their children at home in inclement weather because of personal circumstances. Students absent because of severe weather when school is in session will be marked absent. Staff members should treat the absence like any other absence for legitimate causes provided parents properly notify the school of their decision. Parents may pick up their children in inclement weather (except in case of a tornado) at any time during the school day. Students will not normally be dismissed from school during severe weather on the basis of a telephone request.

Workplace Searches

To safeguard the property and interests of our students, employees, and patrons; to help prevent the possession, sale, and use of illegal drugs on school grounds, and in keeping with the spirit and intent of the district's drug-free workplace policy and other policies, the school district reserves the right to question employees and all other persons entering and leaving our premises, and to inspect any packages, parcels, purses, handbags, briefcases, lunch boxes, or any other possessions or articles carried to and from school when it has reasonable grounds to do so. The school also reserves the right

to search any employee's office, desk, files, locker, or any other area or article on school grounds. All offices, desks, files, lockers, and so forth, are school district property and are issued or provided for the use of employees only during their employment with the district. Inspections may be conducted at any time at the discretion of the administration. Employees who refuse to cooperate with this provision will be subject to disciplinary action up to and including discharge.

SECTION TWO: POLICIES AND PROCEDURES REGARDING CERTIFIED STAFF

Absences

The accumulation of leave for teaching staff is governed by the Negotiated Agreement between the Board of Education and the Education Association. This handbook sets forth the process for using that leave:

1. **Sick Leave**

Certified staff members who are too ill to perform their teaching duties must contact their building principal before 6:00 a.m.

2. **Personal Leave**

Certified staff who wish to take personal leave must submit a leave request to their building principal at least three days in advance of the proposed leave. Building principals may deny personal leave requests if the school district is unable to secure the services of a qualified substitute teacher on the day of the proposed leave. Staff members may not take personal leave adjacent to a school break, unless it is approved by the superintendent. For example, if school is not in session on a Monday, certified staff may not take personal leave the preceding Friday or following Tuesday. Staff members may not take personal leave or make predetermined appointments during in-service days, unless it is approved by the superintendent.

3. **Professional Leave**

The board and administration recognize the value of continuing education and encourage certified staff to participate in seminars, workshops and other activities which will continue their professional growth. Certified staff members who wish to take professional leave must submit a leave request to their building principal, along with a description of the proposed event and any written materials about the event. Building principals may deny requests for professional leave if they are unable to secure the services of a qualified substitute or if the principal determines that the activity will not enhance the certified staff member's effectiveness as an employee of the district. Certified staff members who feel they have been unfairly denied professional leave may grieve the principal's decision, pursuant to the grievance procedure contained in the district's Negotiated Agreement.

4. **Substitute Folders**

Each teacher must prepare a substitute folder and keep the completed folder in a drawer of his/her desk. The folder must contain:

- a.) the current seating chart for each class;
- b.) the daily routine followed by each class;

- c.) all schedules (fire drill procedures, lunch schedule, etc.);and
- e.) plans for the day if the teacher's absence was anticipated. (These plans are in addition to the teacher's regular lesson plan book.)

Certified staff members may not make arrangements for their own substitute.

Assemblies

Classroom teachers must attend assemblies and pep rallies and sit with students to help maintain order.

All certified staff members should attend school assemblies and should try to attend as many of the school functions as possible regardless of whether they have specific assigned duties or not.

Assignment Notebooks/Passes

Assignment Notebooks may be used to function as students' make-up slips, as well as a pass out of class or to see another instructor. They can also be used as a communication tool home to parents. Students may not be in the hallways during class time without his/her assignment notebook/pass signed by the instructor. Every time a student leaves class during class time, it should be signed. This way, other staff can ascertain where the student has permission to be.

Students may not go to another classroom without a signed pass obtained from that teacher. No student may be in the halls during class or study time without a signed pass for a specific destination. If a teacher retains a student after the period ends, staff must write a note in the student's assignment book stating why the student was late, rather than sending the student to the office for a tardy slip.

Assignment of Teachers

The administration will assign certified staff to individual duties. Certified staff will also be assigned for various forms of hall, extracurricular, recess, traffic, lunch period and other noontime duties, and athletic events.

Certificates, Teacher Contracts, Salary Information

Teaching certificates must be registered with the Superintendent before they may legally be paid. It is the certified staff member's responsibility to make sure this is done.

Each certified staff member must provide the superintendent's office with the following information:

- a. social security number,
- b. I-9 form,
- c. withholding form W-4, and

d. authorization to withhold for insurance benefits.

Each new certified staff member must fill out forms for retirement benefits before the first pay day as well as the family coverage of the district hospital/medical insurance program.

It is the sole responsibility of the certified staff member to inform the superintendent of any changes, including but not limited to changes in certification, endorsements, benefits plans, and salary payment information.

Cheating

Students caught cheating (including plagiarizing) may be sent to the building principal for administrative discipline. The classroom teacher may also give the cheating student a zero grade for the test or assignment.

Check-out Forms

All certified staff must complete a check-out form, their inventory, pay their lunch bill, and obtain the building principal's signature on the form prior to departing for the summer. Classrooms must be tidy to allow the custodial staff to clean classrooms and work areas. Certified staff members who do not clean their work area before departing for the summer will not receive their paychecks until the work is completed.

Classroom Management and Student Discipline

Classroom discipline is first and foremost the responsibility of the classroom teacher. Individual teachers are expected to assume responsibility for good discipline throughout the school system. However, if a certified staff member needs assistance with student discipline, they should seek the advice and counsel of the principal or superintendent.

Classroom teachers may not leave their classrooms unless the students are supervised by a competent adult.

Classroom teachers should have a well-defined discipline plan that is known to the students. Rules and consequences should be stated clearly and posted where appropriate.

Each building has its own specific procedures concerning student discipline. Classroom teachers should consult with their building principal for more information.

Teachers may remove a student from the classroom for failure to comply with established rules of conduct. Only an administrator can suspend or expel students from class or school and due process must be followed.

Students may be kept after school for matters relating to discipline or to assist in their academic progress. Certified staff should allow all elementary students and junior/senior high students who ride the bus to arrange parental transportation for the next day with their parents. Students who do not have transportation concerns may be kept without delay. Students may not avoid being kept after school because they have an after school practice or other school activity.

Both elementary and secondary certified staff are responsible for assisting with hallway discipline between classes and in the school lunchroom.

Classes should begin on time and end promptly. Work should continue throughout the period assigned for it. Classroom teachers have no right to waste the pupils' time. Classroom teachers may not dismiss classes early except by permission of the building principal.

Staff members may never send a student off school grounds without the authorization of the building principal.

Classroom teachers may not admit tardy students to class without an admit slip from the principal or the student's teacher from the previous period.

Classroom Sanitation

1. Handling of Body Fluids

All body fluids of all persons should be considered to potentially contain infectious agents (germs). Hand washing after contact with a school child is recommended if physical contact has been made with any child's blood or body fluids. The term "body fluids" includes: blood, semen, drainage from scrapes and cuts, tears, feces, urine, vomit, respiratory secretions, and saliva.

2. Infectious Diseases

Certified staff should promptly report any indication of an infectious or contagious disease to the school nurse or building principal. Certified staff should report to the school nurse or the student's parents any pupil whom they suspect of having been exposed to any infectious or contagious disease.

Coaching Supplies

Coaching supplies will be distributed by the athletic director. Such items include tape, prewrap, heel pads, band aids, ankle braces, game balls, etc. Coaches should request additional supplies from the activities directory only when they have run out of supplies.

Coaches must fill out and submit inventory forms to the superintendent's secretary immediately after the season is complete.

Collection of Student Money

Staff members must comply with the school district's student fee policy before collecting any funds from students.

Money collected from students should be turned into the office on the day it is collected for deposit in the proper activity or school district fund. Any checks written by students or parents for various payments should be made out to Southern Public Schools, unless otherwise instructed. When students purchase items such as coats, rings, etc., through the school district, they must pay for these and other major items before the order is sent. The sponsor of any school organization is not to give merchandise to students; items will be distributed by the office after proper payment unless it is approved by the building principal first.

Community Involvement

Certified staff are encouraged to take part in civic affairs in the community and must do so when required by state law and board policy.

Computer Lab

Students and staff who use computers owned by the district must abide by the district's acceptable use policies. Students may use the computer lab during lunch and after school. Classroom teachers may not send students to the computer lab during study halls or class unless they have made prior arrangements with the lab coordinator.

Classroom teachers who wish to bring classes to the computer lab must sign up as far in advance as possible with the lab coordinator. Absolutely no food or drink is allowed in the computer lab.

Display of Classroom Work in the School and the Community

Classroom teachers are encouraged to display student work for public viewing. Students and parents enjoy viewing the display and may be even more supportive of their school because the display shows them many of the things the students do. Classroom teachers may use the window area of the central office or the commons area to display student work or they may display classroom work during a night activity. Certified staff must contact the principal before displaying student work at an evening activity.

Down List

Down List are due by 10:00 a.m. on Monday mornings.

Duties of Certified Staff

The duties of certified staff include, but are not limited to, the following:

- a) Becoming acquainted with board policies, district rules and regulations, and the state laws concerning teachers and pupils.
- b) Attending such education conferences as are required by law or administrative directives.
- c) Attending school assemblies unless excused by the principal.
- d) Instructing pupils in the proper use of equipment and instructional supplies.
- e) Reporting in writing to the principal any injury to any child while under the jurisdiction of the school, including athletic injuries.
- f) Complying with the Teachers Professional Code of Ethics which has been promulgated by the Nebraska Department of Education (92 Neb. Admin. Code § 27) and adopted by the Board of Education of the district.
- g) Discussing a student only with the child's parents and the superintendent, principal, guidance counselor or classroom teachers who may know the circumstances and have a need to know. It is unprofessional and inappropriate to discuss student or other staff members in the staff workroom.
- h) Being responsible for students whom they keep in school at times other than during regular school time. Certified staff will be responsible for any special work done by their students, including field trips, joint assemblies, school programs, etc.
- i) Refraining from joining book clubs or film clubs using the school name.
- j) Turning in all monies collected to the main office by the end of the school day.
- k) Clearing all class meetings or trips through the principal's office.
- l) Participating in Student Assistance Teams pursuant to board policy.
- m) Assisting with the administration of standardized testing as assigned by the administration.
- n) Provide homebound instruction as assigned by the administration.
- o) Performing additional duties as assigned by the administration.

Eligibility Grades 9-12

Student academic eligibility for participation in extra-curricular activities will be determined on a weekly basis. A student will become ineligible by maintaining an average of less than seventy percent (70%) in two or more classes weekly. Eligibility will be based on the weekly cumulative semester mathematical average of each student. The grading period will end at the conclusion of school on the last school day of the week. Beginning on the third Monday of each quarter, classroom teachers must submit the names of all students who are not academically eligible to the office by noon on the first school day of each school week. The first time each quarter that a student fails to meet the criteria for being eligible, he/she will be extended a one-week

"grace period" of eligibility to raise their grades to meet this policy. At the discretion of the sponsor, ineligible students will be allowed to participate in practice. Activities affected by the eligibility rule are:

1. All interscholastic contests, including but not limited to, athletics, FBLA, speech contests, and similar organizations or events.
2. Cheerleading.
3. Music competition, performances (except Christmas and Spring concerts), and clinics.
4. Other activities deemed appropriate by the principal.

Evacuations

Early in the semester, classroom teachers should review instructions for leaving the classroom with all of their students. Classroom teachers should also periodically review with each class what to do in case of fire, tornado or other emergency.

1. Fire Drills

Fire drills will be held on a regular basis. Certified staff may or may not be notified in advance. These drills are important exercises that help ensure the safety of students in case of an emergency.

When the fire alarm is sounded, all students and staff immediately must cease the activity in which they are engaged and leave the building at once, following these regulations:

- a) Students nearest the windows will close them before leaving.
- b) The classroom teacher will be the last to leave the room. He or she will turn out all lights and close the door as he or she leaves.
- c) Classroom teachers will take their fire drill packets and class grade books with them when they leave their classrooms.
- d) The first two students reaching the exit doors will hold the doors wide open until everyone has filed out.
- e) Staff and students will move far enough away from the building to avoid possible injury from fire and falling embers, and also, to remain clear of emergency vehicle traffic.
- f) Once outside, each teacher must account for every student in the class. Classroom teachers will take roll for their class and;
 - 1) hold up a Green Card (all students accounted for)
 - 2) hold up a Red Card (missing student (s) listed)
 - 3) hold up a Yellow Card (extra students listed)

The signal to return to the school building will be given by the building principal and the building principal will give the "all clear" upon completion of the drill. Students will return in an orderly manner.

2. **Tornado Drills**

When a tornado warning has been issued, the school will evacuate classrooms and move students to the designated tornado shelters. Tornado alerts will be given via the intercom system. When a tornado alert is given, all students and staff immediately must cease the activity in which they are engaged immediately and seek shelter, following these regulations:

- a) All students and staff should proceed to the designated tornado shelter.
- b) Once in the area, each teacher must account for every student in the class.
- c) Classroom teachers should be sure that each student is sitting with his or her back to the wall, their knees up and their heads should be between their legs.

3. **Protocol for all Evacuations**

Upon evacuation signals, all students and staff must exit each building. Classroom teachers should do the following:

- 1) Take the class roster;
- 2) Lock the classroom door after all occupants have exited the room;
- 3) Keep the class together and move promptly in an orderly fashion; and
- 4) Upon arriving at the evacuation point, take roll, maintain order, and supervise students.

Evaluations

The appropriate district administrator will evaluate tenured and probationary teachers as required by law and district policy. Additional evaluations, both formal and informal, may be conducted as the district administration deems appropriate. Copies of the district's formal evaluation form are contained at the end of this handbook and please refer to Southern Public Schools Evaluation Handbook for more detailed information.

Extracurricular Activities

Coaches/sponsors must schedule all events and other extracurricular activities at the activity director's office to avoid conflicts. Activities must be put on the school calendar located in the activity director's office at least one week before the activity. Staff should avoid or shorten practices and activities on Wednesday evenings and Sundays, in order to give students sufficient time away from school for family-related activities.

Certain activities require time be scheduled outside regular school hours. Any school sponsored activity involving students must have approval of the principal prior to the activity, including all fund raising activities.

Regular classroom work in all grades will have precedence over any other activity. Students will not be dismissed from classes to participate in extra-curricular activities without permission from the principal. Make up slips must be completely signed and returned to the sponsor of the activity prior to dismissal from class. All evening activities, except practices, must have no less than one school sponsors. Non-school sponsors must be approved by the administration. If vehicles are used for transportation, the drivers must be adults who have been approved by the school.

The activities director has the responsibility for all activities. Therefore, any ruling or handbook decision he/she makes will be school regulation in lieu of further board action.

No student may participate in a field trip off school property without written permission of his or her parent or guardian.

Faculty Meetings

The superintendent and principals will call meetings as needed. Certified staff are required to be present at all faculty meetings unless excused by the administration.

Field Trip Request Forms

Certified staff who wish to take students off school property must submit a request to the building at least five calendar days prior to the date of the requested activity.

Elementary grades will be limited to one field trip per year. Additional requests may be granted on a case by case basis.

Grading Policy

Grades are given as letter or percentage as requested by the building principal. Classroom teachers must confer with the principal before recording any incomplete, failing, or conditional grades on report cards. If a student fails the first semester and passes the second semester, a classroom teacher may pass a student for the full year.

A student is to be graded on academic performance. **A student's grade is not to be reduced for discipline.** Prejudice or favoritism has no place in grading a student. All grading should be explained in simple, understandable terms to the student.

Classroom teachers should provide students and parents with frequent updates regarding the student's progress during the quarter. At the conclusion of each quarter, students will receive an end-of-quarter report card.

In the elementary grades, students will receive standards-based letter grades in designated "core" curricular subjects and students will receive a participation rating in personal & social development and in special classes. Elementary teachers should report student progress on grade reports using the following system:

Kindergarten – 6th Grade

A	Advanced (College & Career Ready Benchmark)
P	Proficient (On Track)
D	Developing
B	Beginning
N/A	Not Assessed at this Time

The Southern grading system is based upon percentage. The percentage grades relate to letter grades as follows:

A+	99 – 100	C	80 – 82
A	96 – 98	C-	78 – 79
A-	93 – 95	D+	75 – 77
B+	90 – 92	D	72 – 74
B	87 – 89	D-	70 – 71
B-	85 – 86	F	69 or below
C+	83 – 84	I	Incomplete

Guest Lecturers

Guest lecturers must be approved by the administration before they are asked to address a class. The guest lecturer must have a specific, relatable objective in his/her lecture.

Hall Duty

Every classroom teacher is on hall duty before school in the morning and between classes. Classroom teachers are responsible especially for the part of the hall adjacent to their classrooms.

Homework Policy

Homework is an important part of student learning. When parents, teachers, and students work together, out-of-class assignments are a valuable part of the instructional program. Homework should provide opportunities for students to practice acquired skills, develop initiative, form independent study habits, and use community resources.

Instructional Materials

Instructional materials are made available through a variety of different vendors. A catalog and order forms will be made available to all members.

Films should be used as instructional materials. All media must be previewed for suitability by the classroom teacher before being shown to students.

Lesson Plans

Each teacher will prepare and complete a proper lesson plan on Friday for the following week. These plans must be written so that they are clear to any substitute teacher and readily available to any teacher. An up-to-date seating chart of the class or classes shall be part of the lesson plan book. Other regulations relative to lesson plans will be made by individual building principals. The lesson plans of all classroom teachers are subject to review of the building principal or other members of the school district's administration at any time.

Lesson plans must **identify major instructional objectives and show page assignments and general direction that might be followed by anyone who might be called upon to teach the classes.**

Media Center

The media center is set up to serve the needs of certified staff and students. Certified staff who need assistance with textbooks, literature sets, magazines and other reference materials should consult with the media specialist assigned to their building.

Students may use the media center during study halls, at lunch, and after school. Classroom teachers may send individual students to use the media center during class time, but should contact the media staff before sending a group of students during class. The media staff may send disruptive students back to class or study hall, or may exclude unruly students from the media center for a specified period of time. Classroom teachers who send their entire class to the media center must accompany and supervise the students, unless prior arrangements have been made with the media specialist.

Audiovisual materials are available to certified staff through the media center. Certified staff may obtain these materials by making a request to the media specialist.

Paraeducators

Paraeducators provide valuable assistance in the educational process and allow teachers to carry out their responsibilities in a more efficient and effective manner. A paraeducator must not, however, assume teaching responsibilities. The classroom teacher must maintain the role of leadership and responsibility for the students, with the teacher aide in a supportive role. Paraeducators may be used to assist the classroom 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 and recording grades. Paraeducators are to work only on and within their assigned work days. If the classroom teacher desires the paraeducator to work hours other than the assigned work hours or assigned work day, he or she must contact the administration for approval.

Parent-Teacher Communication

Students' academic success has been closely linked to parental involvement in school. Certified staff should strive to develop open and supportive relationships with parents and guardians. Each classroom teacher is responsible for keeping a student's parents informed about the student's progress. This may be done by letter, telephone, e-mail, or personal conference. Certified staff must attend parent teacher conferences, promptly return phone calls, participate in teacher events for students and parents, and where necessary utilize a planner as a communication tool. Certified staff who need additional support in communicating with parents should contact their building principal or guidance counselor.

Parties

1. No activities or picnics shall be held by an organization of the school without the presence of the sponsor or sponsors.
2. The number of activities and the closing hour for activities will be determined by the building principal and organization sponsor.
3. In making arrangements for activities and picnics, staff must avoid disturbing the routine of the school.
4. Cleaning up after the activity is the responsibility of the sponsor.

Planning Time

Each classroom teacher is provided with duty-free time for planning, preparation of school-related materials, and a brief respite from the duties of the day.

The Board defines planning time as time for educational planning and other task-related functions that cannot normally be accomplished during instructional periods. Planning time should not be confused with personal time. **Planning time should not be used on a regular basis for running personal errands, conducting personal business, or pursuing non-school hobbies and/or interests.**

PowerSchool and PowerGrade

All teachers/classroom aides will be required to use PowerSchool and PowerGrade. Attendance will be taken as follows: Elementary – at the beginning of the morning, and right after lunch; and Secondary – at the beginning of every period. Attendance must be taken within the first five minutes of each period / beginning session.

A "comment bank" will be developed for comments on progress reports, report cards, and discipline reports at a later date. You may use the "comment bank" or enter your own free-form comment.

Classroom teachers are not permitted to install PowerGrade on their home computer.

Certified staff who have trouble/problems with PowerSchool/PowerGrade, should contact technology committee.

Private Tutoring

Classroom teachers must provide individual assistance to students as a part of their duties. Any certified staff member who engages in private tutoring for pay (compensation of any kind from a source other than the District) is subject to the following rules:

- Certified staff may not arrange to provide private tutoring for any child enrolled in the staff member's class.
- Certified staff are not to provide private tutoring in a school building.
- Certified staff are not to provide private tutoring during duty time.
- Certified staff are prohibited from advertising or promoting the private tutoring services in the school or in the school's communications systems except with the express permission of the Superintendent or designee.

Pupils' Records

1. Each classroom teacher must keep a set of records of the class recitations, tests, exams, daily work, notebook, etc. This serves as a justification of the final grade in case of dispute between teacher and pupil, or teacher and parent, and assists in making out the final grades.
2. Report cards will be issued within two weeks following the start of the next quarter unless otherwise announced.
 - a) Reports should be conscientiously and accurately made because they are a serious estimate of the degree of success of the pupil.
 - b) Each classroom teacher should be adequately prepared to defend all decisions given on the report card.
 - c) Classroom teachers must confer with the principal before recording any incomplete, failing, or conditional grades on report cards.

Rights of Certified and Probationary Teachers

Certified and probationary teachers are entitled to the legal and procedural rights outlined in the board policies and state and federal law with regard to the amendment, cancellation, or termination of the teacher's employment contract. For specific questions relating to those procedural or legal rights, please refer to the district's board policies.

School Day

All certified staff must be at school or on duty between the hours of 8:00 a.m. and 4:00 p.m., Monday through Friday. On Fridays and days preceding certain holidays or vacation periods, certified staff are permitted to leave after the students are dismissed. Under special circumstances, certified staff may seek permission from their building principal to vary these duty hours. In addition, certified staff may be assigned responsibilities at other hours by the principal or superintendent for supervising or directing school activities or affairs or for participation in affairs under the direct sponsorship of the school.

Each teacher will be in his or her classroom and ready to teach at 8:00 a.m. each day. Classroom teachers will stand at their doors when class is dismissed and must be outside their classroom doors before each class period. Classroom teachers must be physically present in their classrooms at all times during class periods and conference periods.

Personal work may not be done regularly on school time.

Sponsors

Certified staff members are assigned by the superintendent as class and club sponsors. Sponsors must be present at all meetings and activities of the sponsored group. The procedure for activity accounts and meetings can be found in the student manual. Purchasing of supplies must be approved by the Superintendent.

Student Activities

Staff members who sponsor extracurricular activities such as athletics, class plays, and class activities may leave the school building only after making sure that all students and other individuals have left the building. No student is to be left unattended in the school building at any time.

School-owned clothing or equipment that is checked out to students remains the property of the school. The clothing or equipment is not to be used or worn by the student except for its intended use. Each piece of equipment or clothing is to be returned to the instructor or coach when the season or the use for such clothing or equipment is over. Certified staff will be held responsible for clothing and equipment that is not returned.

Student Aides

Student aides are to be directly supervised by the certified staff member 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 certified staff member by helping supervise another student, grade tests or class work, calculate student grades, or record grades. Keys are NEVER to be given to students, whether they are student aides or not. A student aide should not

be present and assisting a certified staff member without another adult present after the end of regular teacher duty hours.

Student Attendance

Students are expected to arrive at each class, be seated and ready for instruction prior to the beginning of the class day or class period, as appropriate. Student tardiness is the classroom teacher's professional responsibility. Classroom teachers must insist that students be on time.

Each teacher must maintain an accurate record of student attendance each day. Classroom teachers must carefully check and record attendance information at the beginning of each school day and, in upper grades, at the beginning of each period. Students and student assistants are not permitted to check attendance. Excessive absenteeism should be reported to the building principal or guidance counselor.

Students returning from an absence must report to the office prior to going to class. A returning absentee must show each classroom teacher the admittance pass that was issued by the school office. No student should be accepted back into class after an absence without this pass.

A student who departs school during the school day must report to the office and sign out before leaving the building. A student who returns during the school day must sign in at the building office before returning to class.

Student Attire

The responsibility for proper daily grooming and dress is primarily the responsibility of students and parents/guardians. However, certified staff members must insist that students do not remain in school while wearing attire that violates the dress code set forth in the Student Handbook.

Classroom teachers must report students who are not in compliance with the dress code to the building principal. The final decision on what is considered proper grooming and appearance is the responsibility of the building principal.

Student Illness

In the event of student illness or injury, classroom teachers should notify the building principal or superintendent immediately. Staff should never send a pupil home without notifying school officials and checking to see if his/her parents are home.

Student Medication

Student medications should not be dispensed by staff members unless they follow the following procedures.

No staff members other than the school nurse or school secretary may dispense medications (prescription or over-the-counter) to students at any time. Students may, with written parental or guardian permission, self-administer medications such as aspirin and cough syrup or cough drops.

Staff members are not authorized to dispense prescription medicine without an agreement with a parent or guardian to provide a prescription container for the medicine that includes a pharmaceutical label, the physician's name, a child guard cap and directions for administering the medication.

After receiving the medication, the school employee should lock the medication in a cabinet or place it in an area where access is restricted to school employees only.

Student Searches

Certified staff members may not search students or their belongings. If a staff member suspects that a student is in possession of contraband, he/she should immediately contact a member of the administration and supervise the student until the administrator arrives. Students who are suspected of having an item in violation of school rules may be directed to wait with a staff member.

Substitute Teaching During Planning Period

Certified staff may be required to substitute during their planning period. If the administration is unable to find a substitute teacher at a particular given time, it may assign another regular teacher to the vacant position. The regular teacher assigned shall receive the compensation of 1/8 the rate of substitute teacher pays for each class period taught.

Teaching Controversial Issues

Teachers may teach or lead discussions about controversial issues if they comply with the following criteria:

- The issues discussed must be relevant to the curriculum and be part of a planned educational program.
- Students must have free access to appropriate materials and information for analysis and evaluation of the issues.
- The teacher must encourage students to consider and discuss a variety of viewpoints.
- The topic and materials used must be within the range, knowledge, maturity, and competence of the students.
- The teacher must inform parents and the building principal before discussing sensitive or controversial issues.
- The teacher must keep detailed, documentary evidence to prove that both sides and/or all facts available were presented.

- Teachers must refrain from advocating partisan causes, sectarian religious views, or selfish propaganda through any classroom or a school device; however, a teacher shall not be prohibited from expressing a personal opinion as long as the student is encouraged to reach his/her own decision independently.

Textbooks

Classroom teachers will issue textbooks to the pupils, keeping a record of the number and condition of the book assigned to each pupil. If the books are new, classroom teachers must make sure the books are stamped and numbered before distribution.

Textbooks are to be stored in the classroom or storeroom. Textbooks are to be checked out to the students with teachers keeping an accurate record of each book by number in the place provided in grade books. Pupils are to pay for lost or damaged books. Student textbooks must be covered with a book cover.

Workbooks do not become the property of the students and in most cases should be retained by the school.

Website

All teachers are required to submit one article a quarter for the district website. A social media post does not count towards the requirement above. All teachers are also encouraged to post both activity and classroom information on the district social media pages as well.

SECTION THREE: POLICIES AND PROCEDURES REGARDING CLASSIFIED STAFF

At-Will Employment

Classified staff members are employed “at-will.” Either you or the school district may terminate your employment at any time, for any reason, with or without cause or notice. This handbook is not a contract, express or implied, guaranteeing employment for any specific duration.

Bereavement Leave

Classified employees shall be granted funeral leave in case of death in the immediate family. In this case, immediate family shall include spouse, children, parents, grandparents, mother or father in law, sister, brother, aunt or uncle, grandchildren, sister-in-law, brother-in-law, niece, nephew. Normal leave shall be considered to be three days. In case of extreme hardship, the superintendent of schools shall have the authority to grant additional days. Days used for funeral leave for other than a member of the immediate family will either be deducted from the individual sick leave account or will count as leave without pay. All requests for bereavement leave should be submitted to the Superintendent.

Holidays

Please refer to Policy 4040: Employment Terms for Classified Staff. Classified employees will generally be required to work their regularly scheduled hours the workday preceding and workday following the holiday in order to be eligible to receive holiday pay.

Hours

Work hours vary with the classified staff member’s department and position. Meetings will occasionally be scheduled before or after normal working hours.

It is vital that the district’s employees arrive at work punctually and consistently. Staff members who are chronically late or excessively absent will be disciplined, up to and including discharge.

Overtime and Compensatory Time

All classified staff members must keep an accurate record of all hours worked for the district. The only exceptions are those who have been notified in writing that they are exempt from this time-keeping requirement. Classified staff should not work more than forty hours in a given week without the express permission of their immediate supervisor. Those who accrue more than forty hours in a given workweek will receive overtime or compensatory time, pursuant to board policy.

Personal Leave

Classified employees will receive paid personal leave days each school year for personal business that cannot be taken care of outside regular business hours and other events of personal significance (Please refer to Policy 4040: Employment Terms for Classified Staff). Personal leave must be approved in advance by the employee's immediate supervisor or the Superintendent. There shall be no carryover of personal days from year to year. Classified employees shall be paid for any unused personal days at the end of the school year or in the event of termination of employment.

Reporting When School is Closed

When school is closed due to inclement weather, classified staff should report to work based on their positions:

- a) **Secretaries/Clerical staff** only 12 month staff should report to work unless specifically directed not to do so by their supervisor or the superintendent.
- b) **Paraprofessionals** should not report to work unless teaching staff are asked to report.
- c) **Food Service staff** should not report to work.
- d) **Bus Drivers** should not report to work.
- e) **Custodians/Maintenance staff** should report to work.

Sick Leave

Classified employees will receive sick leave each year (Please refer to Policy 4040: Employment Terms for Classified Staff). A staff member who is too ill to come to work, or who has a qualifying family member who is too ill to be left alone, must notify his or her immediate supervisor at least three hours prior to the time he/she regularly reports to work. Sick leave can accumulate up to 50 days from year to year. Classified employees shall not be paid for accrued unused sick days at the end of the school year or in the event of termination of employment.

Vacation

Eligible classified employees will receive paid vacation each school year. Employees should consult with their immediate supervisor for vacation information.

New employees will not be entitled to any vacation leave for the first six months of employment. After the completion of the last day of the sixth month of employment, new employees will be awarded one-half of the total vacation days provided for their job assignment. After the completion of the last day of the ninth month of employment, new employees will receive the remaining days of vacation provided for their job assignment.

Employees may accrue vacation days (Please refer to Policy 4040:

Employment Terms for Classified Staff). Once vacation days are accrued, they may be carried forward from year to year. If an employee carries forward accrued vacation days, he/she shall receive additional vacation days for the next contract year to bring the total of accrued vacation days to the maximum number of days allowed for his/her particular job assignment. In no event shall the employee receive any additional days beyond the maximum accrual cap listed above. Classified employees shall not be paid for any unused vacation days in the event of termination of employment. Classified staff are allowed to carry forward one year's worth of vacation leave.

SECTION FOUR: STAFF DIRECTORY

Members of the Board of Education:

David Zimmerman..... President
Carol Pralle..... Vice President
Emily Shockley..... Secretary
Angela Meyer..... Board Member
Betsy Frerichs..... Board Member
Jim Zvolanek..... Board Member

Administrative Staff:

Christopher Prosocki..... Superintendent
Jerry Rempe..... Elementary Principal
Jeff Murphy..... Jr./Sr. High School Principal

Office Staff:

Jane Mallam..... Bookkeeper
Becky Sullivan..... Superintendent's Secretary
Dawn Rakes..... Elementary Principal's Secretary
Karen Maguire..... Jr./Sr. High Principal's Secretary
Rae Oblinger..... Data Steward
Cody Sabey..... Technology Director

Elementary School Teaching Staff:

Annie Manley.....Preschool
Amanda Antholz.....Preschool
Taylor Landenberger.....Kindergarten
Jessica Tjaden.....Kindergarten
Kylie Betten.....Grade 1
Kimberly Milius.....Grade 1
Jonna Adams.....Grade 2
Lynn Sabey.....Grade 2
Mary Jane Spence.....Grade 3
Rhonda Epp.....Grade 3
Kane Hookstra.....Grade 4
Carly Vitosh.....Grade 5
Jolene Bartels.....Grade 5
Cathy Hayden.....Grade 6
Chaysen Bednar.....Grade 6
Morgan Nerverve.....Art
Dee Bednar.....Community Counselor
Stephanie Ware.....Literacy Coordinator/Title I
Shelly Gerdes.....Instrumental Music (5-6)
Becky Weyer.....Media Specialist (K-6)

Beth Willet.....Physical Education (K-6)
 Malinda Hock.....Special Education
 Stacy Fossler.....Special Education
 Tim Blecha.....Special Education
 Lorren Rahn.....Vocal Music (K-6)

Jr./Sr. High School Teaching Staff:

Brady Meyer.....Agriculture/Industrial Arts
 Morgan Nerverve.....Art
 Jamie Schluter.....Business
 Elizabeth Ogg.....English
 Melissa Omar.....English
 Michele Gerdes.....Instrumental Music (7-12)
 Preston Jurgens.....Mathematics
 Shannon Mick.....Mathematics
 Becky Weyer.....Media Specialist (7-12)
 Beth Willet.....Physical Education (7-12)
 Zack Emerson.....Physical Education (7-12)
 Nancy Bond.....School Counselor
 Jeff Tunink.....Science
 Jennifer Dunekacke-Hamm.....Science
 Janie Winter.....Social Studies
 Mike Ringen.....Social Studies
 Dominique Clay.....Spanish
 Heather McKinney.....Special Education
 Kalynne Breunsbach.....Special Education
 Shelby Thernes.....Special Education
 Lorren Rahn.....Vocal Music (7-12)

Child Nutrition Program:

Kim McMurray..... Head Food Service
 Jeanne Hardin..... Food Service Staff
 JoAnne Wieden..... Food Service Staff
 Pam Dorn..... Food Service Staff
 Noel Williams..... Food Service Staff
 Sue Davis..... Food Service Staff

Maintenance:

John Linder..... Head Maintenance
 Cody McKinney.....Maintenance Staff
 Randy Roberts.....Maintenance Staff
 Tammy Meints.....Maintenance Staff
 Tom Regan.....Maintenance Staff
 TJ Saathoff.....Maintenance Staff

Support Staff:

Patty Novotny.....3-Year-Old Preschool Paraeducator
Angela Spencer.....4-Year-Old Preschool Paraeducator
Bonnie Creek.....Primary Paraeducator
Darcie Schmidt.....Primary Paraeducator
Dona Bartels.....Primary Paraeducator
Ginger Riggs.....Primary Paraeducator
Kathy Mittan.....Primary Paraeducator
Lavone Rabstajnek.....Primary Paraeducator
Lori Moniz-Trisler.....Primary Paraeducator
Jessica Cooper.....Secondary Paraeducator
Wendy Garrels.....Secondary Paraeducator

Transportation Department:

Bonnie Creek..... Route Driver
Devin Riggs..... Route Driver
Diane Wallace..... Route Driver

SECTION FIVE: FORMS

STAFF AND DISTRICT SOCIAL MEDIA USE

Internet access is an important tool for communicating, keeping up-to-date with current developments in education, and for conducting research to enhance management, teaching and learning skills. The following procedures and guidelines are intended to ensure appropriate use of the Internet at the school by the district's faculty and staff. Staff should also refer to the district's policy on Staff and District Social Media Use.

I. Staff Expectations in Use of the Internet

A. Acceptable Use While on Duty or on School Property

1. Staff shall be restricted to use the Internet to conduct research for instructional purposes.
2. Staff may use the Internet for school-related e-mail communication with fellow educators, students, parents, and patrons.
3. Staff may use the Internet in any other way which serves a legitimate educational purpose and that is consistent with district policy and good professional judgment.
4. Teachers should integrate the use of electronic resources into the classroom. As the quality and integrity of content on the Internet is not guaranteed, teachers must examine the source of the information and provide guidance to students on evaluating the quality of information they may encounter on the Internet.

B. Unacceptable Use While on Duty or on School Property

1. Staff shall not access obscene or pornographic material.
2. Staff shall not engage in any illegal activities on school computers, including the downloading and reproduction of copyrighted materials.
3. Staff shall not use school computers or district internet access to use peer-to-peer sharing systems such as

BitTorrent, or participate in any activity which interferes with the staff member's ability to perform their assigned duties.

4. The only political advocacy allowed by staff on school computers or district internet access is that which is permitted by the Political Accountability and Disclosure Act and complies with district policy.
5. Staff shall not share their passwords with anyone, including students, volunteers or fellow employees.

II. School Affiliated Websites

Staff must obtain the permission of the administration prior to creating or publishing any school-affiliated web page which represents itself to be school-related, or which could be reasonably understood to be school-related. This includes any website which identifies the school district by name or which uses the school's mascot name or image.

Staff must provide administrators with the username and password for all school-affiliated web pages and must only publish content appropriate for the school setting. Staff must also comply with all board policies in their school-affiliated websites and must comply with the board's policy on professional boundaries between staff and students at all times and in all contexts.

Publication of student work or personality-identifiable student information on the Internet may violate the Federal Education Records Privacy Act. Staff must obtain the consent of their building principal or the superintendent prior to posting any student-related information on the Internet.

III. Enforcement

A. Methods of Enforcement

The district owns the computer system and monitors e-mail and Internet communications, Internet usage, and patterns of Internet usage. Staff members have no right of privacy in any electronic communications or files, which are stored or accessed on or using school property and these are subject to search and inspection at any time.

1. The district uses a technology protection measure that blocks access to some sites that are not in accordance with the district's policy. Standard use of the Internet utilizes a

proxy server-based filter that screens for non-curriculum related pages.

2. Due to the nature of technology, the filter may sometimes block pages that are appropriate for staff research. The system administrator may override the technology protection measures that blocks or filters Internet access for staff access to a site with legitimate educational value that is wrongly blocked.
3. The district will monitor staff use of the Internet by monitoring Internet use history to ensure enforcement of this policy.

B. Any violation of school policy and rules may result in that staff member facing:

1. Discharge from employment or such other discipline as the administration and/or the board deem appropriate;
2. The filing of a complaint with the Commissioner of Education alleging unprofessional conduct by a certified staff member;
3. When appropriate, the involvement of law enforcement agencies in investigating and prosecuting wrongdoing.

IV. Off-Duty Personal Use

School employees may use the internet, school computers, and other school technology while not on duty for personal use as long as such use is (1) consistent with other district policies, (2) consistent with the provisions of Title 92, Nebraska Administrative Code, Chapter 27 (Nebraska Department of Education "Rule 27"), and (3) is reported as compensation in accordance with the Internal Revenue Code of 1986, as amended, and taxes, if any, are paid. All of the provisions of Rule 27 will apply to non-certificated staff for the purposes of this policy. In addition, employees may not use the school's internet, computers, or other technology to access obscene or pornographic material, sext, or engage in any illegal activities.

DISTRICT FORMAL EVALUATION FORM

Teacher Name:		Observer:	
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Subject/Grade Level:	
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Date:	
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Status:	Probationary or Tenure
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Formal Observation Date:	
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Former Observation Conference Date:	
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Effective Practice #1 Planning and Preparing				
O 4-Innovating	O 3-Applying	O 2- Developing	O 1-Beginning	O 0-Not Using
The teacher adapts and executes new strategies for unique student needs and situations.	The teacher plans lessons using appropriate strategies and monitors the extent to which it produces the desired outcomes.	The teacher plans lessons using appropriate strategies with no significant errors or omissions.	The teacher uses strategies incorrectly or with parts missing.	Strategy was called for but not exhibited.

Planning and Preparation					
1.1 Standards and Alignment	O 4-Innovating	O 3-Applying	O 2- Developing	O 1-Beginning	O 0-Unsatisfactory
1.2 Background Knowledge of Students	O 4-Innovating	O 3-Applying	O 2- Developing	O 1-Beginning	O 0-Unsatisfactory
1.3 Content Knowledge and expertise	O 4-Innovating	O 3-Applying	O 2- Developing	O 1-Beginning	O 0-Unsatisfactory

Comments:

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Effective Practice #2 Classroom Strategies and Behaviors				
O 4-Innovating	O 3-Applying	O 2- Developing	O 1-Beginning	O 0-Unsatisfactory
The teacher adapts, creates, and executes strategies for unique student needs and situations.	The teacher uses the appropriate strategies and monitors the extent to which it produces the desired	The teacher uses the appropriate strategies with no significant errors or omissions.	The teacher uses the strategies incorrectly or with parts missing.	Strategies were called for but not exhibited.

Classroom Strategies and Behaviors					
2.1 Clear Learning Goals	O 4-Innovating	O 3-Applying	O 2- Developing	O 1-Beginning	O 0-Unsatisfactory
2.2 Assessment	O 4-Innovating	O 3-Applying	O 2- Developing	O 1-Beginning	O 0-Unsatisfactory
2.3 Types of Lessons	O 4-Innovating	O 3-Applying	O 2- Developing	O 1-Beginning	O 0-Unsatisfactory
2.4 Strategies	O 4-Innovating	O 3-Applying	O 2- Developing	O 1-Beginning	O 0-Unsatisfactory

Comments:

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Effective Practice #3 The Classroom Environment				
O 4-Innovating	O 3-Applying	O 2- Developing	O 1-Beginning	O 0-Unsatisfactory
The teacher adapts, creates, and executes strategies for unique student needs and situations.	The teacher uses the appropriate strategies and monitors the extent to which it produces the desired outcomes.	The teacher uses the appropriate strategies with no significant errors or omissions.	The teacher uses the strategies incorrectly or with parts missing.	Strategies were called for but not exhibited.

The Classroom Environment					
3.1 Communication	O 4-Innovating	O 3-Applying	O 2- Developing	O 1-Beginning	O 0-Unsatisfactory
3.2 Engagement	O 4-Innovating	O 3-Applying	O 2- Developing	O 1-Beginning	O 0-Unsatisfactory
3.3 Rules and Procedures	O 4-Innovating	O 3-Applying	O 2- Developing	O 1-Beginning	O 0-Unsatisfactory
3.4 Relationships	O 4-Innovating	O 3-Applying	O 2- Developing	O 1-Beginning	O 0-Unsatisfactory
3.5 Communicating High Expectations	O 4-Innovating	O 3-Applying	O 2- Developing	O 1-Beginning	O 0-Unsatisfactory

Comments:

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Effective Practice #4 Professional Practice and Responsibilities				
O 4-Innovating	O 3-Applying	O 2- Developing	O 1-Beginning	O 0-Unsatisfactory
The teacher serves as a role model for ethical and responsible behavior and serves as a leader in the professional community.	The teacher consistently models ethical and responsible behavior as a member of the professional community.	The teacher understands ethical and responsible behavior, but is inconsistent in demonstrating a high level of professional practice.	The teacher understands ethical and responsible behavior, but does not demonstrate a high level of professional practice.	The teacher fails to act in an ethical and/or professionally responsible manner.

Professional Practices and Responsibilities					
4.1 Communication with Stakeholders	O 4-Innovating	O 3-Applying	O 2- Developing	O 1-Beginning	O 0-Unsatisfactory
4.2 Professional Development	O 4-Innovating	O 3-Applying	O 2- Developing	O 1-Beginning	O 0-Unsatisfactory
4.3 Professional Demeanor and Ethics	O 4-Innovating	O 3-Applying	O 2- Developing	O 1-Beginning	O 0-Unsatisfactory
4.4 School/ Community Involvement	O 4-Innovating	O 3-Applying	O 2- Developing	O 1-Beginning	O 0-Unsatisfactory

Comments:

--

Additional Observer Comments or Concerns:

The following signatures indicate that the end-of-year conference was held and the teacher and the principal discussed the contents of this report.

Teacher's Signature

Date

Principal's Signature

Date

The employee's signature indicates only that the employee has read and discussed the contents of this document with the principal. The teacher has the right to attach a response to this document to become part of the permanent record.

Administration Recommendations:

_____ Contract Renewal

_____ Contract Non-Renewal

_____ Contract Cancellation

ACKNOWLEDGMENT OF RECEIPT

I acknowledge that I have received a copy of the Southern Public Schools District Staff Handbook which includes the district's drug-free workplace policy statement. I understand that, as a condition of my employment, I am required to read and abide by the provisions of the handbook and by all board policies governing my employment. Further, if I have any questions about any provision of this handbook or any board policy, I should confer with my supervisor or building principal.

Signature

Date

Southern Public Schools

2020-2021 District Calendar

July—2020

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

August—2020

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

September—2020

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

October—2020

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

November—2020

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

December—2020

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

Note: Any/all mechanical or weather related loss of school time will be made up at the discretion of the Board of Education and/or the Superintendent.

Student Instructional Days **175**
Teacher Contract Days **182**

August—2020

- 17-18 Teacher In-Service (No School)
- 19 First Day of Classes

September—2020

- 7 Labor Day (No School)

October—2020

- 1 Early Dismissal (1:20/1:30 p.m.)
Parent Teacher Conferences (3:00 p.m. – 8:00 p.m.)
- 2 Fall Break (No School)
- 12 Teacher In-Service (No School)
- 16 End of First Quarter (40 Days)
- 19 Second Quarter Begins
- 30 Teacher In-Service (No School)

November—2020

- 1 Standard Time Begins
- 25-27 Thanksgiving Break (No School)

December—2020

- 18 End of Second Quarter (41 Days)
Early Dismissal (1:20/1:30 p.m.)
- 21-31 Winter Break (No School)

January—2021

- 1 Winter Break (No School)
- 4 Teacher In-Service (No School)
- 5 First Day of Third Quarter

February—2021

- 11 Early Dismissal (1:20/1:30 p.m.)
Parent Teacher Conferences (3:00 p.m. – 8:00 p.m.)
- 12 Teacher In-Service (No School)

March—2021

- 5 Spring Break (No School)
- 11 End of Third Quarter (46 Days)
- 12 Spring Break (No School)
- 14 Daylight Savings Begins
- 15 Fourth Quarter Begins

April—2021

- 2-5 Spring Break (No School)

May—2021

- 7 Last Day for Seniors
- 15 Graduation (5:00 p.m.)
- 21 Early Dismissal (1:20/1:30 p.m.)
End of Fourth Quarter (48 Days)
- 24 Teacher In-Service (No School)

January—2021

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

February—2021

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

March—2021

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

April—2021

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

May—2021

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

June—2021

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

Key: Blue Font (Single Underline) = Late Start or Early Dismissal
Red Font = Holidays/Non-Contract Days (No School)
Red Font (Strikethrough) = Teacher In-Service (No School)
[] = First/Last Day of the Quarter

Southern Public Schools Student Handbook 2020-2021



Southern Elementary School
315 West 2nd Street
P.O. Box 158
Blue Springs, NE 68318
Phone: 402.645.3359
Fax: 402.645.3740

Southern Jr./Sr. High School
115 South 11th Street
P.O. Box 237
Wymore, NE 68466
Phone: 402.645.3326
Fax: 402.645.8049

<http://www.southernschools.org>

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WELCOME

Dear Students and Parents:

On behalf of the faculty, administration, and board of education, we welcome you to another school year. We are looking forward to helping your children reach their learning potential and achieve their educational goals in the upcoming year.

Please read this handbook carefully. Students and their parents are responsible for knowing the rules, regulations, and procedures covered in this handbook. The student handbook is an extension of school policies and has the force and effect of board policy when approved by the board of education.

There are several forms at the end of this handbook that you must read, sign, and return no later than September 2, 2020.

This handbook contains information of value to every student and parent. It contains explanations of school regulations and procedures necessary for our school to run smoothly and efficiently. If you are ever in doubt about what is the right thing to do, ask a classroom teacher, speak with the building principal, or contact my office.

Sincerely,

Dr. Christopher Prosocki
Superintendent

Intent of Handbook

This handbook is intended to be used by students, parents, and staff as a guide to the rules, procedures, and general information about this school district. Students and their parents must become familiar with the handbook, and parents should use it as a resource and assist their children in following the rules contained in it. The use of the word "parents" refers to any adult who has the responsibility for making education-related decisions about a child, including, but not limited to biological parents, adoptive parents, legal guardians, and adults acting in loco parentis.

Although the information in this handbook is detailed and specific on many topics, it is not intended to be all-encompassing or to cover every situation and circumstance that may arise during a school day or school year. This handbook does not create a "contract" with parents, students, or staff, and the administration may make decisions and rule revisions at any time to implement the educational program and to assure the well-being of all students. The administration is responsible for interpreting the rules contained in the handbook. If a situation or circumstance arises that is not specifically covered in this handbook, the administration will make a decision based on applicable school district policies, and state and federal statutes and regulations.

Notice of Nondiscrimination

The school district does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Name: Dr. Christopher Prosocki
Title: Superintendent
Address: 115 South 11th Street, Wymore, NE 68466
Telephone: 402-645-3326
E-mail: cprosocki@southernschools.org

For further information on notice of nondiscrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area or call 1-800-421-3481.

For additional prohibited discrimination and related information, please review school district Policy 3053: Nondiscrimination.

MISSION STATEMENT

Vision

The Southern School District prepares students through educational experiences to be responsible, respectful, and safe.

Mission

Every Student, Every Day, The Southern Way

Belief Statements

The School Will:

- Inspire students to contribute to society as knowledgeable, responsible, and well-rounded citizens.
- Ensure a safe, positive, and supportive learning environment with high expectations for student achievement.
- Encourage students with the opportunity to learn, grow, and succeed.

The Students Will:

- Learn the value of leadership and how to be independent problem-solving thinkers.
- Become confident and goal-oriented lifelong learners in college and career readiness skills.
- Be assured in their abilities, recognize their accomplishments, and show confidence in their growing abilities.

The Community Will:

- Support students in their growth and lifelong learning.
- Encourage district staff and leadership in creating a learning environment of high student achievement.
- Provide the resources to ensure the district's ability to deliver a supportive learning environment and create responsible citizens.

School Improvement Goals

- All students will improve their reading comprehension.
- All students will improve their math skills.
- Southern School District will aspire to improve the culture of the district.

SECTION ONE: BASIC SCHOOL RULES AND GENERAL PRACTICES

Attendance

Required Attendance

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

Mandatory Attendance Age

All children who are or will turn six years old before January 1 of the current school year are of mandatory attendance age. Children who have not turned eighteen years of age are of mandatory attendance age.

Exceptions

This policy does not apply when temporary illness or severe weather conditions make attendance impossible or impracticable.

A child who will not reach age 7 before January 1 of the current school year may be excused from mandatory attendance if the child's parent or guardian completes an affidavit affirming that alternative educational arrangements have been made for the child. A copy of the required affidavit is attached to this policy on the district website.

Discontinuing Enrollment – 5 Year Old Students

The person seeking to discontinue the enrollment of a student who will not reach six years of age prior to January 1 of the current school year shall submit a signed, written request and to the superintendent using the form which is attached to this policy. The school district may request written verification or documentation that the person signing the form has legal or actual charge or control of the student. The school district shall discontinue the enrollment of any student who satisfies these requirements. Any student whose enrollment is discontinued under this subsection shall not be eligible to reenroll in this school district until the beginning of the following school year unless otherwise required by law.

Discontinuing Enrollment – 16 and 17 Year Old Students

Only children who are at least 16 years of age may be disenrolled from the district. The person seeking to discontinue the child's enrollment shall submit a signed, written request that demonstrates that the student meets the district's legal criteria allowing for disenrollment to the superintendent using

the applicable district form. The district will follow the procedures outlined in considering requests to disenroll.

Only children disenrolling to attend a non-accredited school may be exempt from this policy. The person with legal or actual charge or control of the child must provide the superintendent with a copy of the signed request submitted to the State Department of Education for attending non-accredited schools. The superintendent may confirm the validity of the submission with the State Department of Education.

Attendance Officer

Each building principal is designated as an attendance officer for the district. Each building principal, at his or her discretion, may delegate these responsibilities to any other qualified individual. The attendance officer is responsible for enforcing the provisions of state law relating to compulsory attendance. This responsibility includes but is not limited to filing a report with the county attorney of the county in which a student resides. Compensation for the duties of attendance officer is included in the salary for the superintendent or designee.

Excused Absences

The following absences will be considered excused if they are confirmed by communication to the school from the student's parent/guardian:

1. Physical or mental illness of the student or of a child whom the student is parenting (a physician's verification is required after four (4) consecutive days of absence for illness)
2. Severe weather
3. Medical appointments for the student or for a child whom the student is parenting
4. Death or serious illness of the student's family member
5. Attending a funeral, wedding or graduation
6. Appearance at court or for other legal matters
7. Observance of religious holidays of the student's own faith
8. College planning visits
9. Personal or family vacations

Excessive Absenteeism

When a student receives 5 unexcused absences or the hourly equivalent in any semester, the Attendance Officer will follow the district's policy to address barriers to the student's attendance.

When a student is absent more than twenty days per year or the hourly equivalent and any portion of the absences is unexcused, the Attendance Officer may file a report with the county attorney of the county in which the student resides. For example, if the student accumulates 23 days of excused absences due to documented illness and is tardy one time, the Attendance Officer must file a report with the appropriate county attorney.

Absences due to illness

The school district will contact parents if a student becomes ill at school. A student who is absent due to illness has two days for every day of absence to complete missed assignments.

Planned absences

Parents who know in advance that a student will be absent must call the school or send a written note at the earliest possible date. Students who will be absent for reasons that can be anticipated, such as routine medical appointments and school activities, must complete any work required by the teacher before the absence. Parents should make every attempt to schedule medical and other appointments after school hours when possible.

Students are obligated to:

- 1) Complete all class work in advance for any absence that can be anticipated.
- 2) Attend school at least one half-day before attending practice or participating in a scheduled student activity except in cases of family emergencies or prearranged absences.
- 3) Check out of school at the office if leaving school during the school day.
- 4) Make up any and all work that is assigned by teachers as make-up work for the instructional time that has been missed.

Parents are obligated to:

- 1) Call the appropriate building office to inform the school of the reason for each absence.
- 2) Submit a doctor's statement, if requested, for each period of absence due to illness that exceeds five days.

Pregnant and Parenting Students

Students who are pregnant or parenting are encouraged to continue participating in the district's educational and extracurricular programs. Students who anticipate deviations from their regular school experience or accrue absences due to pregnancy or parenting should notify their building principal as early as possible to discuss their educational programming. The building principal will work with the student to develop a plan to assist the student in participating in district curriculum and extra-curricular activities.

Band

Students may participate in the elementary band and begin taking band lessons in the 5th grade. Students in grades 7-8 may participate in the junior high school band; grades 9-12 may participate in the high school band. Instruments will be provided by students or the school as provided by school policy. Fees may be charged as allowed or provided in the Public Elementary and Secondary Student Fee Authorization Act and the school's student fee policy or other applicable policy.

Bills

Students should pay bills for supplies, fines, shop materials, clothing orders, etc. in the school bookkeeper's office. Any check for these payments should be made out to Southern Public Schools unless otherwise instructed. Pursuant to board policy, the district will assess an additional penalty of \$30 for any check returned from the bank for insufficient funds.

When students purchase items of significant value, such as class rings and letter jackets, they must make payment at the time of purchase or when the order is placed.

Books and Supplies

Students must take care of books and other supplies provided by the district. The school will assess fines for damage to books and school property.

Students must supply their own consumable items such as pens, pencils, tablets, notebooks, erasers, and crayons. Each classroom teacher will prepare a supply list for students at the beginning of the school year.

Breastfeeding and Lactation

In order to accommodate lactating and breastfeeding students, the district will provide reasonable opportunities to express breast milk or breastfeed in a place, other than a bathroom, which is shielded from view and free from intrusion from district students, employees, and the public. The district will also provide a location for students to store expressed breast milk in or near

the location designated for students to express milk to create the least amount of disruption to the student's participation in class or activities.

Students who wish or need to express breast milk on a regular schedule must work with school administrators to create a schedule that accommodates the student's needs while facilitating education to the maximum extent possible.

In order to prevent interference with the educational process, no student shall express breast milk within school classrooms or buses. Nothing in this policy limits the authority of the administration to impose consequences consistent with the Student Discipline Act and other state and federal law.

Bulletin Boards

Bulletin boards are maintained throughout the building to communicate general information, material, and school announcements. Students should check the bulletin boards carefully each school day. A written copy of daily announcements will be posted on the main bulletin board by the offices at the Jr./Sr. High School.

Bulletin board or electronic publishing space may be provided for the use of students and student organizations for notices relating to matters of general interest to students. The following general limitations apply to all posting or publishing:

1. All postings must be approved by the appropriate building principal or designee. Students may not post any material containing any statement or expression that is libelous, obscene, or vulgar; that would violate board of education policies, including the student code of conduct; or that is otherwise inappropriate for the school environment.
2. All postings must identify the student or the student organization posting or publishing the notice.
3. Material shall be removed after a reasonable time to assure full access to the bulletin boards or electronic publishing media.

Bullying

Students are prohibited from engaging in any form of bullying. The Centers for Disease Control and Prevention defines bullying as "any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated." Nebraska statute defines bullying as "an ongoing pattern of physical, verbal or electronic abuse." The District's administrators will

consider these definitions when determining whether any specific situation constitutes bullying. Both of these definitions include both in-person and cyberbullying behaviors.

The disciplinary consequences for bullying will depend on the severity, frequency, duration, and effect of the behavior and may result in sanctions up to and including suspension or expulsion. Students who believe they are being bullied should immediately inform a teacher or the building principal.

Reporting Bullying

Students who experience or observe bullying behavior must immediately report what happened to a teacher or administrator. Students can use the district's anonymous platform Safe Schools Alert to make this report. Students may always confer with their parents or guardians about bullying they experience or witness, but the students must also ultimately report the situation to a teacher or administrator.

Bullying Investigations

School district staff will investigate allegations of bullying using the same practices and procedures that the district observes for student disciplinary matters. In no circumstance will school district staff be deliberately indifferent to allegations of bullying.

Cafeteria Rules

1. All food must be consumed in the areas designated by the school.
2. After students have eaten, they must return trays to the kitchen. All straws, papers, milk cartons should be deposited in the trash cans. All leftover food should be scraped off the tray in to the correct container. Forks and spoons should be placed in the pan with water, NOT THROWN AWAY!
3. Students are to use proper manners including eating quietly.
4. Students may not throw food or other items.
5. Second servings are available to those who have made an effort to clean their trays and have requisite funds as required by board policy.
6. Students should remain at their tables until they are dismissed.
7. Parents who wish their child to eat lunch away from school must provide a written authorization to the student's building principal.
8. Students must treat lunch personnel with respect.
9. Students who violate the above rules will be disciplined.

Candy and Gum

Students may not bring candy or gum to school unless they have prior permission from their classroom teacher or the administration.

Cell Phones and Other Electronic Devices

Students may not use cell phones or other electronic devices while at school, except as permitted in this handbook.

Students may use cell phones or other electronic devices on the school sidewalks and in the common areas of the school before and after school, so long as they do not create a distraction or a disruption. Students may not use cell phones or other electronic devices while they are in locker rooms or restrooms. Students must comply with each teacher's classroom rules regarding cell phone use in class.

Students are personally and solely responsible for the security of their cell phones and other electronic devices. The school district is not responsible for theft, loss, or damage of a cell phone or any calls made on a cell phone.

Students who violate this policy may have their cell phones or other electronic devices confiscated immediately. The administration may return confiscated devices to the offending student's parent or guardian after meeting with the parent or guardian to discuss the violation. Students who violate this policy may, at the discretion of the school's administration, be subject to additional discipline, up to and including suspension or expulsion.

The taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise may constitute a crime under state and/or federal law. Any person engaged in these activities while on school grounds, in a school vehicle or at a school activity will be subject to the disciplinary procedures of the student code of conduct. Any student found to be in possession of obscene, pornographic, lewd, or otherwise illegal images or photographs will be promptly referred to law enforcement and/or other state or federal agencies, which may result in arrest, criminal prosecution, and possible inclusion on sex offender registries.

Cheating, Plagiarism, and Academic Dishonesty

Students may not cheat, plagiarize, or otherwise participate in any academic dishonesty in any form. Prohibited behavior includes:

- Obtaining, attempting to obtain, or aiding another person to obtain credit for work by any dishonest or deceptive means.
- Lying.
- Copying another person's work or answers.
- Discussing the answers or questions on a test or assignment unless specifically authorized by the teacher.

- Taking or receiving copies of a test without the permission of the teacher.
- Using or displaying notes, "cheat sheets," or other sources of unauthorized information.
- Using the ideas or work of another person as if they were your own without giving proper credit to the source.
- Submitting work or any portion of work completed by another person.
- Failing to give credit for ideas, statements, facts, or conclusions which rightfully belong to another person.
- Failing to use quotation marks or other appropriate means of attribution when quoting directly from another person or source.

A student who cheats, plagiarizes, or otherwise participates in any academic dishonesty is subject to discipline, up to and including expulsion.

Child Abuse and Neglect

School employees will report suspected abuse or neglect of a child as required by state law and school policy. Nebraska law defines abuse or neglect as knowingly, intentionally, or negligently causing or permitting a minor child or an incompetent or disabled person 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 child is six years of age or younger; (5) sexually abused; (6) placed in a situation to be sexually exploited through sex trafficking of a minor as defined in state law or by allowing, encouraging, or forcing such person to engage in debauchery, public indecency, or obscene or pornographic photography, films, or depictions; or (7) placed in a situation to be a trafficking victim as defined in state law.

Class Dismissal

Classes are in session from the ringing of the tardy bell until the teacher dismisses the class. The bell at the end of the period is not a dismissal bell, and students may not leave their classrooms until they have been excused by their classroom teacher.

Classroom Behavior

Student behavior and attitude in the classroom must be cooperative and serious. All students must:

- arrive to class on time;
- prepare for class with all necessary materials;
- be considerate of others;
- respond promptly to all directions of the teacher; and
- take care of school property and the property of others.

Teachers will establish classroom conduct rules that students must obey.

Closed Campus

Students may not leave the building without permission from the administration. Students may leave campus to go home for lunch if they have secured their parents' written permission and submitted it to the office.

Coats and Boots

Elementary students must wear coats outdoors when the weather makes it advisable. The staff will decide when coats are required for recess.

Elementary students may choose to wear overshoes or boots when the playground is wet or muddy. Waterproof boots worn to school should be taken off and regular shoes worn during the day. Boots worn to school must be marked with the student's name.

Communicable Diseases

Any student who has contracted a contagious disease may be restricted from attendance at school until the student is no longer contagious. The school district uses the Title 173- Nebraska Health and Human Services/Control of Communicable Disease, Chapter 3 of the Nebraska Administrative Code as a "best practice" guideline for contagious and infectious diseases. If there are questions regarding the communicability of your child's health condition or if you know your child has contracted a contagious or communicable disease or condition not otherwise specified in board policy or this handbook, please call primary care provider.

Communicating with Parents

Parents shall be kept informed of student progress, grades, and attendance through report cards, progress reports, and parent/teacher conferences. The school district will notify parents if their students are failing or close to failing. The school district will endeavor to notify parents of failing students prior to entry of the failing grade on the student's report card. Parents will also be notified of their student's possible failure to meet graduation requirements. Other pertinent information will be communicated to parents by mail or by personal contact. Official transcripts of student progress, grades, and attendance will be sent to other school systems upon the student's transfer when the district receives a written request signed by the student's parent or guardian or upon being notified that the student has enrolled in another school.

Complaint Procedure

Good communication helps to resolve many misunderstandings and disagreements. This complaint procedure applies to board members, patrons,

students and school staff, unless the staff member is subject to a different grievance procedure pursuant to policy or contract. Individuals who have a complaint should discuss their concerns with appropriate school personnel in an effort to resolve problems. When such efforts do not resolve matters satisfactorily, including matters involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age, a complainant should follow the procedures set forth below.

A preponderance of the evidence will be required to discipline a party accused of misconduct. This means that the investigator must conclude that it is more likely than not that misconduct occurred.

Complaint and Appeal Process.

1. The first step is for the complainant to speak directly to the person(s) with whom the complainant has a concern. For example, a parent who is unhappy with a classroom teacher should initially discuss the matter with the teacher. However, the complainant should skip the first step if complainant believes speaking directly to the person would subject complainant to discrimination or harassment.
2. The second step is for the complainant to speak to the building principal, Title IX/504 coordinator, superintendent of schools, or president of the board of education, as set forth below.
 - a) Complaints about the operation, decisions, or personnel within a building should be submitted to the principal of the building.
 - b) Complaints about the operations of the school district or a building principal should be submitted in writing to the superintendent of schools.
 - c) Complaints about the superintendent of schools should be submitted in writing to the president of the board of education.
 - d) Complaints involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age may also be submitted, at any time during the complaint procedure to the School District's Title IX/504 coordinator. Complaints involving discrimination or harassment may also be submitted at any time to the Office for Civil Rights, U.S. Department of Education: by email at OCR.KansasCity@ed.gov; by telephone at (816) 268-0550; or by fax at (816) 268-0599.

3. When a complainant submits a complaint to an administrator or to the Title IX/504 coordinator, the administrator or Title IX/504 coordinator shall promptly and thoroughly investigate the complaint, and shall:
 - a) Determine whether the complainant has discussed the matter with the staff member involved.
 - 1) If the complainant has not, the administrator or Title IX/504 coordinator will urge the complainant to discuss the matter directly with that staff member, if appropriate.
 - 2) If the complainant refuses to discuss the matter with the staff member, the administrator or Title IX/504 coordinator shall, in his or her sole discretion, determine whether the complaint should be pursued further.
 - b) Strongly encourage the complainant to reduce his or her concerns to writing.
 - c) Interview the complainant to determine:
 - 1) All relevant details of the complaint;
 - 2) All witnesses and documents which the complainant believes support the complaint;
 - 3) The action or solution which the complainant seeks.
 - d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the administrator or Title IX/504 coordinator received the complaint.
4. If either the complainant or the accused party is not satisfied with the administrator's or the Title IX/504 coordinator's decision regarding a complaint, he or she may appeal the decision to the superintendent.
 - a) This appeal must be in writing.
 - b) This appeal must be received by the superintendent no later than ten (10) business days from the date the administrator or Title IX/504 coordinator communicated his/her decision to the complainant.

- c) The superintendent will investigate as he or she deems appropriate. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.
 - d) Upon completion of this investigation, the superintendent will inform the complainant in writing of his or her decision. If the complaint involved discrimination or harassment, the superintendent shall submit the decision within 180 days after the superintendent received complainant's written appeal.
5. If either the complainant or the accused party is not satisfied with the superintendent's decision regarding a complaint, he or she may appeal the decision to the board.
- a) This appeal must be in writing.
 - b) This appeal must be received by the board president no later than ten (10) business days from the date the superintendent communicated his/her decision to the complainant.
 - c) This policy allows, but does not require the board to receive statements from interested parties and witnesses relevant to the complaint appeal. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.
 - d) The board will notify the complainant in writing of its decision. If the complaint involved discrimination or harassment, the board shall submit its decision within 180 days after it received complainant's written appeal.
 - e) There is no appeal from a decision of the board.
6. When a formal complaint about the superintendent of schools has been filed with the president of the board, the president shall promptly and thoroughly investigate the complaint, and shall:
- a) Determine whether the complainant has discussed the matter with the superintendent.
 - 1) If the complainant has not, the board president will urge the complainant to discuss the matter directly with the superintendent, if appropriate.

- 2) If the complainant refuses to discuss the matter with the superintendent, the board president shall, in his or her sole discretion, determine whether the complaint should be pursued further.
- b) Strongly encourage the complainant to reduce his or her concerns to writing.
 - c) Determine, in his or her sole discretion, whether to place the matter on the board agenda for consideration at a regular or special meeting.
 - d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the president received the complaint.

No Retaliation. The school district prohibits retaliation against any person for filing a complaint or for participating in the complaint procedure in good faith.

Special Rules Regarding Educational Services and Related Services to Students with Disabilities.

Students with disabilities and their families have specific rights outlined in state and federal law, including administrative processes by which they may challenge the educational services being provided by the school district. Therefore, the appeal process contained in this policy may not be used to challenge decisions made by a student's individualized education plan (IEP) team or 504 team.

Complaints about the educational services provided a student with a disability, including but not limited to services provided to a student with an IEP, access to curricular and extracurricular activities, and educational placement must be submitted to the school district's Director of Special Education. The Director of Special Education will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of IDEA Parental Rights promulgated by the Nebraska Department of Education.

Complaints about the educational services provided a student with a disability pursuant to a Section 504 plan must be submitted to the school district's 504 Coordinator. The 504 Coordinator will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of Section 504 Parental Rights adopted by the board of education.

Complaints about the educational services provided to a student who is suspected of having a disability must be submitted in writing to the school district's Director of Special Education or to the district's 504 Coordinator. The Director of Special Education or 504 Coordinator will either refer the student for possible verification as a student with a disability or will provide prior written notice of the district's refusal to do so.

Bad Faith or Serial Filings. The purpose of the complaint procedure is to resolve complaints at the lowest level possible within the chain of command. Complaints filed (a) without a good faith intention to attempt to resolve the issues raised; (b) for the purpose of adding administrative burden; (c) at a volume unreasonable to expect satisfactory resolution; or (d) for purposes inconsistent with the efficient operations of the district may be dismissed by the superintendent without providing final resolution other than noting the dismissal. There is no appeal from dismissals made pursuant to this section.

Computer Network Use by Students

Students are expected to use computers and the Internet as an educational resource. The following procedures and guidelines govern the use of computers and the Internet at school.

I. Student Expectations in the Use of the Internet

A. Acceptable Use

1. Students may use the Internet to conduct research assigned by teachers.
2. Students may use the Internet to conduct research for classroom projects.
3. Students may use the Internet to gain access to information about current events.
4. Students may use the Internet to conduct research for school-related activities.
5. Students may use the Internet for appropriate educational purposes.

B. Unacceptable Use

1. Students shall not use school computers to gain access to material that is obscene, pornographic, harmful to minors, or otherwise inappropriate for educational uses.
2. Students shall not engage in any illegal or inappropriate activities on school computers, including the downloading and copying of copyrighted material.
3. Students shall not use e-mail, chat rooms, instant messaging, or other forms of direct electronic communications on school computers for any unauthorized

or unlawful purpose or in violation of any school policy or directive.

4. Students shall not use school computers to participate in on-line auctions, on-line gaming or mp3 sharing systems including, but not limited to Aimster or Freenet and the like.
5. Students shall not disclose personal information, such as their names, school, addresses, or telephone numbers outside the school network.
6. Students shall not use school computers for commercial advertising or political advocacy of any kind without the express written permission of the system administrator.
7. Students shall not publish web pages that purport to represent the school district or the work of students at the school district without the express written permission of the system administrator.
8. Students shall not erase, rename, or make unusable anyone else's computer files, programs or disks.
9. Students shall not share their passwords with fellow students, school volunteers or any other individuals, and shall not use, or try to discover, another user's password.
10. Students shall not copy, change or transfer any software or documentation provided by the school district, teachers or another student without permission from the system administrator.
11. Students shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software. Such software is often called, but is not limited to, a bug, virus, worm, or Trojan Horse.
12. Students shall not configure or troubleshoot computers, networks, printers or other associated equipment, except as directed by a teacher or the system administrator.
13. Students shall not take home technology equipment (hardware or software) without permission of the system administrator.
14. Students shall not falsify electronic mail messages or web pages.

II. Enforcement

A. Methods of Enforcement

1. The district monitors all Internet communications, Internet usage, and patterns of Internet usage. Students have no right of privacy to any Internet communications or other electronic files. The computer system is owned by the

school district. As with any school property, any electronic files on the system are subject to search and inspection at any time.

2. The school district uses a technology protection measure that blocks access to some Internet sites that are not in accordance with the policy of the school district. Standard use of the Internet utilizes a proxy server-based filter that screens for non-curriculum related pages.
3. Due to the nature of filtering technology, the filter may at times filter pages that are appropriate for student research. The system administrator may override the technology protection measure for the student to access a site with legitimate educational value that is wrongly blocked.
4. The school district staff will monitor students' use of the Internet through direct supervision and by monitoring Internet use history to ensure enforcement of the policy.

B. Consequences for Violation of this Policy

1. Access to the school's computer system and to the Internet is a privilege, not a right. Any violation of school policy and rules may result in:
 - a. Loss of computer privileges;
 - b. Short-term suspension;
 - c. Long-term suspension or expulsion in accordance with the Nebraska Student Discipline Act; and
 - d. Other discipline as school administration and the school board deem appropriate.
2. Students who use school computer systems without permission and for non-school purposes may be guilty of a criminal violation and will be prosecuted.

III. Protection of Students

A. Children's Online Privacy Protection Act (COPPA)

1. The school will not allow companies to collect personal information from children under 13 for commercial purposes. The school will make reasonable efforts to disable advertising in educational computer applications.
2. This policy allows the school to act as an agent for parents in the collection of information within the school context. The school's use of student information is solely for education purposes.

B. Education About Appropriate On-Line Behavior

1. School district staff will educate students about appropriate online behavior, both in specific computer usage units and in the general curriculum.
2. Staff will specifically educate students on

- a. Appropriate interactions with other individuals on social networking websites and in chat rooms.
 - b. Cyberbullying awareness and response.
3. The School District's technology coordinators shall inform staff of this educational obligation and shall keep records of the instruction which occurs in compliance with this policy

Conferences

Students' academic success has been closely linked to parental involvement in school. The school district has formal parent-teacher conferences during the first quarter and during the third quarter.

In addition to formal conferences, classroom teachers will communicate with parents as necessary. Parents are encouraged to communicate with their student's teacher or the building principal to discuss parental concerns, student needs or any other issue.

Copyright and Fair Use

The school district complies with federal copyright laws. Students must comply with copyright laws when using school equipment or working on school projects and assignments. Federal law prohibits the unauthorized reproduction of works of authorship, regardless of the medium in which they were created.

The "fair use" doctrine allows limited reproduction of copyrighted works for educational and research purposes. "Fair use" of a copyrighted work includes reproduction for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research. Students who are unsure whether their proposed reproduction of copyrighted material constitutes "fair use" should consult with their teacher or building principal, review the school district's copyright compliance policy, and review *Copyright for Students* found at <https://www.whoishostingthis.com/resources/student-copyright/>. You can find more information on copyright compliance requirements and permitted uses from the U.S. Copyright Office and the Library of Congress at the following site: <http://www.loc.gov/teachers/usingprimarysources/copyright.html>.

Damage to School Property

Students who damage school property either intentionally or unintentionally may be required to pay to replace or restore the property, at the discretion of the administration.

Dating Violence

Dating violence, as that term is defined by Nebraska law, will not be tolerated by the school district. Students who engage in dating violence on school grounds, in a school vehicle or at a school activity or that otherwise violates the Nebraska Student Discipline Act will receive consequences consistent with the Act and the district's student discipline policies.

The school district shall provide dating violence training to staff deemed appropriate by the administration and in accordance with Nebraska law.

Discrimination and Harassment

The school district prohibits discrimination and harassment based upon or related to race, color, national origin, sex, religion, marital status, disability, age or any other unlawful basis that (1) has the purpose or effect of creating an intimidating, hostile, or offensive school environment, (2) has the purpose or effect of substantially or unreasonably interfering with a student's school performance, or (3) otherwise adversely affects a student's school opportunities. Students who believe that they have been the subject of unlawful discrimination or harassment due to their disability should contact the following Section 504 Coordinator: Christopher Prosocki at (402) 645-3326, cprosocki@southernschools.org or in person at school. Students who believe that they have been the subject of unlawful discrimination or harassment due to their sex should contact the following Title IX Coordinator: Jeff Murphy at (402) 645-3326, jdmurphy@southernschools.org or in person at school. Students who believe that they have been the subject of any other unlawful discrimination or harassment should contact the Christopher Prosocki at (402) 645-3326, cprosocki@southernschools.org (e-mail address) or in person at school. Students may report discrimination or harassment to any staff member who will then forward it on to the appropriate coordinator or administrator. The staff member will follow school district policies to respond to the report.

Dress Code

Students must come to school dressed in clean, neat, and appropriate clothing to conform to educational standards.

Students are prohibited from wearing the following attire:

1. Clothing displaying indecent, suggestive or profane writing, pictures or slogans
2. Clothing that advertises or displays alcohol, tobacco or any illegal substance
3. Caps, hats and bandannas during the school day
4. Bare feet (some type of footwear must be worn)

5. Short-shorts, biker shorts, or cutoffs (Elementary students will not be allowed to wear shorts, capri's, bermuda shorts or flip-flops from 11/1-3/15)
6. Hairstyles which distract from the learning process or the health and safety for either the student or others
7. Any clothing that could cause damage to others or school property
8. Shirts, blouses, or other clothing worn unbuttoned, unzipped, or otherwise purposely unfastened
9. "Grubby clothes," those which are purposely torn or bedraggled or threadbare, dirty or disheveled
10. Costumes and/or those clothes intended only for leisure, entertaining or special occasions
11. Bare "midriff" (belly button) styles, see-through and lowcut blouses, halters, tank tops or thin-strapped tops (spaghetti straps)
12. Pants and shorts worn below the waist so as to expose undergarments
13. Pants that drag on the floor
14. Chains hanging or attached to pants or shorts
15. Coats during school hours unless the student has permission from a faculty member
16. Pajama pants and house slippers are not allowed, unless it is a spirit day

Students who violate dress code guidelines will be required to correct the violation by changing into something appropriate at school or returning home to change. A detention or suspension may be given to make up the time away from school. Students may also receive zeros for any class time they miss while correcting the violation. Repeated dress code violations may result in more severe consequences.

Driving and Parking Personal Vehicles

Students who drive privately owned motor vehicles to school must obey the following rules:

1. Students may not move their vehicles during the school day without the permission of the building principal or superintendent. Students will not be allowed to sit in or be around their vehicles during the school day, without administrative permission.
2. Students must drive with care to ensure the safety of the pedestrians. Students may not drive carelessly or with excessive speed.
3. By driving personal vehicles to school and parking on school grounds, students consent to having that vehicle searched by school officials when they have reasonable suspicion that such a search will reveal a violation of school rules.

Drug Free Schools

The board of education has adopted policies to comply with the Federal Drug-Free Schools and Communities Act. Students are prohibited from using, possessing, or selling any drug, alcohol, or tobacco while on school grounds, at a school activity or in a school vehicle. In addition, students who participate in the school's activities program should refer to the Activities Handbook which prohibits the use or possession of alcohol, controlled substances and tobacco at all times.

Any student who violates any school policy regarding drug, alcohol, and tobacco use will be disciplined, up to and including short-term suspension, long-term suspension, or expulsion from school and/or referral to appropriate authorities for criminal prosecution.

Emergency Contact Information

Parents must complete an emergency information card for each child enrolled in the district. The card should list the family physician's name, where parents or a responsible adult can be located, and any necessary emergency instructions. Parents must promptly inform the school if this contact information changes during the school year.

Evacuations

The school district will hold routine evacuation drills throughout the school year. Classroom teachers will provide students with detailed instructions on building evacuations.

Eye Exams

All students enrolling in kindergarten or transferring into the school district from out of state must undergo a visual examination by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist, which consists of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity, except that no such physical examination or visual evaluation shall be required of any child whose parent or guardian objects in writing. They must provide evidence of the vision examination within six months prior to entrance. The cost of such physical examination and visual evaluation shall be borne by the parent or guardian of each child who is examined.

Food Service Program

The school district provides a food service program that is designed to provide adequate nutrition and an educational experience for students.

Breakfast

The school will serve breakfast daily from 7:45 a.m. until 8:10 a.m. Students who qualify for free or reduced-price lunch also qualify for free or reduced-price breakfast. The school district charges students \$2.10 and adults \$2.30 for breakfast.

Lunch

Lunch prices depend on the federal funding that the program receives. Lunch for K-6 is \$3.00. Lunch for 7-12 lunch is \$3.10 for students and \$3.75 for adults.

Milk/Juice Break

The school will offer a milk or a juice program to students in grades K-2. All milk served to a student (except the initial carton served with lunch) will cost \$0.35 per half pint. The price for milk may change during the school year. Milk will be served in the morning. Teachers will record the number of cartons of milk each child consumes and give the information to the office at the end of the month where it will be added to the student milk account.

Payment for Meals

Students are encouraged to pay for meals several weeks in advance. Payment should be made to the bookkeeper in the office.

If a student has no funds available to pay for a meal, the student will be permitted to charge up to four meals (Two Days). Thereafter, if a student has no funds available to pay for a meal, no food will be provided.

Students who qualify for free meals will not be denied a reimbursable meal, even if they have accrued a negative balance from other food purchases. School staff may prohibit any students from buying a la carte or extra items if they do not have cash in hand.

If a student repeatedly lacks funds to purchase a meal, has not brought a meal from home, and is not enrolled in a free meal program, the district will use its resources and contacts to protect the health and safety of the student. Failure or refusal of parents or guardians to provide meals for students may require mandatory reporting to child protection agencies as required by law.

Collection of Delinquent Meal Charge Debt

The school district is required to make reasonable efforts to collect unpaid meal charges. The building principal or his or her designee will contact households about unpaid meal charges and notify them again of the availability of the free and reduced meal program and/or establish payment plans and due dates by telephone, e-mail, or other written or oral

communication. If these collection efforts are unsuccessful, the school district may pursue any other methods to collect delinquent debt as allowed by law. Collection efforts may continue into a new school year.

Notice of Non-discrimination

In accordance with federal law and U.S. Department of Agriculture policy, this institution is prohibited from discrimination on the basis of race, color, national origin, sex, age, disability, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410
- (2) Fax: (202) 690-7442; or
- (3) Email: program.intake@usda.gov

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the school district. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

Field Trips

Classes occasionally take field trips off school property for educational enrichment. A student's parent, or "caregiver" as that term is defined in the Nebraska Strengthening Families Act, must authorize a student to participate in a field trip by signing a permission slip and providing it to the school before the field trip. Students who have not completed classroom work on time may not be allowed to attend field trips. Students must comply with the student code of conduct, any applicable extracurricular conduct codes, and all directives by trip chaperones.

First-Aid

First-aid items may only be used by school staff. Students who need first aid should ask for assistance from their classroom teacher or the nearest staff member.

Head Lice

Students found to have head lice, louse eggs, or nits will not be permitted at school and will be sent home. Upon discovering the presence of any indication of lice, louse eggs, or nits, the student's parent(s) or guardian(s) will be notified, and if appropriate will be asked to pick up the student from school immediately.

Students will not be permitted to return to school until the district finds that no live lice, eggs, or nits can be detected. The parent(s) or guardian(s) will be required to treat the student and accompany the student to school to be examined.

The student cannot ride the school bus until the district has cleared the student to return to school.

Health Problems Limiting Activities

Parents who do not want their children to play outdoors or participate in physical education for health reasons must send a written request to school. If a student persistently requests to be excused from these activities, the building principal or classroom teacher may require a doctor's verification.

Parents should notify principal or superintendent if their student has any special health problems such as diabetes, asthma, or the like.

Homebound Instruction

The school district may provide a student with instruction in his or her home and under parental supervision if the student is physically or mentally ill or injured and unable to attend regular classes for an extended period of time. Homebound instruction shall be provided when the student's physical and mental condition are such that the student can benefit from instruction and no other provision will meet the student's educational needs. If you believe that homebound instruction is appropriate for your child, please contact the building principal to initiate the appropriate process to determine eligibility.

Homeless Children and Youth

Homeless students generally include children who lack a fixed, regular, and adequate nighttime residence, as further defined by applicable state and federal law.

It is the school's policy not to stigmatize or segregate homeless students on the basis of their status of being homeless. Transportation for homeless students who enroll in the district shall be furnished by the district under the same guidelines applying to other students or if such transportation is necessary for compliance with federal law.

Each homeless child shall be provided services for which the child is eligible comparable to services provided to other students in the school selected regardless of residency. Homeless children shall be provided access to education and other services that such children need to ensure that they have an opportunity to meet the same student performance standards to which all students are held.

If a homeless child registered to attend school in the district is receiving family reconciliation services pursuant to state law, the district will work in cooperation with any county or department of social services in the district to jointly develop an educational program for the child. The district's homeless coordinator is Jr./Sr. High School Counselor, who may be contacted at (402) 645-3326.

Illness or Injury at school

Students who feel ill or are hurt while at school should seek immediate assistance from their classroom teacher or the nearest staff member. The school will contact parents to pick students up from school whenever necessary. When school officials determine that a student needs immediate medical attention but the parents cannot be reached by phone, emergency services will be summoned or the student will be taken directly to the doctor and/or hospital. Parents must complete an emergency information card for each child enrolled in the district. The card should list the family physician's name, where parents or a responsible adult can be located, and any necessary emergency instructions.

Immunizations

All students must furnish one of the following to school officials:

- proof of adequate immunizations for mumps, measles, rubella; diphtheria, pertussis, tetanus; polio; and hepatitis B series; or a signed parental statement of refusal to provide the immunization history. Homeless students who are in need of immunizations will be referred to the homeless coordinator, who shall assist in obtaining necessary immunizations or medical records.

Provisional Enrollment. Students who meet the statutory requirements for provisional enrollment shall be allowed to attend school for sixty days without the necessary immunizations.

Students who are excepted from the immunization requirement may be excluded from school in the event of an outbreak of any contagious disease in the school population.

Initiations and Hazing

Initiations and hazing by members of classes, clubs, athletic teams, or any other organization affiliated with the district are prohibited except as otherwise permitted by this policy. Any student engaging in hazing or non-approved initiations is subject to discipline as permitted by policy and law.

Initiations are defined as any ritualistic expectations, requirements, or activities placed upon new members of a school organization for the purpose of admission into the organization, even if those activities do not rise to the level of "hazing" as defined below. Initiations are prohibited except by permission of the superintendent.

Hazing is defined as any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership in any school organization. Hazing activities include, but are not limited to, whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with the intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act that endangers the physical or mental health or safety of any person.

Lockers and Other School Property

The school district owns and exercises exclusive control over student lockers, desks, computer equipment, and other such property. Students should not expect privacy regarding usage of or items placed in or on school property, because school property is subject to search at any time by school officials. Periodic, random searches of lockers, desks, computers, and other such property may be conducted at the discretion of the administration. The assignment of a locker is on a temporary basis and may be revoked at any time. School officials may inspect student lockers without any particularized suspicion or reasonable cause.

Lost and Found

All lost and found articles are to be taken to the office. Students may claim lost articles there. Unclaimed articles will be donated to a local charity or otherwise disposed of at the conclusion of each semester.

Medications

Whenever possible, parents should arrange medication schedules to eliminate the need for giving medication during school hours. When it is necessary for school personnel to administer medication to students, the school district will comply with the Nebraska Medication Aide Act, the requirements of Title 92, Nebraska Administrative Code, Chapter 59, (promulgated by the Nebraska Department of Education and entitled *Methods of Competency Assessment of School Staff Who Administer Medication*), and all state and federal regulations. Parents and guardians who wish to have their child receive medication from school personnel must comply with the following procedures:

Prescription medication. (1) Parents/guardians must provide a physician's written authorization for the administration of the medication. (2) Parents/guardians must provide their own written permission for the administration of the medication. (3) The medication must be brought to school in the prescription container and must be properly labeled with the student's name, the physician's name, and directions for administering the medication.

Non-prescription medication. (1) Parents/guardians must provide written permission for the administration of the medication. (2) The medication must be brought to the school in the manufacturer's container. (3) The container must be labeled with the child's name and with directions for provision or administration of the medication

The district reserves the right to review and decline requests to administer or provide medications that are not consistent with standard pharmacological references, are prescribed in doses that exceed those recommended in standard pharmacological references, or that could be taken in a manner that would eliminate the need for giving them during school hours. The district may request parental authorization to consult with the student's physician regarding any medication prescribed by such physician.

Media Center

Students must check out materials from the librarian on duty. Each borrower is responsible for all books checked out in his/her name. If a book is lost and not found by the end of the semester, the student must pay for it. Students must also pay for any damage they cause to library books.

Memorials

Memorials or plaques honoring deceased students are not allowed in or on the school grounds. Dedications to students will not be allowed.

Scholarships in the deceased person's name will not be set up by the school. Scholarships set up by outside organizations or individuals, such as a foundation, will be allowed.

Opting Out of Assessments

The Board of Education has adopted a policy on approval and denial of state and federal assessment opt-out requests, which is based on requirements in law. The policy can be requested by contacting the Superintendent of Schools at 402-645-3326 or can be viewed online by visiting: <https://meeting.sparqdata.com/Public/Book/southern schooldistrictschools?docTypeId=857&file=5cb39a5d-b881-4c71-9dcf-1be2ed019030> .

Parental Involvement

The school district recognizes the unique needs of students who are being served in its Title I program, and the importance of parent and family engagement in the Title I program. Parent and family engagement in the Title I Program shall include, but is not limited to:

1. An annual meeting to which all parents of participating children will be invited to inform parents of their school's participation under this part, to explain the requirements of this part, and the right of the parents to be involved. Invitations may take the form of notes sent with students or announcements in the school newsletter. Additional meetings may be scheduled, based upon need and interest for such meetings.
2. An explanation of the details for the child's and parents' participation, including but not limited to: curriculum objectives, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards, type and extent of participation, parental input in educational decisions, coordination, and integration with other Federal, State, and district programs, and evaluations of progress.
3. Opportunities for participation in parent involvement activities, such as training to help parents work with their children to improve achievement. A goal of these parent activities is to provide parents with opportunities to participate in decisions relating to the education of their students, where appropriate.
4. The district will, to the extent practicable, provide parents of limited English proficiency, parents with disabilities, parents with limited literacy, are economically disadvantaged, are of a racial or minority background or parents of migratory children with

opportunities for involvement in the Title I Program. Communication to parents about student progress and the district's other Title I Program communications will be provided in the language used in the home to the extent practicable. Responses to parent concerns will be provided in a timely manner.

5. Opportunities for parent-teacher conferences, in addition to those regularly scheduled by the school district, if requested by the parents or as deemed necessary by school district staff.
6. The district will coordinate and integrate parental involvement programs and activities with other programs in the community. These may include cooperation with other community programs such as Head Start and preschools and other community services such as the public library.
7. The district will educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.

Parties

Elementary classes may have seasonal parties during the year. Parents shall communicate with their student's classroom teacher for the teacher's rules regarding birthday and holiday parties.

Personal Items

The school provides the necessary equipment for classroom and school day activities. **Students should not bring items such as athletic equipment, electronic devices, toys, or other similar personal items to school unless they have the prior permission of their classroom teacher or a school administrator. The school is not responsible for damaged or lost personal items or equipment.**

Physical Education

The school district requires students to receive physical education to assist them in developing gross and fine motor skills. Students are not required to wear P.E. uniforms, but are encouraged to wear tennis shoes for P.E.

Physical Exam

Students entering kindergarten and the seventh grade, and those entering school from another state, are statutorily required to show evidence that they have had a physical examination within six months prior to the date of entering school.

Pictures

The school district arranges for a photographer to be present at school in the fall to take class pictures. Parents will be notified of the date. Included in the individual packet is a class composite. Parents who want pictures of their students or of their student's class composite may purchase them directly from the photographer.

Playground Rules

Students must follow these rules to keep the playground safe when they are using the playground as part of the school day:

1. Students must obey the playground supervisor at all times.
2. Students may not enter the street/highway to retrieve a ball unless given permission by the playground supervisor.
3. Students must play away from the school windows.
4. Touch and flag football are permitted, but tackle football is prohibited. Students may only play football on grassy areas.
5. Students may throw balls and other authorized play equipment. They may not throw rocks, gravel, snowballs, and clothing.
6. Students must use the playground equipment properly and in a safe manner.
7. Students may not leave the playground after they have arrived at school for the day.

Students who violate these rules will be disciplined with the loss of recess or other privileges, detention, and/or other consequences.

The school's playgrounds, equipment, and surrounding areas are generally not supervised. Staff will supervise students when the students are using these areas as part of the school day or as part of a school activity. At all other times and in all other circumstances, the school district does not provide supervision of its playgrounds, equipment, and surrounding areas.

Police Questioning and Apprehension

Police or other law enforcement officers may be called to the school at the request of school administration, or may initiate contact with the school in connection with a criminal investigation. The school district shall inform parents when law enforcement officers seek access to their student prior to the student being questioned unless the officers are investigating charges that the student has been the victim of abuse or neglect. Members of the school district staff will comply with board policy regarding police questioning of students.

Protection of Student Rights

The Board of Education respects the rights of parents and their children and has adopted a Protection of Pupil Rights policy in consultation with parents to

comply with the Protection of Pupil Rights Amendment (PPRA). The policy is available on the district's website or upon request from the district's administrative office. Parents may opt their child out of participation in activities identified by the Protection of Pupil Rights policy by submitting a written request to the superintendent. The approximate dates during the school year when a survey requesting personal information as defined in the Protection of Pupil Rights policy is scheduled are as follows: anytime during the fall and spring semesters. Parents may have access to any survey or other material described in the Protection of Pupil Rights policy by submitting a written request to the superintendent.

ACT Exam

Students taking the ACT Exam will be prompted to complete a short, optional questionnaire addressing a number of topics. If you wish to review this questionnaire prior to the administration of the exam, please submit a written request to the superintendent.

Public Displays of Affection

Students may not engage in public displays of affection that are disruptive to the school environment or distracting to others. Prohibited conduct includes hugging, kissing, touching or any other display of affection that a staff member determines to be inappropriate.

Rights of Custodial and Non-Custodial Parents

The school district will honor the parental rights of natural and adoptive parents unless those rights have been altered by a court.

The term "custodial parent" refers to a biological or adoptive parent to whom a court has given primary physical and legal custody of a child, and a person such as a caseworker or foster parent to whom a court has given legal custody of a child.

The district will not restrict the access of custodial and non-custodial parents to their students and their students' records, unless the district has been provided a copy of a court order that limits those rights. If the district is provided such a court order, school officials will follow the directives set forth in the order.

The district will provide the custodial parent with routine information about his or her child, including notification of conferences. The district will not provide the non-custodial parent with such information on a routine basis, but will provide it upon the non-custodial parent's request unless it has been denied by the courts.

A non-custodial parent who wishes to attend conferences regarding his or her child will be provided information about conference times so both parents may attend a single conference. The district is not required to schedule separate conferences if both parents have been previously informed of scheduled conference times.

If either or both parents' behavior is disruptive, staff members may terminate a conference and reschedule it with appropriate modifications or expectations.

Secret Organizations

Secret organizations are prohibited. School officials shall not allow any person or representative of any such organization to enter upon school grounds or school buildings for the purpose of rushing or soliciting students to participate in any secret fraternity, society, or association.

School Day

The school day typically begins at 8:13 a.m. and ends at 3:33 p.m. at the Elementary School and the school day typically begins at 8:10 a.m. and ends at 3:38 p.m. at the Jr./Sr. High School. Students are to leave the school grounds after dismissal. School staff will provide supervision for students on school grounds 28 minutes before the school day begins and 27 minutes after the school day ends. **There will be no supervision provided by the school before or after these times.** Parents must arrange for their children to leave school promptly at the end of the day.

Self Management of Diabetes or Asthma/Anaphylaxis

Subject to school policy, the school district will work with the parent or guardian in consultation with appropriate medical professionals to develop a medical management plan for a student with diabetes, asthma, or anaphylaxis. Parents desiring to develop such a plan should contact the building principal.

Smoking and Tobacco

Smoking, including the use of cigarettes, cigars, or other tobacco or tobacco derivative products; vapor products or electronic nicotine delivery systems; alternative nicotine products; or any other such look-alike or imitation product, is permitted on school property only in specifically designated areas for non-Southern students.

Sniffer (Drug) Dogs

The administration is authorized to use sniffer dogs to minimize the presence of illicit items on school grounds. Students and staff are specifically notified of the following:

1. Lockers may be sniffed by sniffer dogs at any time.
2. Vehicles parked on school property may be sniffed by sniffer dogs at any

time.

3. Classrooms and other common areas may be sniffed by sniffer dogs at any time students and staff are not present.
4. If contraband of any kind is found, the student or staff member shall be subject to appropriate disciplinary action.

Standardized Testing

The Measures of Academic Progress (MAP) is administered annually in grades 2-10 to determine the students' achievement probability for individual success. Tests are administered in the fall and spring, and the results are sent home.

Student Assistance

Parents who believe their students have any learning, behavior, or emotional needs that they believe are not being addressed by the school district should contact the student's teacher. If appropriate, the teacher may convene the Student Assistance Team (SAT). The SAT can explore possibilities and strategies that will best meet the educational needs of the student.

Student Fee Policy

The school district shall provide free instruction in accordance with the Nebraska State Constitution and Nebraska state law. The district also provides activities, programs, and services that extend beyond the minimum level of constitutionally required free instruction. Under the Public Elementary and Secondary Student Fee Authorization Act, the district is permitted to charge students fees for these activities or to require students to provide specialized equipment and attire for certain purposes. This policy is subject to further interpretation or guidance by administrative or board regulations. Students are encouraged to contact their building administration, their teachers or their coaches, and sponsors for further specifics.

Definitions.

1. "Students" means students, their parents, guardians or other legal representatives.
2. "Extracurricular activities" means student activities or organizations that (1) are supervised or administered by the district; (2) do not count toward graduation or advancement between grades; and (3) are not otherwise required by the district.
3. "Post-secondary education costs" means tuition and other fees associated with obtaining credit from a post-secondary educational institution.

Listing of Fees Charged by this District.

- 1. Clothing Required for Specified Courses and Activities.** Students are responsible for complying with the district's grooming and attire guidelines and for furnishing all clothing required for any special programs, courses, or activities in which they participate. The teacher, coach, or sponsor of the activity will provide students with written guidelines that detail any special clothing requirements and explain why the special clothing is required for the specific program, course, or activity.
- 2. Safety Equipment and Attire.** The district will provide students with all safety equipment and attire that is required by law. Building administrators will assure that (a) such equipment is available in the appropriate classes and areas of the school buildings, (b) teachers are directed to instruct students in the use of such devices, and (c) students use the devices as required. Students are responsible for using the devices safely and as instructed.
- 3. Personal or Consumable Items.** The district does not provide students with personal or consumable items for participation in courses and activities including, but not limited to, pencils, paper, pens, erasers, and notebooks. Students who wish to supply their own personal or consumable items may do so, as long as those items comply with the requirements of the district. The district will provide students with facilities, equipment, materials, and supplies, including books. Students are responsible for the careful and appropriate use of such property. Students will be charged for damage to school property caused by the student and will be held responsible for the reasonable replacement cost of any school property that they lose.
- 4. Materials Required for Course Projects.** The school district will provide students with the materials necessary to complete all basic curricular projects. In courses where students choose to produce a project that requires materials beyond the basic materials provided by the district, the students will either furnish the materials, purchase the materials from the school, or purchase the materials from an outside vendor with an order form provided by the school.
- 5. Extracurricular Activities.** The school district may charge students a fee to participate in extracurricular activities to cover the district's reasonable costs in offering such activities. The district may require students to furnish specialized equipment and clothing that is required for participation in extracurricular activities, or may charge a reasonable fee for the use of district-owned equipment or attire. Attached to this policy

is a list of the fees charged for particular activities. The coach or sponsor will provide students with additional written guidelines detailing the fees charged, the equipment and/or clothing required, or the usage fee charged. The guidelines will explain the reasons that fees, equipment, and/or clothing are required for the activity.

The following list details the maximum dollar amount of all extracurricular activities fees and the specifications for any equipment or attire required for participation in extracurricular activities:

- Student Activity Card: \$30.00
 - Covers admission to all extracurricular events
- Student Participation Fee: \$0.00
 - Required of all students who participate in athletics and/or other extracurricular activities
- Future Business Leaders of America: \$100.00
- National Honor Society: \$100.00
- Cheerleading, Drill Team, Flag Corps: \$0.00
 - Students must purchase uniforms and shoes selected by the sponsor and/or student group. The maximum dollar amount charged by the school district for these items will be: \$350.00
- Football: \$ 0.00
 - Students must provide their own football shoes, undergarments, and mouthguards
- Golf: \$0.00
 - Students must provide their own golf shoes, undergarments, and clubs
- Softball: \$0.00
 - Students must provide their own shoes, gloves, and undergarments
- Track, Volleyball, and Wrestling: \$0.00
 - Students must provide their own shoes and undergarments
- Future Farmers of America: \$200.00
 - Students must purchase their own jackets and pay dues
- Spanish Club: \$50.00

6. Post-Secondary Education Costs. Some students enroll in post-secondary courses while still enrolled in high school. As a general rule, students must pay all costs associated with such post-secondary courses. However, for a course in which students receive high school credit or a course being taken as part of an approved accelerated or differentiated curriculum program, the district shall offer the course without charge for

tuition, transportation, books, or other fees. Students who chose to apply for post-secondary education credit for these courses must pay tuition and all other fees associated with obtaining credits from a post-secondary educational institution.

- 7. Transportation Costs.** The district will charge students reasonable fees for district-provided transportation services to the extent permitted by federal and state statutes and regulations. The maximum dollar amount of the transportation fee charged by this district shall be \$100.00.
- 8. Copies of Student Files or Records.** The school district will charge a fee for making copies of a student's files or records for the student's parents or guardians. The Superintendent or the Superintendent's designee shall establish a schedule of student record fees. Students' parents have the right to inspect and review the students' files or records without the payment of a fee, and the district shall not charge a fee to search for or retrieve any student's files or records. The district will charge a fee of \$0.15 cents per page for reproduction of student records.
- 9. Participation in Before-School, After-School or Pre-Kindergarten Services.** The district will charge reasonable fees for participation in before-school, after-school or pre-kindergarten services offered by the district pursuant to statute.
- 10. Participation in Summer School or Night School.** The district will charge reasonable fees for participation in summer school or night school and may charge reasonable fees for correspondence courses. The maximum dollar amount for summer and night school shall be \$0.00.
- 11. Charges for Food Consumed by Students.** The district will charge for items that students purchase from the district's breakfast and lunch programs. The fees charged for these items will be set according to applicable federal and state statutes and regulations. The district will charge students for the cost of food, beverages, and the like that students purchase from a school store, vending machine, booster club or from similar sources. Students may be required to bring money or food for field trip lunches and similar activities.

The maximum dollar amount charged by the district for the breakfast and lunch programs is as follows:

- Breakfast Program – Grades PK-6
 - Regular Price \$2.10
 - Reduced Price \$0.30
- Breakfast Program – Grades 7-12
 - Regular Price \$2.10

- Reduced Price \$0.30
- Lunch Program – Grades K-6
 - Regular Price \$3.00
 - Reduced Price \$0.40
- Lunch Program – Grades 9-12
 - Regular Price \$3.10
 - Reduced Price \$0.40
- Second milk \$0.35

12. Charges for Musical Extracurricular Activities. Students who qualify for fee waivers under this policy will be provided, at no charge, the use of a musical instrument in optional music courses that are not extracurricular activities. For musical extracurricular activities, the school district will require students to provide the following equipment and/or attire:

- Band students must provide their own instruments.
- Swing choir students must purchase outfits and shoes selected by the sponsor and/or student group. The maximum dollar amount charged by the district for these materials will be \$200.00.

13. Contributions for Class Extracurricular Activities. Students are eligible to participate in a number of extracurricular activities during their years in Junior/ Senior High school, including prom, various senior recognitions, and graduation. In order to fund these extracurricular activities, the school district will ask each student to make a contribution to their class's fund beginning in seventh grade. This contribution is completely voluntary. Students who chose not to contribute to the class fund are still eligible to participate in the extra activities. The suggested donation to the class fund will be \$25.00 per year.

Waiver Policy.

Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for (1) participation in extracurricular activities, (2) materials for course projects, and (3) the use of a musical instrument in optional music courses that are not extracurricular activities. Students are not required to participate in the free or reduced-price lunch program to qualify for the waivers provided in this section. The district is not obligated to provide any particular type or quality of equipment or other material to eligible students. Students who wish to be considered for waiver of a particular fee must submit a completed fee waiver application to their building principal. Application forms are available in each school building office.

Voluntary Contributions to Defray Costs.

When appropriate, the district will request donations of money, materials, equipment, or attire from parents, guardians and other members of the community to defray the costs of providing certain services and activities to students. These requests are not requirements, and staff members of the district are directed to communicate that fact clearly to students, parents, and patrons.

Fund-Raising Activities

Students may be permitted or required to engage in fund-raising activities to support various curricular and extracurricular activities in which they participate. Students who decline to participate in fund-raising activities are not eligible under this policy for waiver of the costs or fees which the fund-raising activity was meant to defray.

Student Illness

Students who suffer from a significant illness which has an actual or expected duration of six months or more may be eligible for accommodations and supports under Section 504 of the Rehabilitation Act or under the Individuals with Disabilities in Education Act. The school will provide accommodations to students who are returning to school after a prolonged absence due to illness, including pediatric cancer, through a 504 plan or an IEP, as appropriate. The student's plan will include informal or formal accommodations, modifications of curriculum and monitoring by medical or academic staff as determined by the student's IEP team or 504 committee. Parents and staff will engage in ongoing communication about the needs of a student who is facing these circumstances.

Students who become ill at school will be sent to the building office where the school nurse or other school employee will determine the appropriate response. When a child is too ill to remain at school, a school employee will contact the child's parent(s) and arrange for the child to be picked up or sent home. If an illness or injury requires immediate medical attention, school officials shall attempt to contact the child's parent(s) regarding treatment for the child. If the parents cannot be contacted, school officials may have the child treated by an available physician. Students who show symptoms of a contagious disease may be sent home, and the district may require a physician's statement before allowing such students to return to school.

Student Records

The Family Education Rights and Privacy Act ("FERPA") provides parents certain rights with respect to their student's education records. These rights include the right to inspect and review the student's education records within 45 days of the date the school receives a request for access; and the right to

request the amendment of the student's education records that you believe to be inaccurate.

If parents believe one of their student's records is inaccurate, they should write to the school principal, clearly identify the part of the record they want changed, and specify why they believe it is inaccurate. If the school decides not to amend the record as requested, it will notify the parents of the decision and advise them of their right to a hearing regarding the request for amendment.

Directory Information. FERPA and the Nebraska Public Records Law authorize school districts to make "directory information" available for review at the request of non-school individuals. These laws also give parents and guardians a voice in the decision-making process regarding the disclosure of directory information regarding their children. The school district has designated the following as directory information:

name and grade, name of parent and/or guardian, address, telephone number, including the student's cell phone number, e-mail address, date and place of birth, dates of attendance, the image or likeness of students in pictures, videotape, film or other medium, major field of study, participation in activities and sports, degrees and awards received, social media usernames and handles, weight and height of members of athletic teams, most recent previous school attended, certain class work which may be published onto the Internet, classroom assignment and/or home room teacher, student ID number, user ID, or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems (but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only the authorized user). Directory information does not include a student's social security number.

Directory information about students may be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that market or manufacture class rings, sell student photographs or publish student yearbooks.

Federal law requires school districts to provide military recruiters and institutions of higher education with the names, addresses, and telephone listings of high school students unless parents have notified the school district in writing that they do not want this information disclosed without prior written

parental consent. Military recruiters will be granted the same access to a student in a high school grade as is provided to postsecondary educational institutions or to prospective employers of such students.

Parents who **OBJECT** to the disclosure of any directory information about their student should write a letter to the principal. This letter should specify the particular categories of directory information that the parents do not wish to have released about their child or the particular types of outside organizations to which they do not wish directory information to be released. This letter must be received by the school district no later than September 1 of each year.

Non-Directory Information

All of the other personally identifiable information about students that is maintained in the school district's education records will generally not be disclosed to anyone outside the school system except under one of two circumstances: (1) in accordance with the provisions of the FERPA statutes and related administrative regulations, or (2) in accordance with the parent's written instructions.

One FERPA exception permits disclosure to school officials with legitimate educational interests without consent. A school official includes, but is not necessarily limited to, a teacher or other educator, administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); school board member; volunteer; contractor or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, representative of the district's insurance providers, auditor, medical consultant, therapist, or a third-party website operator who has contracted with the school district or its agent to offer online programs for the benefit of students and/or the district; members of law enforcement acting on behalf of the school district; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a "legitimate educational interest" if the official needs to review an education record in order to fulfill a school-related professional, contractual, statutory, or regulatory responsibility.

The district will share information with the Department of Education necessary to comply with the requirement of state law that all third- year high school students take a college entrance exam. Any redisclosure of information related to the administration of this exam shall be governed by the agreement

between the Nebraska Department of Education and the third-party testing company.

Transfer of Records Upon Student Enrollment

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. The school is not obligated to inform parents when it makes a disclosure under this provision.

Complaints

Individuals who wish to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA may contact the Office that administers FERPA:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Student Schedule Changes

Student schedule changes may be made without penalty during the first five days of each semester. Drop and Add slips are to be obtained from the office of the School Counselor and must be signed by the school counselor and building principal before they are presented to the teacher of the class that is to be added or dropped.

After the first week of the semester, students who insist on dropping a class, except for instances of an extended illness, will receive a "0" on their permanent records, and that grade will be averaged into the student's cumulative grade point average. If an extended illness makes it impossible or impracticable for a student to successfully complete a class or classes, the student may be allowed to withdraw from a class or classes. If permission to withdraw is given by the building principal and guidance counselor, the grade(s) will not be averaged into the cumulative grade point average of the student.

Before students are allowed to withdraw from a class, the student, the parents of the student, the school counselor, and the building principal must communicate and review the circumstances of the situation. All available means that could be utilized to allow the student to successfully complete the course(s) must be reviewed before permission to withdraw is given by the building principal and school counselor.

Tardiness

A student who does not have a valid excuse for being tardy to any class may be required to serve detention. After four tardies to school, the student and parents may be required to meet with the principal to discuss the situation.

Telephone Calls

The school's telephone may be used only with permission of staff.

Threat Assessment and Response

The board of education is committed to providing a safe environment for members of the school community. Students, staff and patrons are urged to immediately report any statements or behavior that makes the observer fearful or uncomfortable about the safety of the school environment.

1. Definitions

- a. A **threat** is an expression of a willful intent to physically or sexually harm someone or to damage property in a way that indicates that an individual poses a danger to the safety of school staff, students or other members of the school community.
 - i. The threat may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or through any other means.
 - ii. A **transient threat** is an expression of anger or frustration that can be quickly or easily resolved.
 - iii. A **substantive threat** is an expression of serious intent to harm others which includes, but is not limited to, any threat which involves a detailed plan and means.
- b. A **threat assessment** is a fact-based process emphasizing an appraisal of observed (or reasonably-observable) behaviors to identify potentially dangerous or violent situations, to assess them and to manage/address them. Threat assessment is the process of identifying and responding to serious threats in a systematic, data-informed way.
 - i. The threat assessment process is distinct from student disciplinary procedures. The mere fact that the district is conducting a threat assessment does not by itself necessitate suspension, expulsion or emergency exclusion without complying with state law and board policy related governing those actions.

- ii. The threat assessment process is distinct from specialized instruction which a student with a disability may receive from the school district. The school district will not change a student's educational placement as that term is used in the Individuals with Disabilities in Education Act *solely* as part of a threat assessment.

2. Obligation to Report Threatening Statements or Behaviors.

All staff and students must report **substantive threats** to a member of the administration immediately and comply with any other mandatory reporting obligations. Staff and students who are unsure whether a threat is substantive or transient should report the situation. Staff and students must make such report regardless of the nature of the relationship between the individual who initiated the threat or threatening behavior and the person(s) who were threatened or who were the focus of the threatening behavior. Staff and students must also make such reports regardless of where or when the threat was made or the threatening behavior occurred.

THREATS OR ASSAULTS WHICH REQUIRE IMMEDIATE INTERVENTION SHOULD BE REPORTED TO THE POLICE AT 911.

3. Threat Assessment Team

The threat assessment team (team) shall consist of the superintendent, building principals, and school counselors, and local law enforcement. Not every team member need participate in every threat assessment. If the threat has been made by or is directed towards, a student with a disability, the threat assessment team must include a staff member who is knowledgeable about special education services or Section 504 of the Rehabilitation Act, as appropriate. Neither the student nor their student's family members are part of the threat assessment team.

The team is responsible for investigating all reported threats to school safety, evaluating the significance of each threat, and devising an appropriate response. The threat assessment team shall work closely with the crisis team in planning for crisis situations. The threat assessment team shall be familiar with mental health resources available to students, staff and patrons and shall collaborate with local mental health service providers as appropriate.

4. Threat Assessment Investigation and Response

When a threat is reported, the school administrator shall initiate an initial inquiry/triage and, in consultation with members of the threat assessment team, make a determination of the seriousness of the threat as expeditiously as possible. The school administrator must contact law enforcement if the

administrator believes that an individual poses a clear and immediate threat of serious violence.

If there is no reasonably apparent imminent threat present or once such an imminent threat is contained, the threat assessment team will meet to evaluate and respond to the threatening behavior. The team may, but is not required to, review the following types of information:

- Review of the threatening behavior and/or communication;
- Interviews with the individuals involved including students, staff members, and family members as necessary and/or appropriate;
- Review of school and other records for any prior history or interventions with the students involved;
- Any other investigatory methods that the team determines to be reasonable and useful.

At the conclusion of the investigation, the team will determine what, if any, response to the threat is appropriate. The team is authorized to disclose the results of its investigation to law enforcement and to the target(s) of any threatened acts. The team may refer the individual of concern to the appropriate school administrator for consequences under the school's student discipline policy or, if appropriate, report the results of its investigation to the student's individualized education plan team.

Regardless of threat assessment activities, disciplinary action and referral to law enforcement will occur consistent with board policy and Nebraska law.

5. Communication with the Public about Reported Threats

The team will keep members of the school community appropriately informed about substantive threats and about the team's response to those threats. This communication may include oral announcements, written communication sent home with students, or communication through print or broadcast media. However, the team will not reveal the identity of the individual of concern or of any target(s) of threatened violence unless permitted by law.

6. Coordination with the Crisis Team After Resolution of Threat

The threat assessment team will confer with the district's crisis team after a threat has been investigated to provide the crisis team with information that the crisis team may use in assessing or revising the district's All-Hazard School Safety Plan.

Transportation Services

The district operates school buses as a convenience for students and parents. They represent a substantial investment, and students are expected to care for and respect them.

Transportation to School

Students who ride the bus to school will arrive in time for them to eat breakfast at school. Parents must contact their bus driver if a student will not ride the bus on a given day. Bus drivers endeavor to adhere to their schedule, and will wait for riders only a short period of time so as not to jeopardize the time remaining for the rest of their schedule.

Non-resident or option enrollment students may ride the buses, but they will be charged a fee to be established by the board of education. Transportation Director will schedule bus routes, and questions concerning them should be directed to that office.

Students riding the bus will have a set stop in the morning and afternoon. We will not deviate from the set stop. If your student needs to go somewhere else afterschool (that is not their assigned stop) you will need to make other arrangements, only emergency situations will be considered by the administration and or transportation director. Normal designated stops are the Elementary and Jr./Sr. High School locations or the student's assigned stop.

Bus Regulations

Riding school vehicles is a privilege, not a right. The bus drivers have the same authority as teachers while transporting students. Students must comply with the following rules and all school conduct rules and directives while riding in school vehicles. In addition, students must also comply with the student code of conduct while riding in school vehicles. If misconduct is recurring, the student will not be allowed to ride the bus.

a) Rules of Conduct on School Vehicles:

- 1) Students must obey the driver promptly.
- 2) Students must wait in a safe place for the bus to arrive, clear of traffic and away from where the vehicle stops.
- 3) Students are prohibited from fighting, engaging in bullying, harassment, or horseplay.
- 4) Students must enter the bus without crowding or disturbing others and go directly to their assigned seats.
- 5) Students must remain seated and keep aisles and exits clear while the vehicle is moving.
- 6) Students are prohibited from throwing or passing objects on, from, or into vehicles.

- 7) Students may not use profane language, obscene gestures, tobacco, alcohol, drugs, or any other controlled substance on the vehicles.
- 8) Students may not carry weapons, look-a-like weapons, hazardous materials, nuisance items, or animals onto the vehicle.
- 9) Students may carry on conversations in ordinary tones, but may not be loud or boisterous and should avoid talking to the driver while the vehicle is in motion. Students must be absolutely quiet when the vehicle approaches a railroad crossing and any time the driver calls for quiet.
- 10) Students may not open windows without permission from the driver. Students may not dangle any item (e.g. legs, arms, backpacks) out of the windows.
- 11) Student must secure any item or items that could break or produce injury if tossed about the inside of the vehicle if the vehicle were involved in an accident
- 12) Student must respect the rights and safety of others at all times.
- 13) Students must help keep the vehicle clean, sanitary, and orderly. Students must remove all personal items and trash upon exiting.
- 14) Students may not leave or board the vehicle at locations other than the assigned stops at home or school unless approved prior to departure by the superintendent or designee.
- 15) Video cameras may be placed on buses, at random, to monitor student behavior on the bus.

b) **Consequences**

Drivers must promptly report all student misconduct to the administration. These reports may be oral or written. Students who violate the Rules for Conduct will be referred to their building principal for discipline. Disciplinary consequences may include a note home to parents, suspension of bus riding privileges, exclusion from extracurricular activities, in-school suspension, short term or long term suspension from school, and/or expulsion.

These consequences are not progressive, and school officials have discretion to impose any listed punishment they deem appropriate, in accordance with state and federal law and board policy.

c) **Records**

Records of vehicle misconduct will be forwarded to the appropriate building principal and will be maintained in the same manner as other student discipline records. Reports of serious misconduct may be forwarded to law enforcement.

Students riding the bus will have a set stop in the morning and afternoon. We will not deviate from the set stop. If your student needs to go somewhere else after school (that is not their assigned stop) you will need to make other arrangements, only emergency situations will be considered by the administration and/or transportation director. Normal designated stops are the Elementary School and Jr./Sr. High School locations or student's assigned stops.

Students who are not regular route riders may not ride the bus home with a friend.

Transportation to Activities

The school district provides transportation to students who are participating in school-sponsored events and they must ride to those events in a school vehicle. Students who wish to take private transportation home from a school event must submit a release form to the sponsor that has been signed by that student's parent.

Video Surveillance and Photographs

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, and to safeguard District facilities and equipment. Video cameras may be used in locations deemed appropriate by the Superintendent. If a video surveillance recording captures a student or other building user violating school policies or rules or local, state, or federal laws, it may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

Unless otherwise authorized by board policy or law, students are prohibited from making audio or video recordings during the school day on school grounds; when being transported to and from school activities or programs in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or by his or her designee; or at a school-sponsored activity or athletic event, unless the recording is made in a manner permitted by the school for members of the public. In such an instance, the students remain subject to the district's appropriate use and student discipline policies. For example, students are not prohibited from making recordings of an athletic event for their personal use similar to a parent or other patron are

permitted, subject to other applicable board policy. However, this policy generally prohibits students from using smart-speakers or other devices which actively or passively create or transmit audio or video recordings, including Google Home, Amazon Alexa, Apple HomePod, and AngelSense devices.

An exception will be made to this policy if photographs or video recordings are necessary to accommodate a student's disability or are required by the student's Individualized Education Plan (IEP) or Section 504 Plan.

In no event shall photographs or video recordings be taken or made in restrooms, locker rooms, or other areas where there is a reasonable expectation of privacy. Students who violate this policy may be subject to discipline up to and including expulsion.

Weather-Related School Closing

The Superintendent will occasionally announce an emergency early school dismissal, late start, or cancellation of school due to extreme heat, snow, or ice. School closings will be announced on KWBE, KOLN/KGIN-TV Channel 10, District Website & Social Media Pages, and Southern Public School's IRIS Alert system. Parents should assume that school is open and a regular schedule is being followed if there is no announcement concerning the school district. Please do not call the school or individual staff members to find out whether school is being canceled. Parents who do not believe it is safe to transport their students to school may keep their students home after contacting the district office.

If schools are closed due to severe weather conditions, all after-school activities will be canceled.

Withdrawal From School

Students who are moving from the district must notify the school office.

Work Permits

The building principal or other authorized school official shall be responsible for the issuance of work permits for children in accordance with state law.

SECTION TWO: ACADEMIC INFORMATION

Academic Lettering (Scholastic Banquet)

A student in grades 9-12 is eligible for an academic letter if he/she achieves Honor Roll status any three of the four quarters in a year. A student is eligible to attend the Scholastic Banquet if he/she achieves Honor Roll status on the first three quarters in a year.

Certificate of Attendance

To qualify for a Certificate of Attendance, which will be awarded at a time other than the commencement exercises, a student must: 1) attend four complete years of high school; and 2) accumulate 200 (87%) hours of classroom credit hours. Students may not participate in commencement exercises to receive a Certificate of Attendance except as provided by law.

Class Rank

Southern Public Schools does not use Class Rank in any capacity for high school students.

Credit for Non-Academic Work

Credit is not awarded for participation in extracurricular activities such as sports, speech, drama, etc. However, all such activities in which the student participates, as well as honors earned, are noted on the student's permanent record.

Grades

Students will receive letter grades for their academic core classes.

The Elementary School grading system is as follows:

Kindergarten – 6th Grade

A	Advanced (College & Career Ready Benchmark)
P	Proficient (On Track)
D	Developing
B	Beginning
N/A	Not Assessed at this Time

The Jr./Sr. High School grading system is as follows:

A+	99 – 100	C	80 – 82
A	96 – 98	C-	78 – 79
A-	93 – 95	D+	75 – 77
B+	90 – 92	D	72 – 74
B	87 – 89	D-	70 – 71
B-	85 – 86	F	69 or below
C+	83 – 84	I	Incomplete

In the elementary grades, students will receive standards-based letter grades in designated "core" curricular subjects and students will receive a participation rating in personal & social development and in special classes.

A student may earn an incomplete when he or she fails to complete classroom assignments. Any student in grades 7-11 who receives an incomplete will have this grade recorded on his/her permanent record until the required work is completed to the teacher's satisfaction. If a student does not remove an incomplete by completing the minimum classroom assignments, the incomplete will be calculated as a failing grade in determining the student's grade point average.

If a student does not remove an incomplete by completing the necessary work within two weeks of the end of the grading period, the incomplete will become a failing grade that the student may make up only by taking the entire course again. The two-week period may be extended by mutual agreement of the teacher, principal, and student.

A student who receives an incomplete during his/her senior year must satisfactorily complete the classroom assignments to participate in the graduation ceremony. Seniors with incompletes will not be dismissed from school attendance until the classroom assignments are completed to the teacher's satisfaction.

Graduation Requirements

Students must earn 230 total credit hours in order to graduate from high school.

Required courses and credit hours that students must complete in order to qualify for the High School Diploma are:

COURSE REQUIREMENTS	CREDIT HOURS
English	40 credits
Mathematics	30 credits
Science	30 credits
Social Studies	30 credits
Physical Education	10 credits
Business Education	5 credits
Personal Finance	5 credits
Fine Arts	5 credits

Remaining credits are considered to be electives and may be chosen by the student.

Transfer students must meet the minimum hour requirement for graduation both in terms of total number and specific subject areas. Substitutions may be made for deficiencies in required courses, provided that it was not possible to include the courses on the student's schedule while enrolled at this school district.

Students who receive special education services are mainstreamed into the regular education curriculum when appropriate. The curriculum content of regular education classes may be modified to accommodate the individual needs and abilities of verified special education students. Each curriculum modification will be included on the student's Individual Education Plan by the Multi-Disciplinary Team and/or school staffing teams composed of special and regular education staff. Hours in special education will be counted toward a high school diploma.

Parents of students who may not qualify for their high school diploma because of academic deficiencies will be notified of this possibility by the beginning of the second semester of the student's senior year.

Homework

Classroom teachers will often assign homework. Parents who have questions about homework or concerns about class work should contact the teacher. Questions not resolved by the teacher should be referred to the administration.

Each student is expected to spend some time preparing for studies outside of school hours. The amount of time that is needed will depend upon each student. Normally, at least an hour a day should be spent in preparing for an average assignment.

Students who struggle to complete assignments or who must spend an inordinate amount of time completing an assignment should seek the help and advice of their teachers and consult with the principal and/or the guidance counselor.

Honor Roll

A student whose grade point average for the marking period falls between 93.00 and 95.99 will be named to the Honor Roll. A student whose grade point average meets or exceeds 96.00 will be named to the Superior Honor Roll. A grade of lower than 85 (B-) in any course disqualifies a student from inclusion in the honor roll. A student must be enrolled in 20 credit hours to be eligible for the Honor Roll.

Mid-Term Graduation

Students are generally required to attend four years of high school (minimum of seven semesters) to be eligible to receive a diploma from the school district.

The Board of Education, upon receiving administrative recommendation, may grant mid-term exit from high school to students who have completed the requirements for graduation. To be considered for mid-term exit from high school, the student and his/her parents or guardian should apply during the first quarter of the student's senior year. The Board of Education will act on all requests. Any student who is granted mid-term exit from high school forfeits all privileges of high school enrollment, except the right to participate in commencement exercises.

Report Cards

Report cards will be issued within two weeks following the start of the next quarter unless otherwise announced.

SECTION THREE: STUDENT DISCIPLINE

General Discipline Philosophy

The school district has the authority to discipline students who behave inappropriately on the way to school, at school, during lunch, on the way home, and at all school activities (home and away or any time while on school or district property).

The school district's discipline is guided by the following principles:

1. The school district's discipline policy is intended to ensure that students take responsibility for their behavior.
2. Behavior expectations and the consequences for failing to meet those expectations will be clearly communicated to all students and their parents.
3. The severity of consequences for violating behavior expectations will generally be progressive in nature. That is, sanctions will increase with each instance of misconduct; however, each instance will be assessed on its own facts, and sanctions will be imposed based on the severity of the misconduct.
4. Parents play a vital role in supporting and reinforcing the school district's expectations of their students.
5. Behavior expectations apply to all students; consequences are enforced consistently without regard to a student's academic record or achievement.

Extracurricular activities including athletics, cheerleading, band, chorus, and club activities, are governed by the Student Activity Handbook. Students who are involved in extracurricular activities may face consequences related to the activity in addition to the consequences discussed in this handbook.

The school district reserves the right to refer to the appropriate non-school agency any act or conduct of its students which may constitute a crime under federal, state, county, or local law. The administration will cooperate with these agencies in their investigations.

Forms of School Discipline

Administrative and teaching personnel may take actions regarding student behavior that are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but need not be limited to, counseling of students, parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may

also include in-school suspensions during the day or mandatory attendance at Saturday school. When in-school suspensions, after-school assignments, Saturday School, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures; a failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school. District administrators may develop building-specific protocols for the imposition of student discipline.

In this section, references to "Principal" shall include building principals, the principal's designee, or other appropriate school district administrators.

Any statement, notice, recommendation, determination, or similar action specified in this section shall be effectively given at the time written evidence thereof is delivered personally to or upon receipt of certified or registered mail or upon actual knowledge by a student or his or her parent or guardian.

Any student who is suspended or expelled from school pursuant to this section may not participate in any school activity during the duration of that exclusion including adjacent school holidays and weekends. The student activity eligibility of a student who is mandatorily reassigned shall be determined on a case-by-case basis by the principal of the building to which the student is reassigned.

After School Sessions and Detentions

Teachers and administrators may require students to stay after school or to serve a detention when the student violates any of the rules contained in this handbook or violates classroom-specific conduct rules set by individual teachers.

Students who ride the bus home from school will be given a 24-hour notice of after-school time or a detention so that the parents may make plans to pick up the student the following day.

- After-school sessions will not exceed 30 minutes from the time of dismissal and are to be served in the teacher's room. A student who fails to attend an after school session may be given a detention by the teacher or may face additional disciplinary consequences up to and including long-term suspension and/or expulsion. A student who has a conflict with an after-school session is responsible for working it out with the teacher.
- Detentions are 30 minutes, served in the central office or the detention room designated by the building principal.

Saturday School

The building administrator may require a student to attend Saturday School for four hours on Saturday morning. Saturday School is held from 8:00 AM to 12:00 PM in a classroom staffed by teachers. Students follow strict rules and must work on assignments the entire time, except for short breaks. Students who do not follow Saturday School rules will be removed from the classroom and will face further disciplinary action.

In-School Suspension

The building administrator may require a student to serve in-school suspension. Students may be required to attend up to six hours per day of school-sponsored suspension at a designated location where they will study and participate in campus clean up. There will be zero tolerance for behavior problems from students placed in in-school suspension. Students not completing their In-School Suspension will face further disciplinary action.

Emergency Exclusion

Students may be emergency excluded from school pursuant to the board's separate policy on emergency exclusion or state law.

Short-Term Suspension

The Principal or the Principal's designee may exclude a student from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:

1. Conduct constituting grounds for expulsion as hereinafter set forth; or
2. Other violations of rules and standards of behavior adopted by the board of education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.

The following process will apply to short-term suspensions:

1. The Principal shall make a reasonable investigation of the facts and circumstances. Short-term suspension shall be imposed only after a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
2. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what he/she is accused of having done, an explanation of the evidence the authorities have, and an opportunity to explain his/her version of the facts.

3. Within 24 hours or such additional time as is reasonably necessary following the suspension, the Principal will send a written statement to the student and the student's parent or guardian, describing the student's conduct, misconduct, or violation of the rule or standard and the reasons for the action taken. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal ordering the short-term suspension before or at the time the student returns to school. The Principal shall determine who, in addition to the parent or guardian, is to attend the conference.
4. Students who are short-term suspended will be given the opportunity to complete classwork, including but not limited to examinations, under the following conditions: determined per incident.

Weapons and/or Firearms

Students may be disciplined for the possession of weapons and/or firearms pursuant to the board's separate policy on weapons and firearms or state law.

Long-Term Suspension

Students may be excluded by the Principal from school or any school function for a period of more than five school days but less than twenty school days (long-term suspension) for any conduct constituting grounds for expulsion as hereinafter set forth. The process for long-term suspension is set forth below.

Expulsion

1. **Meaning of Expulsion.** Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period.
2. **Summer Review.** Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year. The review will be conducted by the hearing officer who conducted the initial expulsion hearing, or a hearing officer appointed by the Superintendent in the event

no hearing was previously held or the initial hearing officer is no longer available or willing to serve, after the hearing officer has given notice of the review to the student and the student's parent or guardian. This review shall be limited to newly discovered evidence or evidence of changes in the student's circumstances occurring since the original hearing. This review may lead to a recommendation by the hearing officer that the student be readmitted for the upcoming school year. If the school board or board of education or a committee of such board took the final action to expel the student, the student may be readmitted only by action of the board. Otherwise, the student may be readmitted by action of the Superintendent.

3. **Suspension of Enforcement of an Expulsion:** Enforcement of an expulsion action may be suspended (i.e., "stayed") for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect, and as a condition of such suspended action, the student may be assigned to a school, class, or program/plan and to such other consequences which the school district deems appropriate.
4. **Alternative School or Pre-expulsion Procedures.** The school shall provide either an alternative school, class or educational program for expelled students or shall follow the pre-expulsion procedures outlined in Neb. Rev. Stat. 79-266.

Grounds for Long-Term Suspension, Expulsion, or Mandatory Reassignment:

The following conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, subject to the procedural provisions of the Student Discipline Act, Neb. Rev. Stat. § 79-254 through 79-296, when such activity occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event:

1. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes;
2. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, or repeated damage or theft involving property;
3. Causing or attempting to cause personal injury to a school employee, to a school volunteer, or to any student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision;

4. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student;
5. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (*see also board policy on weapons and firearms*);
6. Engaging in the unlawful possession, selling, dispensing, or use of a controlled substance or an imitation controlled substance, as defined in section 28-401, a substance represented to be a controlled substance, or alcoholic liquor as defined in section 53-103.02 or being under the influence of a controlled substance or alcoholic liquor (*note: the term "under the influence" for school purposes has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant*);
7. Public indecency as defined in section 28-806, except that this prohibition shall apply only to students at least twelve years of age but less than nineteen years of age;
8. Engaging in bullying as defined in section 79-2,137 and in these policies;
9. Sexually assaulting or attempting to sexually assault any person if a complaint has been filed by a prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or attempted to sexually assault any person, including sexual assaults or attempted sexual assaults that occur off school grounds not at a school function, activity, or event. For purposes of this subdivision, sexual assault means sexual assault in the first degree as defined in section 28-319, sexual assault in the second degree as defined in section 28-320, sexual assault of a child in the second or third degree as defined in section 28-320.01, or sexual assault of a child in the first degree as defined in section 28-319.01, as such sections now provide or may hereafter from time to time be amended;
10. Engaging in any other activity forbidden by the laws of the State of Nebraska which activity constitutes a danger to other students or interferes with school purposes; or
11. A repeated violation of any of the following rules, or a single violation if the conduct amounts to a criminal act, if such violations constitute a substantial interference with school purposes:
 - a. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, sex, national origin, or religion;
 - b. Dressing or grooming in a manner which violates the school district's dress code and/or is dangerous to the student's health

- and safety, a danger to the health and safety of others, or which is disruptive, distracting or indecent to the extent that it interferes with the learning and educational process;
- c. Violating school bus rules as set by the school district or district staff;
 - d. Possessing, using, selling, or dispensing tobacco, drug paraphernalia, an electronic nicotine delivery system, or a tobacco imitation substance or packaging, regardless of form, including cigars, cigarettes, chewing tobacco, and any other form of tobacco, tobacco derivative product or imitation, or electronic cigarettes, vapor pens, etc.;
 - e. Possessing, using, selling, or dispensing any drug paraphernalia or imitation of a controlled substance regardless of whether the actual substance possessed is a controlled substance by Nebraska law;
 - f. Possession of pornography;
 - g. Sexting or the possession of sexting images (a combination of sex and texting - the act of sending sexually explicit messages or photos electronically);
 - h. Engaging in initiations, defined as any ritualistic expectations, requirements, or activities placed upon new members of a school organization for the purpose of admission into the organization, even if those activities do not rise to the level of "hazing" as defined below. Initiations are prohibited except by permission of the superintendent;
 - i. Engaging in hazing as defined by state law and this policy. Hazing is defined as any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership in any school organization. Under state criminal law, hazing activities include, but are not limited to, whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with the intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act that endangers the physical or mental health or safety of any person. For purposes of school rules, hazing also includes any activity expected of someone joining a group, team, or activity that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate; personal servitude; restrictions on

personal hygiene; yelling, swearing and insulting new members/rookies; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin; binge drinking and drinking games; sexual simulation and sexual assault;

- j. Bullying which shall include cyber-bullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post or text message images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing to send e-mail to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target;
- k. Violation of the district's computer acceptable computer use policy are subject to discipline, up to and including expulsion;
- l. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a simulated or "look-a-like" weapon;
- m. Using any object to simulate possession of a weapon; and
- n. Any other violation of a rule or regulation established by a school district staff member pursuant to authority delegated by the board.

The length of any suspension, expulsion, or mandatory reassignment shall be as provided or allowed by law.

Reporting Requirement to Law Enforcement

Violations of this section will result in a report to law enforcement if:

1. The violation includes possession of a firearm;
2. The violation results in child abuse;
3. It is a violation of the Nebraska Criminal Code that the administration believes cannot be adequately addressed by discipline from the school district;

4. It is a violation of the Nebraska Criminal Code that endangers the health and welfare of staff or students; or
5. It is a violation of the Nebraska Criminal Code that interferes with school purposes.

Due Process Afforded to Students Facing Long-term Suspension or Expulsion

The following procedures shall be followed with regard to any long-term suspension, expulsion, or mandatory reassignment.

1. On the date of the decision to discipline, the Principal shall file with the Superintendent a written charge and a summary of the evidence supporting such charge.
2. The Principal shall serve the student and the student's parents or guardian with a written notice by registered or certified mail or personal service within two school days of the date of the decision to recommend long-term suspension or expulsion. The notice shall include the following:
 - a. The rule or standard of conduct allegedly violated and the acts of the student alleged to constitute a cause for long-term suspension, expulsion, or mandatory reassignment, including a summary of the evidence to be presented against the student;
 - b. The penalty, if any, which the principal has recommended in the charge and any other penalty to which the student may be subject;
 - c. A statement that, before long-term suspension, expulsion, or mandatory reassignment for disciplinary purposes can be invoked, the student has a right to a hearing, upon request, on the specified charges;
 - d. A description of the hearing procedures provided by the act, along with procedures for appealing any decision rendered at the hearing;
 - e. A statement that the principal, legal counsel for the school, the student, the student's parent, or the student's representative or guardian has the right (i) to examine the student's academic and disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct and (ii) to know the identity of the witnesses to appear at the hearing and the substance of their testimony; and

- f. A form on which the student, the student's parent, or the student's guardian may request a hearing, to be signed by such parties and delivered to the principal or superintendent in person or by registered or certified mail.
3. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if no hearing is requested or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a recommendation of the action to be taken to the superintendent, if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers.
4. Nothing in this policy shall preclude the student, student's parents, guardian, or representative from discussing and settling the matter with appropriate school personnel prior to the hearing stage.
5. If a hearing is requested within five days after receipt of the notice, the Superintendent shall appoint a hearing officer who shall follow the "hearing procedures" outlined below.
6. If a hearing is requested more than five school days following the receipt of the written notice, but not more than thirty calendar days after receipt, the Superintendent shall appoint a hearing officer who shall follow the "hearing procedures" outlined below, except that the time constraints set forth may differ as provided by law and this policy. The student shall be entitled to a hearing but the consequence imposed may continue in effect pending final determination.
7. If a request for hearing is not received within thirty calendar days following the mailing or delivery of the written notice, the student shall not be entitled to a hearing.

In the event a hearing is requested, the hearing, hearing procedures, the student's rights and any appeals or judicial review permitted by law shall be governed by the applicable provisions of the Nebraska Student Discipline Act (Neb. Rev. Stat. § 79-254 to 79-294). The school district will provide parents with copies of the relevant statutes upon request.

**SECTION FOUR:
STAFF DIRECTORY**

Members of the Board of Education:

David Zimmerman..... President
Carol Pralle..... Vice President
Emily Shockley..... Secretary
Angela Meyer..... Board Member
Betsy Frerichs..... Board Member
Jim Zvolanek..... Board Member

Administrative Staff:

Christopher Prosocki..... Superintendent
Jerry Rempe..... Elementary Principal
Jeff Murphy..... Jr./Sr. High School Principal

Office Staff:

Jane Mallam..... Bookkeeper
Becky Sullivan..... Superintendent's Secretary
Dawn Rakes..... Elementary Principal's Secretary
Karen Maguire..... Jr./Sr. High Principal's Secretary
Rae Oblinger..... Data Steward
Cody Sabey..... Technology Director

Elementary School Teaching Staff:

Annie Manley.....Preschool
Amanda Antholz.....Preschool
Taylor Landenberger.....Kindergarten
Jessica Tjaden.....Kindergarten
Kylie Betten.....Grade 1
Kimberly Milius.....Grade 1
Jonna Adams.....Grade 2
Lynn Sabey.....Grade 2
Mary Jane Spence.....Grade 3
Rhonda Epp.....Grade 3
Kane Hookstra.....Grade 4
Carly Vitosh.....Grade 5
Jolene Bartels.....Grade 5
Cathy Hayden.....Grade 6
Chaysen Bednar.....Grade 6
Morgan Nerverve.....Art
Dee Bednar.....Community Counselor
Stephanie Ware.....Literacy Coordinator/Title I
Shelly Gerdes.....Instrumental Music (5-6)
Becky Weyer.....Media Specialist (K-6)

Beth Willet.....Physical Education (K-6)
 Malinda Hock.....Special Education
 Stacy Fossler.....Special Education
 Tim Blecha.....Special Education
 Lorren Rahn.....Vocal Music (K-6)

Jr./Sr. High School Teaching Staff:

Brady
 Meyer.....Agriculture/Industrial Arts
 Morgan Nerverve.....Art
 Jamie Schluter.....Business
 Elizabeth Ogg.....English
 Melissa Omar.....English
 Michele Gerdes.....Instrumental Music (7-12)
 Preston Jurgens.....Mathematics
 Shannon Mick.....Mathematics
 Becky Weyer.....Media Specialist (7-12)
 Beth Willet.....Physical Education (7-12)
 Zack Emerson.....Physical Education (7-12)
 Nancy Bond.....School Counselor
 Jeff Tunink.....Science
 Jennifer Dunekacke-Hamm.....Science
 Janie Winter.....Social Studies
 Mike Ringen.....Social Studies
 Dominique Clay.....Spanish
 Heather McKinney.....Special Education
 Kalynne Breunsbach.....Special Education
 Shelby Thernes.....Special Education
 Lorren Rahn.....Vocal Music (7-12)

Child Nutrition Program:

Kim McMurray..... Head Food Service
 Jeanne Hardin..... Food Service Staff
 JoAnne Wieden..... Food Service Staff
 Pam Dorn..... Food Service Staff
 Noel Williams..... Food Service Staff
 Sue Davis..... Food Service Staff

Maintenance:

John Linder..... Head Maintenance
 Cody McKinney.....Maintenance Staff
 Randy Roberts.....Maintenance Staff
 Tammy Meints.....Maintenance Staff
 TJ Saathoff.....Maintenance Staff
 Tom Regan.....Maintenance Staff

Support Staff:

Patty Novotny.....3-Year-Old Preschool Paraeducator
Angela Spencer.....4-Year-Old Preschool Paraeducator
Bonnie Creek.....Primary Paraeducator
Darcie Schmidt.....Primary Paraeducator
Dona Bartels.....Primary Paraeducator
Ginger Riggs.....Primary Paraeducator
Kathy Mittan.....Primary Paraeducator
Lavone Rabstajnek.....Primary Paraeducator
Lori Moniz-Trisler.....Primary Paraeducator
Jessica Cooper.....Secondary Paraeducator
Wendy Garrels.....Secondary Paraeducator

Transportation Department:

Bonnie Creek..... Route Driver
Devin Riggs..... Route Driver
Diane Wallace..... Route Driver

**SECTION FIVE:
FORMS**

FORMS

This section contains forms that students and their parents must complete and return to the school office **NO LATER THAN September 2, 2020.**

RECEIPT

This Student Handbook is distributed in accordance with Nebraska State Law, Section 79-262, paragraph three which states in part: "Rules and Standards which form the basis for discipline shall be distributed to students and parents at the beginning of each school year or at the time of enrollment..."

Parents (or guardians) and students are required to sign & return the receipt form below before September 2, 2020

PARENT/STUDENT AGREEMENT

I have received and read the Student Handbook that describes the Southern School District's discipline policies, regulations, rules, and expectations to be followed by students enrolled in the Southern Public Schools, including the Drug Free School Policy. My child and I have discussed these policies and understand that we must comply with them.

RECOGNITION OF POTENTIAL AMENDMENTS OR SUPPLEMENTS

In light of the unique challenges and circumstances posed by the outbreak of the novel coronavirus and the recent promulgation of expansive federal regulations, the rules and information provided in this handbook may be supplemented or amended by the School District's administration at any time, consistent with applicable law and board policy. All parents shall be provided notice of any such changes by the district's regular means of contact. By signing below, you agree that you will read any such information and communications, discuss them with your child, and recognize that you must comply with all rules, procedures, and requirements as they apply at that time.

Parent/Guardian's Signature

Date

Parent/Guardian's Signature

Date

Student's Signature

Date

Student's Signature

Date

Student's Signature

Date

EMERGENCY INFORMATION

Student's Name

Parent/Guardian's Name(s)

Mailing Address

Home Phone

Father's Employer

Business Phone

Mother's Employer

Business Phone

Other Person Who May Be Contacted in Case of Emergency

Phone

Choice of Doctor

Phone

**PARENTAL AUTHORIZATION AND RELEASE FORM
ADMINISTRATION OF NON-PRESCRIPTION DRUGS TO STUDENTS**

While the administration of medications to students should be scheduled outside of school hours whenever possible, occasionally it may be necessary for school personnel to administer nonprescription drugs to a student as authorized by the student's parents, guardians, or medical professionals and state law. School personnel will only dispense those nonprescription drugs which have been approved by state and federal law for use as a drug and meet the definition of nonprescription drugs in Nebraska's Medication Aide law which states:

Nonprescription drugs means nonnarcotic medicines or drugs which may be sold without a medical order and which are prepackaged for use by the consumer and labeled in accordance with the requirements of the laws and regulations of this state and the federal government.

In order for students to be administered nonprescription medication by school personnel, a parent or guardian must:

- Complete and return this authorization form.
- Provide the district with any nonprescription drugs you wish to be administered in its original container from the manufacturer, which must include legible, unadulterated manufacturer instructions. The container must be labeled with the student's name.
- Provide the district with specific written instructions regarding the requested nonprescription drug's administration, including the date(s) the student is to be administered the drug, the dosage to be administered, the frequency of administration, and any other details or conditions relevant to administration.

School personnel will not administer nonprescription drugs in a manner inconsistent with the manufacturer instructions or state law. School personnel will not administer non-prescription drugs that is expired.

The undersigned are the parent(s), guardian(s), or person(s) in charge of

(name of the student)

I authorize and request school personnel to administer nonprescription drugs to my student. I release the school district, its officials, and employees from any and all liability concerning the administration of nonprescription drugs to my student.

DATED this ____ day of _____, 20__.

Parent/Guardian

Child's Name: _____

To be completed by parent/guardian:

I hereby authorize any person or persons designated by the principal to assist my child to take the following medications at school:

MEDICATION	DOSE	START DATE / STOP DATE	TIME	DIRECTIONS

Diagnosis or reason for medication:

DATED this _____ day of _____, 20__.

Parent/Guardian

All medications must be delivered to school AND picked up from the school by the parent/guardian. The medications will be stored in the school office (with the exception of inhalers as permitted by the physician).

**PARENTAL AUTHORIZATION AND RELEASE FORM
ADMINISTRATION OF PRESCRIPTION DRUGS TO STUDENTS**

The undersigned are the parent(s), guardian(s), or person(s) in charge of

(name of the student)

It is necessary that the student receive (name of drug) _____, a physician-prescribed drug, during school intervals beginning on (date) _____ and continuing through _____ (date)

I hereby request that the School District, or its authorized representative, administer the drug named above to my child named above, in accordance with the prescribing physician's instructions, and agree to:

1. Submit this request to the office.
2. Make certain the Physician's Request for the Administration of Prescription Medication by School Personnel is submitted to the office.
3. Make sure personally that the drug is received by the office, in the container in which it was dispensed by the prescribing physician or licensed pharmacist.
4. Make sure personally that the container in which the drug is dispensed is marked with the drug name, dosage, interval dosage, and date after which no administration should be given.
5. Submit a REVISED STATEMENT signed by the physician prescribing the drug to the office IF ANY OF THE INFORMATION PROVIDED BY THE PHYSICIAN CHANGES.
6. Release the School District and the Board of Education of the School District and all employees, agents, and the representatives of the School District from any liability concerning the giving or non-giving of the drug to the student.

DATED this _____ day of _____, 20__.

Parent/Guardian

**ADMINISTRATION OF MEDICATION TO STUDENTS
PHYSICIAN'S REQUEST FOR ADMINISTRATION OF PRESCRIPTION
MEDICATIONS BY SCHOOL PERSONNEL**

DATE _____

CHILD'S FULL NAME _____ is under my care and must take medication which I have prescribed during the school day.

Name of medication (as it appears on container in which the drug is stored)

Dosage and time _____

Date administration of drug is to begin

Possible adverse reactions to be reported to physician _____

Special instructions for the administration and storage of the drug _____

I or my designee(s) have trained school personnel or approved alternative training as adequate to administer the medication, have evaluated the situation, the general administration plan and if applicable, the self administration plan or emergency care plan, and deemed each to be safe and appropriate, and if applicable authorize the use of hypodermic syringes and needles or similar medical terms.

Name of Physician and Designee

Print or Type

Primary Phone Number

Secondary Phone Number

Signature of Physician

RECORD OF SELF-ADMINISTRATED MEDICINE

Parent's Phone _____

Student Name _____ Grade _____

Date to Begin _____ Date to End _____

Name of Medication _____

Dosage of Medication _____ Time _____

Doctor _____ Phone #1 _____

Phone # _____

Possible Adverse Reaction: _____

_____ gives permission for _____ our son/daughter to self-administer specific medications at school. This medication cannot be taken at any other non-school time.

DATED this _____ day of _____, 20____.

Students who are able to self-administer specific medication may do so provided:

1. The physician provides written authorization allowing self-administration of said medication.
2. The parent provides written authorization allowing self-administration of said medication.
3. Such medication is transported to the school and maintained under the student's control in the original, properly labeled package and (a) is not opened except when self-administering the medication, (b) is not self-administered during instructional time or in the presence of other students unless medically necessary, and (c) is not shown or exhibited to other students.
4. The student's physician or physicians' designee has (1) evaluated the situation and deemed it to be safe and appropriate; (2) documented this on the physician's authorization for the student's cumulative health record, and (3) approved the general administration plan.
5. The student and the student's physician or physician's designee have developed a plan for reporting and supervising self-administration.
6. The principal and appropriate teacher are informed that the student is self-administering prescribed medication.

Doctor's Signature _____

Southern Public Schools

2020-2021 District Calendar

July—2020

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

August—2020

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

September—2020

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

October—2020

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

November—2020

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

December—2020

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

Note: Any/all mechanical or weather related loss of school time will be made up at the discretion of the Board of Education and/or the Superintendent.

Student Instructional Days **175**
Teacher Contract Days **182**

August—2020

- 17-18 Teacher In-Service (No School)
- 19 First Day of Classes

September—2020

- 7 Labor Day (No School)

October—2020

- 1 Early Dismissal (1:20/1:30 p.m.)
Parent Teacher Conferences (3:00 p.m. – 8:00 p.m.)
- 2 Fall Break (No School)
- 12 Teacher In-Service (No School)
- 16 End of First Quarter (40 Days)
- 19 Second Quarter Begins
- 30 Teacher In-Service (No School)

November—2020

- 1 Standard Time Begins
- 25-27 Thanksgiving Break (No School)

December—2020

- 18 End of Second Quarter (41 Days)
Early Dismissal (1:20/1:30 p.m.)
- 21-31 Winter Break (No School)

January—2021

- 1 Winter Break (No School)
- 4 Teacher In-Service (No School)
- 5 First Day of Third Quarter

February—2021

- 11 Early Dismissal (1:20/1:30 p.m.)
Parent Teacher Conferences (3:00 p.m. – 8:00 p.m.)
- 12 Teacher In-Service (No School)

March—2021

- 5 Spring Break (No School)
- 11 End of Third Quarter (46 Days)
- 12 Spring Break (No School)
- 14 Daylight Savings Begins
- 15 Fourth Quarter Begins

April—2021

- 2-5 Spring Break (No School)

May—2021

- 7 Last Day for Seniors
- 15 Graduation (5:00 p.m.)
- 21 Early Dismissal (1:20/1:30 p.m.)
End of Fourth Quarter (48 Days)
- 24 Teacher In-Service (No School)

January—2021

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

February—2021

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

March—2021

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

April—2021

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

May—2021

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

June—2021

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

Key: Blue Font (Single Underline) = Late Start or Early Dismissal
Red Font = Holidays/Non-Contract Days (No School)
Red Font (Strikethrough) = Teacher In-Service (No School)
[] = First/Last Day of the Quarter

Southern Public Schools

Emergency Operations Plan

Updated: 6/4/2020

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SIGNATURE PAGE

This school emergency operations plan has been completed and approved through a collaboration of efforts in the community, including:

Name: Christopher Proski
Title: Superintendent
Date: 6/4/2020

Name: Jolene Bartels
Title: Teacher
Date: 6/4/2020

Name: Jeff Murphy
Title: Jr./Sr. High School Principal
Date: 6/4/2020

Name: Kalyne Breunsbach
Title: Teacher
Date: 6/4/2020

Name: Jerry Rempe
Title: Elementary School Principal
Date: 6/4/2020

Name: Tony Shepardson
Title: Wymore Police Department
Date: 6/4/2020

Name: John Linder
Title: Head of Maintenance
Date: 6/4/2020

Name: Tim Hanson
Title: Gage County Sheriff's Office
Date: 6/4/2020

Name: Lisa Wiegand
Title: Gage County Emergency Manager
Date: 6/4/2020

Name: Mark Meints
Title: Wymore Fire and Rescue
Date: 6/4/2020.

I. INTRODUCTION

A. Purpose of the Plan

The purpose of the Southern School Emergency Operations Plan (School EOP) is to identify and respond to incidents by outlining the responsibilities and duties of Southern School and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgeably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that Southern School has established guidelines and procedures to respond to threats, hazards and incidents in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in the plan below. The basic plan and the functional and hazard-specific systems outline an organized systematic method to prevent, prepare for, respond to, and recover from incidents. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. Southern School regularly schedules in-service training for faculty and staff.

Lastly, developing, maintaining, and exercising the School EOP increases Southern School's legal protection. Schools without established incident management procedures have been found liable for their absence of planning. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines on the best professional practices provides a margin of protection against liability.

B. Scope of the Plan

The Southern School Emergency Operations Plan outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, tribal, state, and federal government mandates; common and specialized procedures; and responses/recovery for specific hazards and vulnerabilities.

1. Definitions

Threats: Threats include situations to harm students, personnel, and/or facilities. Threats usually include those things that we can control, such as active killer, bullying, and suicide. Threats may require an interagency response involving law enforcement and/or emergency services depending on the size and scope of the incident.

Hazards: Hazards include situations to harm students, personnel, and/or facilities. Hazards usually include those things that we cannot control, such as tornadoes, floods, and chemical spills. Hazards may require an interagency response involving law enforcement and/or emergency services depending on the size and scope of the incident.

Incidents: An incident is an occurrence that requires a response to protect life or property. An incident is something that we most likely cannot control, such as car accidents, pandemics, and illness. The superintendent/principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this EOP.

2. School Board Policy Statement

The Southern School Emergency Operations Plan operates within the framework of the Southern School Board policy.

C. Situation Overview/Hazard Analysis Summary

1. School Population

a. General Population

The current enrollment of Southern Schools is approximately 200 preschool/elementary school students, located in Blue Springs. There are 50 middle school students, and 130 high school students located in Wymore.. These students are supported by a committed staff and faculty consisting of:

3	Superintendent/Principal/Building Administrators
41	Teachers
11	Instructional Assistants
2	Counselors
1	School Nurse/Health Assistant
6	Custodians/Maintenance Personnel
5	Office/support staff
6	Food Service/Cafeteria staff
3	Bus Drivers

A master schedule of classes, locations, grade levels, and staff are provided to each classroom and is available in the main office. The current master schedule of Southern School is also located in Appendix A in this plan.

b. Special Needs Population

Southern School is committed to the safe evacuation and transport of students and staff with special needs. The special needs population includes students/staff with:

- Students on the Autism Spectrum,
- Limited English proficiency,
- Blindness or visually impaired,
- Cognitive or emotional disabilities,
- Deaf or hard of hearing,
- Mobility/physical disabilities (permanent and temporary), and
- Medically fragile health (including asthma and severe allergies).

The school's current enrollment of students with special needs is approximately 77 students; however, this number fluctuates. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, wheelchairs, etc.

Classrooms containing students and staff that require additional assistance during an incident will be noted by an asterisk next to the room number during the applicable class period(s) on the master schedule. The list of students and staff with additional assistance needs, along with assigned staff trained to assist during drills, exercises and incidents are identified in Appendix B.

2. Building Information

Southern Elementary School is located on a 5-acre lot and includes 4 buildings, 1 baseball field, 1 football field, and 1 staff parking lot. All classes take place in the Elementary Building, the main building on campus.

Southern Jr./Sr. High school building is located on a square city block with 2 adjacent out-buildings and a parking lot. The football field is located at Arbor State Park.

Annotated maps of the buildings and grounds are included in Appendix C;

- _____ Evacuation routes
- _____ Shelter locations
- _____ Fire alarm pull stations
- _____ Fire hydrants
- _____ Fire extinguishers
- _____ First aid kits
- _____ AED (Automatic External Defibrillator)
- _____ Hazardous materials storage
- _____ Utility shutoffs
 - _____ Electricity
 - _____ Gas
 - _____ Water
 - _____ HVAC

Located in Appendix D are the list of local utility companies and their contacts for additional assistance.

3. Hazard Analysis Summary

Southern School is exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

In June 4, 2020 completed a thorough hazard analysis to identify any circumstances in the school or near the campus that may present unique problems or potential risk to people or property. The interior and exterior portions of all school buildings and school grounds have been assessed for potential hazards that may impact the site, the staff, and the students. Identified hazards have been assessed by risk and likelihood and ranked accordingly.

The most recent risk assessment by ALICAP Insurance Company was completed yearly in September..

In addition, the table on the following page briefly discusses Southern School's high-priority hazards including: weather related hazards, fire, chemical, intruder, civil disturbance, epidemics/pandemics, and criminal acts and/or terrorism.

Table 1. High-Priority Hazards

Tornado	Extreme Weather: Southern and its surrounding areas are vulnerable to severe local storms. The effects are generally transportation problems and loss of utilities, but can vary with the intensity of the storm, the level of preparation by Southern School, and the equipment and staff available to perform tasks to lessen the effects of severe local storms.
Fire/ Explosion	Fire hazard is included in the list of most prevalent types of hazard.
Chemical/ Hazardous Material	Hazardous chemicals are used for a variety of purposes and are regularly stored and transported through many areas in and around Southern.
Behavioral Health/ Social Media	Issues associated with behavioral health are becoming more prevalent in school districts across Nebraska. The same holds true when it comes to the prevalence of issues related to social media by our youth in Nebraska.
Criminal Activity/ Intruder	Southern School, like other public institutions, is vulnerable to criminal acts and/or intruders in our buildings.

4. Prevention, Preparedness, Response, and Recovery Overview

Prevention includes actions to avoid a threat or intervene to stop a threat from occurring. It also includes activities to reduce the loss of life and property from controllable and noncontrollable disasters. Prevention aims to avoid or lessen the impact of a disaster and provides value to the public by creating safer communities. Southern School is committed to taking proactive, prevention measures whenever possible to protect the safety and security of students and staff.

In addition, Southern School requires all staff to display identification badges. The school visitors and security protocols have been enhanced. All staff have been trained in our safety and security procedures, (etc.)

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. Southern School fosters preparedness at all levels including students, parents, teachers, staff and community partners. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementing drills and exercises, etc.

Response is the capability necessary to stabilize an emergency once it has happened or is certain to happen in an unpreventable way using both systems, Incident Command System (ICS) and the Standard Response Protocol (SRP). Southern School will establish a safe and secure environment to allow for the saving of lives and property and will facilitate the transition to recovery.

Recovery is the capability necessary to assist any school building impacted by an incident or emergency in restoring the health and well-being of students and the learning environment over the long-term. Successful recovery addresses the full range of psychological, emotional, and behavioral health needs associated with the disaster's impact and resulting recovery

challenges. Individuals and families will be better situated to manage their recovery once their basic needs are met, such as shelter, food, and reunification with family and household pets or service and assistance animals. Successful recovery depends on all recovery stakeholders having a clear understanding of pre- and post- disaster roles and responsibilities.

D. Planning Assumptions and Limitations

1. Planning Assumptions

Stating the planning assumptions allows Southern School to deviate from the plan if certain assumptions prove not to be true during operations. The School EOP assumes:

- The school community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/ or students. Rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Proper prevention actions, such as creating a positive school environment and conducting fire inspections, will prevent or reduce incident- related losses.
- Maintaining the School EOP and providing frequent opportunities for stakeholders (staff, students, parents, first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents.
- A spirit of volunteerism among school employees, students, and families will result in their providing assistance and support to incident management efforts.

2. Limitations

It is the policy of Southern School that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, Southern School can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

<http://disastermh.nebraska.edu/files/archive/DHHS%20Disaster%20Behavioral%20Health%20Risk%20Messages%20-%20June%202019.pdf>

II . CONCEPT OF OPERATIONS

This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

A. National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, prepare, respond, and recover, from the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive Federal grant funds. As part of its NIMS implementation, Southern School participates in the local government's NIMS preparedness program and believes it is essential to ensure that response/recovery services are delivered to schools in a timely and effective manner.

Southern School recognizes that staff and students will be first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers.

Southern School works with local government agencies to remain NIMS compliant. NIMS compliance for school districts includes completing the following:

- Adopt the use of the Incident Command System (ICS). Adopt the use of the NIMS and the use of SRP. Should a staff member desire more information about these, they can reference the ICS-100 web-based training as well as ICS-700, available free from FEMA.
- Participate in the local government's NIMS preparedness program and incorporate the school plan into the community EOP.
- Train and exercise the plan. All staff and students are expected to participate in training and exercising the plan's procedures and hazard-specific incident plans. The school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

B. Implementation of the Incident Command System (ICS)

In a major emergency or disaster, Southern School may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management.

The Incident Command System (ICS) will be used to manage all incidents and major planned events. [Note: The ICS approach can be used in all phases of incident management, including pre-incident, during incident, post-incident activities,]

The Superintendent/Principal/Incident Commander at Southern School will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the principal or other officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander.

C. Initial Response (Standard Response Protocol) (SRP)

SECURE - GET INSIDE, LOCK OUTSIDE DOORS (Threat related)

Secure is called when there is a threat or hazard outside of the school building. Whether it is due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground. Secure uses the security of the physical facility to act as protection.

Secure: is followed by the Directive: "Get Inside. Lock Outside Doors" and is the protocol used to safeguard students and staff within the building. (Threat is outside)

Lockdown: is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place. (Threat is close to or in the building)

Evacuate: is always followed by a location, and is used to move students and staff from one location to a different location in or out of the building. (Threat is inside)

Shelter: is always followed by a type and a method and is the protocol for group and self protection. (Threat is outside)

Hold: means to hold in your classroom or area. Clear the halls. (No threat involved)

School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from local officials and seek technical assistance from state and federal agencies and industry where appropriate. The superintendent/principal or his/her designee is responsible for activating the School EOP, including common and specialized procedures as well as hazard-specific incident plans.

III. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

This section establishes the operational organization that will be relied upon to manage the incident and includes:

- A list of the kinds of tasks to be performed by position and organization.
- An overview of who does what task.

The principals are not able to manage all the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or critical incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member must be familiar with his or her role and responsibilities before an incident occurs.

School staff may be required to remain at school to assist in an incident. In the event that this School EOP is activated, staff will be assigned to serve within the Incident Command System based on their expertise and training and the needs of the incident.

A. Administration (Superintendent & Building Principals)

The administration may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the administration still retains the overall responsibility for the overall safety of students and staff. However, delegating the authority to manage the incident allows the administration to focus on policy-level activities and interfacing with other agencies and parents. The administration shall coordinate between the superintendent's office and the Incident Commander.

B. Incident Commander

The Incident Commander responsibilities include:

- Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP.
- Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
- Determine whether to implement incident management protocols (i.e., Secure, Lockdown, Evacuate, Shelter), as described more fully in the functional systems in this document.
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- Work with emergency services personnel (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)
- Keep other administrators and officials informed of the situation.

C. Teachers

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise.

Responsibilities include:

- Attend to students with special and/or trauma needs.
- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
- Give appropriate action command during an incident.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the Incident Commander or designee.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- Render first aid if necessary. School staff will be trained and certified in first aid and CPR.

D. Paraprofessional Assistants

Responsibilities include:

- Assisting teachers as directed.

E. School Counselors

School Counselors provide assistance with the overall direction of the incident management procedures at the site.

Responsibilities include:

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge according to established incident management protocols.
- Render first aid if necessary.
- Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

F. School Nurse/Medical Team

Responsibilities include:

- Administer first aid or emergency treatment as needed.
- Supervise administration of first aid by those trained to provide it.
- Organize first aid and medical supplies.
- Administer medication as needed

G. Custodians/Maintenance Personnel

Responsibilities include:

- Survey and report building damage to the Incident Commander, Safety Officer, or Operations Section Chief.

- Control main shutoff valves for gas, water, HVAC, and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Keep Incident Commander or designee informed of the condition of school.

H. School Secretary/Office Staff

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers.
- Provide for the safety of essential school records and documents.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Provide assistance to the principal and Safety Team.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.

I. Food Service/Cafeteria Workers

Responsibilities include:

- Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Prepare feeding opportunities beyond school based operations.

J. Bus Drivers

Responsibilities include:

- Supervise the care of students if disaster occurs while students are in the bus.
- Transfer students to new locations when directed.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Transport individuals in need of medical attention.

K. Other Staff (e.g., Itinerant Staff, Substitute Teachers)

Responsibilities include:

- Reporting to the Incident Commander or ICS supervisor if requested or activated.

L. Students

Responsibilities include:

- Cooperate during emergency drills and exercises, and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.
- Develop an awareness of and associated prevention, preparedness, response, and recovery processes.
- Take an active part in school incident response/recovery activities, as age appropriate.

M. Parents/ Guardians

Responsibilities include:

- Follow all SRP procedures (secure, lockout, evacuate, and shelter).
- Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
- Participate in volunteer service projects for promoting school incident preparedness.
- Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
- Practice incident management preparedness in the home to reinforce school training and ensure family safety.
- Understanding their roles during a school emergency.
- Monitor school and community communications (school website, text notifications) for updates.
- Follow all requests and procedures regarding reunification of parents and students.

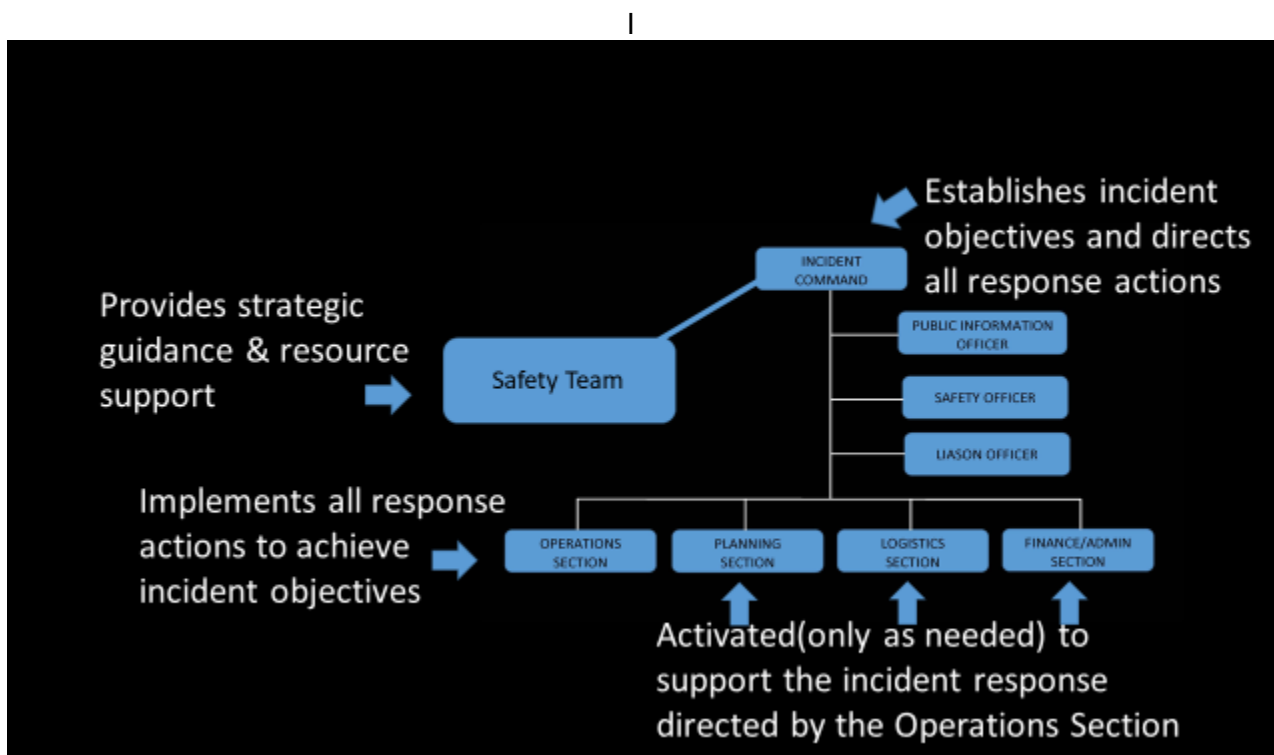
IV. DIRECTION, CONTROL, AND COORDINATION

A. School Incident Command System (ICS)

To provide for the effective direction, control, and coordination of an incident, either single site or multi-incidents, the School EOP will be activated including the implementation of the Incident Command System (ICS). An ICS Organizational Chart is located in Appendix E1. Appendix E2 is a list of your ICS contacts within your school. Appendix E3 is provided by the district and includes Finance/Administration Future School Budgets.

The Incident Commander is delegated the authority to direct tactical on-scene operation until a coordinated incident management framework can be established with local authorities. The Safety Team is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.

Figure 1. Incident Management Team



The ICS is organized into the following functional areas:

1. Incident Command: Directs the incident management activities using strategic guidance provided by the Safety Team.

School-related responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants. (including students, staff, volunteers, and responders)
- Coordinate media relations and information dissemination with the principal.

- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.
- Keep elected officials and other executives informed of the situation and decisions.
- Document all activities on Chronological Log of Activities. Appendix F

2. Operations Section: Directs all tactical operations of an incident including implementation of response/ recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Specific responsibilities include:

- Analyze school staffing to develop a Parent-Student Reunification Plan, and implement an incident action plan.
- Monitor site utilities (i.e., electric, gas, water, heat, ventilation/air conditioning) and shut off only if danger exists or directed by Incident Commander, and assist in securing the facility.
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff and parents.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.
- Document all activities on Chronological Log of Activities. Appendix F

As needed, the types of Operations Teams described in the following table may be established within the Operations Section.

Table 2 Operations Section Teams

Operations Team	Potential Responsibilities
Fire & Rescue Team	Fire & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Fire & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Fire & Rescue Teams are also responsible for: <ul style="list-style-type: none"> • Identifying and marking unsafe areas. • Conducting initial damage assessment. • Obtaining injury and missing student reports from teachers. • Provide triage & treatment services as needed. • Assessing and treating injuries.
First Aid/Health Team	First Aid Teams provide basic First Aid as needed. First Aid Teams are responsible for: <ul style="list-style-type: none"> • Setting up a first aid area for students. • Stop the bleed. • Completing master injury report. Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students or other disaster victims.

<p>Evacuation/ Shelter/Care Team</p> <p>Reunification Team</p>	<p>Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/ Shelter/Care Team is responsible for:</p> <ul style="list-style-type: none"> ● Establish an Incident Command. ● Classroom evacuation. ● Mobilize the reunification team. ● Provide a secure assembly area, greeting area, check in table, reunification area. ● Law Enforcement support and investigations. ● Student/Staff Transport. ● Proper unification paperwork. ● Accounting for the whereabouts of all students, staff, and volunteers. ● Coordinating with the Logistics Section to secure the needed space and supplies.
<p>Safety Team / Facility & Security Response Team</p>	<p>The Facility & Security Response Team is responsible for:</p> <ul style="list-style-type: none"> ● Locating all utilities and turning them off, if necessary. ● Securing and isolating fire/HazMat. ● Assessing and notifying officials of fire/HazMat. ● Conducting perimeter control.
<p>PFA Support Team</p>	<p>The PFA Support Team is responsible for:</p> <ul style="list-style-type: none"> ● Assessing the need for onsite mental health support. ● Determining the need for outside agency assistance. ● Providing onsite intervention/counseling. ● Monitoring well-being of school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief.
<p>Student Release Team</p> <p>Reunification Team</p>	<p>Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for:</p> <ul style="list-style-type: none"> ● Setting up a secure reunion area. ● Checking student emergency cards for authorized releases. ● Completing release logs. ● Coordinating with the Public Information Officer on external messages.

3. Planning Section: Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities.

Duties may include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.
- Document all activities on Chronological Log of Activities. Appendix F

4. Logistics Section: Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution, coordinating personnel; assembling and deploying volunteer teams, and facilitating communication among incident responders. This function may involve a major role in an extended incident.

Additional responsibilities include:

- Establish and oversee communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop telephone tree for after-hours communication.
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.
- Document all activities on Chronological Log of Activities. Appendix F

5. Finance/Administration Section: Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement, and recovering school records following an incident.

Additional duties may include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.
- Develop a system to monitor and track expenses and financial losses, and secure all records.
- Schools have to track finances for loss and should track for cost to the district.
- Document all activities on Chronological Log of Activities. Appendix F

This section may not be established onsite at the incident. Rather, the school superintendent/principal and school district management offices may assume responsibility for these functions.

B. Coordination With Safety Team

In complex incidents, a Safety Team will be convened at the school district Emergency Operations Center (EOC). The role of the Safety Team is to:

- Support the on-scene Incident Commander.
- Provide policy and strategic guidance.
- Help ensure that adequate resources are available.
- Identify and resolve issues common to all organizations.
- Provide factual information, both internally and externally through the Incident Commander.

The Southern School Superintendent/Principal/Incident Commander will keep the Safety Team informed.

C. Local Emergency Operations Plan (LEOP)

The Southern School District maintains a district Emergency Operations Plan (EOP) to address hazards and incidents in their district. The Southern School EOP has been developed to fit into the larger local county EOP in the case of a large-scale incident. Staff members that maintain and exercise the plan are in frequent contact with Gage County Emergency Manager, Wymore City Emergency Manager.

D. Coordination With First Responders

An important component of the Southern School EOP is a set of coordinated services with various county agencies to aid timely communication. Various agencies and services include county governmental agencies such as mental health, law enforcement, emergency management, and fire/rescue departments will offer cooperation and coordination.

If a school incident is within the authorities of the first-responder community, command will be transferred upon the arrival of qualified first responders. A transfer of command briefing shall occur. The school Incident Commander may be integrated into the Incident Command structure or assume a role within a Unified Command structure.

E. Source and Use of Resources

Southern School will use its own resources and equipment to respond to incidents until incident response personnel arrive.

V. COMMUNICATIONS

Communication is a critical part of incident management. This section outlines Southern School's communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, responders, and media.

A. Internal Communications

1. Communication Between Staff/Faculty Members

Faculty and staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

- **Telephone Tree:** A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school. The tree originates with the administration/crisis team, who contacts the staff (teachers, administrators, and support staff).
- **IRIS(Immediate Response Information System):** Web based automated phone messaging system. The system sends landline & cell phone calls, email & text messages.
- **Morning Faculty Meeting:** As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- **End-of-Day Faculty Meeting:** As appropriate, update information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

2. Communication With the School District Office

The Incident Commander will use Southern Schools private two-way radio network to stay in contact with the school administration of the school's status/needs.

B. External Communications

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents, media, and first responders will require clear and concise messages from Southern Schools about the incident, what is being done about it, and the safety of the children and staff.

1. Communication With Parents

Before an incident occurs, Southern School will:

- Discuss specific strategies with parents of students with special needs or trauma, the best way to support their children during an incident.
- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the school's Emergency Operations Plan, its purpose, and its objectives will be done through social media and school web-page.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

During the incident, Southern Schools may:

- Disseminate information via IRIS mass notification system, social media and school web-site, and/or radio announcements to inform parents about exactly what is known to have happened.
- Implement the plan to manage phone calls and parents who arrive at school.
- Describe how the school and school district are handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Provide a phone number, Web site address or recorded hotline where parents can receive updated incident information.
- Inform parents and students when and where school will resume.

2. Communication With Media

Incident Commander will:

- Designate a Public Information Officer.
- Establish an off-campus briefing area for media representatives. (Media Briefing Area)
- Coordinate messages with the superintendent/principal and Safety Team.

All Southern School employees are to refer requests for information and questions to the designated Public Information Officers or Joint Information Center. Templates for statements/press releases to the media, including standard procedures and protocols, have been developed and are included in appendix H.

Media contacts at the major television, Internet, and radio stations are maintained by the Public Information Officer (PIO) or superintendent/principal's executive assistant. In the case of an incident, these media contacts will broadcast Southern School's external communications plans for parents and guardians.

3. Handling Rumors

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, Southern School will:

- Provide appropriate information to internal groups including administrators, teachers, students, custodians, secretaries, paras, cafeteria workers, and bus drivers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- Conduct a faculty/staff meeting prior to staff members leaving so that facts can be clearly communicated.
- Designate and brief personnel answering calls to help control misinformation.
- Conduct briefings for community representatives directly associated with the school.
- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.
- Consistent statement is provided as a response to possible questions.

4. Communication With First Responders

The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. Southern School frequently exercises the School EOP with first responders to practice effective coordination and transfer of command.

5. Communication After an Incident (Recovery Process)

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

The staff/faculty teams will:

- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for state and federal assistance.
- Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, students, and parents on available crisis counseling services.
- Apprise the Gage County Office of Emergency Management.

The school district will:

- Review the use of the ICS and identify areas for modification.
- Identify recordkeeping requirements and sources of financial aid for state and federal disaster assistance.
- Establish absentee policies for teachers/students after an incident.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, telegroup tutoring, etc.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on prevention measures that can be incorporated into short-term and long-term recovery plans.

C. Communication Tools

Some common internal and external communication tools that Southern School may use include the following:

- **Landline Phone:** A school telephone number for parents to call for information during incidents.
- **Cell Phones:** Although not provided by the district, staff may use their personal cell phone for communications.
- **App:** The school district has an app available through the app store on a mobile device by searching "Southern School District".
- **Intercom systems:** The intercom system includes teacher-initiated communication with the office.
- **Bullhorns and megaphones:** A battery-powered bullhorn is part of the school's emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
- **Two-way radio:** Two-way radios provide a reliable method of communication between rooms and buildings at a single site. Also used to communicate with emergency personnel.
- **Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, and the district superintendent. An assigned staff member(s) will post information such as school evacuation, closure, or relocation on the home page of the school and district Website (<https://www.southernschools.org/>).
- **Fax machines:** Possible uses include off-campus accidents where lists of students and staff members involved, their location and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations include the designated fax number.
(Jr./Sr. High School: 402-645-8049 & Elementary/Preschool: 402-645-3740)
- **Alarm systems:** Alarms are in place and sound in different ways to signal different types of incidents - for example, fire lockdown or special alert (with instructions to follow). All staff/faculty, support staff, and students will be trained on what the sounds mean and how to respond to them.

VI. ADMINISTRATION, FINANCE, AND LOGISTICS

A. Agreements and Contracts

If school resources prove to be inadequate during an incident, Southern School will request assistance from local emergency services and other agencies.

B. Recordkeeping

1. Administrative Controls

Southern School is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with the established local fiscal policies and standard cost accounting procedures.

2. Activity Logs

The ICS Section Chiefs will maintain accurate Chronological Logs of Activities Appendix F recording key incident management activities including:

- Basic documentation by each role or position responsibilities with time and completed by whom.
- Activation or deactivation of incident facilities.
- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources.
- Issuance of protective action recommendations to the staff and students.
- Evacuations.
- Casualties.
- Containment or termination of the incident.

C. Incident Costs

1. Annual Incident Management Costs

The ICS Finance and Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that may be used in preparing future school budgets. Appendix E2 (District Created)

2. Incident Costs

The ICS Finance and Administration Section Chief will maintain detailed records of costs for incident management and operations to include:

- Personnel costs, especially overtime costs.
- Equipment operations costs.
- Costs for leased or rented equipment.
- Costs for contract services to support incident management operations.
- Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government.

D. Preservation of Records

In order to continue normal school operation following an incident, vital records must be protected. These include legal documents and student files as well as property and tax records. The likely causes of damage to records are fire and water; therefore, essential records should be protected accordingly (e.g., electronic, redundant backup, offsite electronic version). Details are outlined in the Continuity of Operations (COOP) Procedures, a functional system of this plan.

VII. PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

The Safety Team (including community partners) is responsible for the overall maintenance and revision of the Southern School EOP. The Safety Team is responsible for coordinating, training, and exercising the School EOP. The Team is expected to make recommendations for revising and enhancing the plan.

The local school board and the superintendent are responsible for approving and sharing of this plan. Although the board of education may take action to approve the Emergency Operation Plan (EOP), the administration has the authority to change the contents of the EOP so long as the changes are consistent with board policy. Community fire/rescue, law enforcement, and emergency managers' approval and suggestions may also be requested.

A. Approval and Dissemination of the Plan

The superintendent and principals will initiate the annual review of the EOP following the steps below. The local school board will approve the plan.

- Review and Update the Plan.
- Present the Plan to the local school board. (for Comment or Suggestions)
- Obtain Initial Plan Approval. (local school board)
- Distribute the Plan. Appendix J

1. Record of Changes

Each update or change to the plan will be tracked on Page 2 of this document. The record of changes will include: the change number, the date of the change, and the name of the person who made the change (the date the school board was informed/approved). The record of change will be in table format and maintained by the Safety Team.

2. Record of Distribution

Copies of plans and systems will be distributed to those tasked in this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan. The Safety Team will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered. Appendix J

B. Plan Review and Updates

The basic plan and its systems will be reviewed annually by the Safety Team, emergency management agency, law enforcement, fire/rescue, school board, and others deemed appropriate by school administration. The superintendent will establish a schedule for annual review of planning documents.

The School EOP will be updated based upon deficiencies identified during incident management activities and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.

C. Training and Exercising the Plan

Drill: The primary objective of a drill is for participants to build muscle memory, and practice an action to use in various events or situations. A secondary objective is for the people who are administering the drill to validate procedures, clarify roles and identify operational process gaps.

In the school safety context, it is critical to distinguish between drills and exercises. Drills are for staff and students, and are educational opportunities to practice a life skill.

Exercise: The overall learning objective of an exercise is to test response, capacity and resources across the system. An exercise often includes a description or enactment of an incident, depending on the type of exercise that's being conducted. Exercises are broader in scope. These typically present a hypothetical emergency scenario (hurricane, earthquake, biochemical emergency, etc.) designed to encourage people to think on their toes, work together, and apply lessons learned from Drills.

Tabletop Exercise: is a roundtable session administered by a facilitator. Team members discuss their roles and share observations regarding a simulated emergency scenario. It's designed to test each team's ability to refer and react to their role in the emergency plan, as well as their readiness to communicate with other teams as needed. These usually run a few hours in duration, and are highly valuable for identifying the unique threats in each community.

Functional Exercises: typically focus on specific team members and/or procedures, and are often used to identify process gaps associated with multi-agency coordination, command and control. In a Functional Exercise, participants perform their duties in a simulated emergency environment.

Full-scale Exercise: is similar in execution to a functional exercise, and is as close to the real thing as possible. It can include employees from multiple functions, community first responders, local businesses, and regulatory agencies. This type of exercise should utilize, to the extent possible, the actual systems and equipment that would be dispatched during a real event. From a duration stand-point, full-scale exercises often take place over the course of an entire business day.

Basic training and refresher training sessions will be conducted for all school personnel and students in coordination with local fire, EMS, law enforcement, and emergency managers.

School EOP training will include:

- Hazard and incident awareness training for all staff.
- Orientation to the School EOP.
- First Aid and CPR/AED training for designated staff.
- Two online FEMA courses, ICS 100 and IS-700, are both available for free at FEMA's Emergency Management Institute Website.

Additional training will include drills, tabletop, and functional exercises. Drills will be conducted at least once per semester. Exercises will occur at least once per school year. The details of training are outlined in the Multi-Year Training and Exercise Plan. Records of the training provided including date(s), type of training, and participant roster will be maintained.

Appendix K1: Record of Trainings

Appendix K2: Schedule/Record of Drills

Appendix K3: Record of Exercises

VIII. AUTHORITIES AND REFERENCES

The following regulations are the State authorizations and mandates upon which this School EOP is based. These authorities and references provide a legal basis for incident management operations and activities.

Rule 10

- 011.01B Each school system has a safety and security plan for the schools' in the system. The plan addresses the safety and security of students, staff and visitors. The plan is approved by the local governing body.
- 011.01C Each school system has a school safety committee which includes representatives of faculty, parents and the community. The committee meets at least annually to prepare and/or review safety and security plans and procedures including emergency plans and procedures.
- 011.01D The school systems safety and security plan(s) are reviewed annually by one or more persons not on the local school system safety committee and not an employee of the school system. The review will include a visit to school buildings to analyze plans, policies and procedures, and practices and recommendations. Any recommendations made as a result of the analysis are forwarded to the head administrator and to the school safety committee to be considered in making revisions to the plan.

79-2,143. State school security director; appointment.

The position of state school security director is created within the State Department of Education. The Commissioner of Education shall appoint the director based on experience, knowledge, and skills in the field of school security.

79-2,144. State school security director; duties.(those included are specific to EOP)

The state school security director appointed pursuant to section 79-2,143 shall be responsible for providing leadership and support for safety and security for the public schools. Duties of the director include, but are not limited to:

- (1) Collecting safety and security plans, required pursuant to rules and regulations of the State Department of Education relating to accreditation of schools, and other school security information from each school system in Nebraska. School districts shall provide the state school security director with the safety and security plans of the school district and any other security information requested by the director, but any plans or information submitted by a school district may be withheld by the department pursuant to subdivision (8) of section 84-712.05;
- (4) Identifying deficiencies in school security based on the minimum standards adopted by the State Board of Education and making recommendations to school boards for remedying such deficiencies;
- (5) Establishing security awareness and preparedness tools and training programs for public school staff;
- (8) Establishing tornado preparedness standards which shall include, but not be limited to, ensuring that every school conducts at least two tornado drills per year;

GUIDANCE: Authority for this Plan is contained in:

- A. Public Law 81-920 (Federal Emergency Management Act of 1950) as amended;
- B. Public Law 93-288 (Disaster Relief Act of 1974) as amended by PL 100-707;
- C. Public Law 99-499 (Superfund Amendments and Reauthorization Act of 1986) as amended;
- D. 44 CFR, Part 302, Emergency Management: State and Local Emergency Management Assistance (EMA), October 2011, as amended;

- E. RRS Sections 81-829.36 to 81-829.75, Nebraska Emergency Management Act of 1996, as amended, Cum. Supp. 2002;
- F. Nebraska Administrative Code, Chapter 7; Nebraska Emergency Management Agency Title 67, July 21, 2001;
- G. Nebraska Revised Statutes 81-201 (Reissue 1996), 54-701 (reissue 1998 and Cum. Supp. 2002, and 54-1180 to 54-1182 (Reissue 1998 and Cum. Supp. 2002), (Nebraska Department of Agriculture's general response procedures); 2-1072 to 2-10, 117, the Plant Protection and Pest Act; and 54-847 to 54-863, (Reissue 1998) the Commercial Feed Act; 81-2,257 to 81-2,261 (Reissue 1996 and Cum. Supp. 2002), the Nebraska Pure Food Act; S2-3901 to 2-3911 (Reissue 1997 and Cum. Supp. 2002), the Nebraska Pasteurized Milk Law; 2-3913 to 2-3946 (Reissue 1997 and Cum. Supp. 2002), Manufacturing Milk Act;
- H. USC Title 21, section 134(a), (USDA response procedures for animal disease events);
- I. USC Title 7, sections 7701-7772, (USDA Plant Protection Act);
- J. 21 CFR, Parts 500-599 (Food, Drug, and Cosmetic Act);
- K. Homeland Security Presidential Directive (HSPD) 5 "Management of Domestic Incidents," 28 Feb. 2003;
- L. Presidential Policy Directive (PPD) 8 "National Preparedness" March 30, 2011;
- M. State of Nebraska, Executive Order 05-02, State Adoption of the National Incident Management System (NIMS), March 4, 2005.

Functional Systems

Note:

Functional Systems address all-hazard critical operational functions, including:

- Common procedures.
- Specialized procedures.

Each functional system describes the policies, processes, roles, and responsibilities for that function.

All functional systems should address:

- Situations under which the procedures should be used.
- Who has the authority to activate the procedures.
- Specific actions to be taken when the procedures are implemented.

Functional systems do not repeat content but rather build on the information within the basic plan. This section presents three sample functional systems.

Standard Response Protocol (SRP)

I. PURPOSE

When all schools work off the same plan for an immediate response, success can be achieved in keeping our students safe in all buildings and activities, in any setting throughout the state. The statewide plan includes the use of a common language, common signage, and common protocol and when applied in all schools across the state will provide the safest and most secure settings possible.

Weather events, fires, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by school and district administration and staff. A statewide approach is necessary to enhance the preparation of all students, staff, and parents to respond immediately as protocol to any incident.

- For students, a common plan provides continuity of expectations and actions in any school and community setting throughout the state.
- For school staff, a common plan clarifies procedures and lends to simplified training and practice.
- The common language and protocols assist first responders with greater predictability throughout the duration of any incident.
- The expected procedures afford parents greater understanding of risk and can reduce the level of their stress.

In cases of an incident requiring a school to either secure, lockdown, evacuate and shelter or hold, the following procedure should be adhered to by students, staff, and parents.

SRP also acknowledges that some school incidents involve a tactical response from law enforcement, and suggests consulting with local law enforcement to share your specific, simple actions.

II. SCOPE

The Standard Response Protocol (SRP) is based not on individual scenarios but on the response to any given situation. Like the Incident Command System (ICS), SRP demands a specific vocabulary but also allows for greater flexibility. The premise is simple - there are four specific actions that can be performed during an incident.

Secure: is followed by the Directive: "Get Inside. Lock Outside Doors" and is the protocol used to safeguard students and staff within the building. (Threat is outside)

Lockdown: is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place. (Threat is close to or in the building)

Evacuate: is always followed by a location, and is used to move students and staff from one location to a different location in or out of the building. (Threat is inside)

Shelter: is always followed by a type and a method and is the protocol for group and self protection. (Threat is outside)

Hold: means to hold in your classroom or area. Clear the halls. (No threat involved)

III. RESPONSIBILITIES

To implement the Standard Response Protocol:

- All staff and students will undergo training and participate in incident management training and drills.
- Staff and bus drivers assigned to work with special needs students will communicate with SPED staff.
- Emergency management and response personnel will review and provide input into the plan.

IV. SPECIALIZED PROCEDURES

Each supervising staff member or site supervisor will determine the steps that need to be taken to ensure the safety and well-being of students and staff.

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Remain in the area until the "All Clear" is indicated

ADULTS

Close and lock door
Business as usual
Account for students and adults



SECURE! Get inside. Lock outside doors.

STUDENTS

Return inside
Business as usual
Monitored entry or controlled release of students as information increases

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Business as usual
Account for students and adults



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Lock interior doors
Turn out the lights
Move away from sight
Do not open the door
Maintain silence
Account for students and adults
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Evacuate to specified location
Bring your phone
Instructions may be provided about retaining or leaving belongings

ADULTS

Lead evacuation to specified location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

ADULTS

Lead safety strategy
Account for students and adults

Standard Reunification Method (SRM):

I. Purpose

One critical aspect of crisis response is accountable reunification of students with their parents or guardians in the event of a school crisis or emergency. The Standard Reunification Method provides school and district safety teams with proven methods for planning, practicing and achieving a successful reunification.

Crisis recovery starts with the crisis, not after. Without a plan to reunite students and parents, more than just the mental health demands which accompany a crisis are ignored; the responsibility of the school and district in maintaining the chain of custody for every student can be lost. No school is immune to emergencies; fires, floods, tornadoes, blizzards, power outages, bomb threats, acts of violence -- this is just a short list of events that could initiate a release and reunification for a school or district.

II. Scope

Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. This process is called a Reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. The Standard Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved. Because a reunification is not a typical end of school day event, a reunification may occur at a different location than the school a student attends. If this location is another school, then those students may be subject to a controlled release as well.

A predetermined, practiced reunification method ensures the reunification process will not further complicate what is probably already a chaotic, anxiety-filled scene. In fact, putting an orderly reunification plan into action will help defuse the emotion building at the site.

A reunification typically occurs because of a crisis or emergency. Consequently, not just students and parents are trying to function at extraordinary stress levels; staff, their families and other first responders also feel the strain. By having a defined process with signage, cards, branding, procedures and protocols, the school presents an organized, calm face to all involved. Fear or uncertainty often results from the unknown. By adopting, communicating and practicing a “known” procedure, the school removes some of that uncertainty.

SRM Operations Guide can be found at: <https://iloveguys.org/srm.html#>

The SRM Process in a Nutshell

The materials provide the fundamentals for a comprehensive district plan. The beauty of the Standard Reunification Method is its simplicity in the following steps:

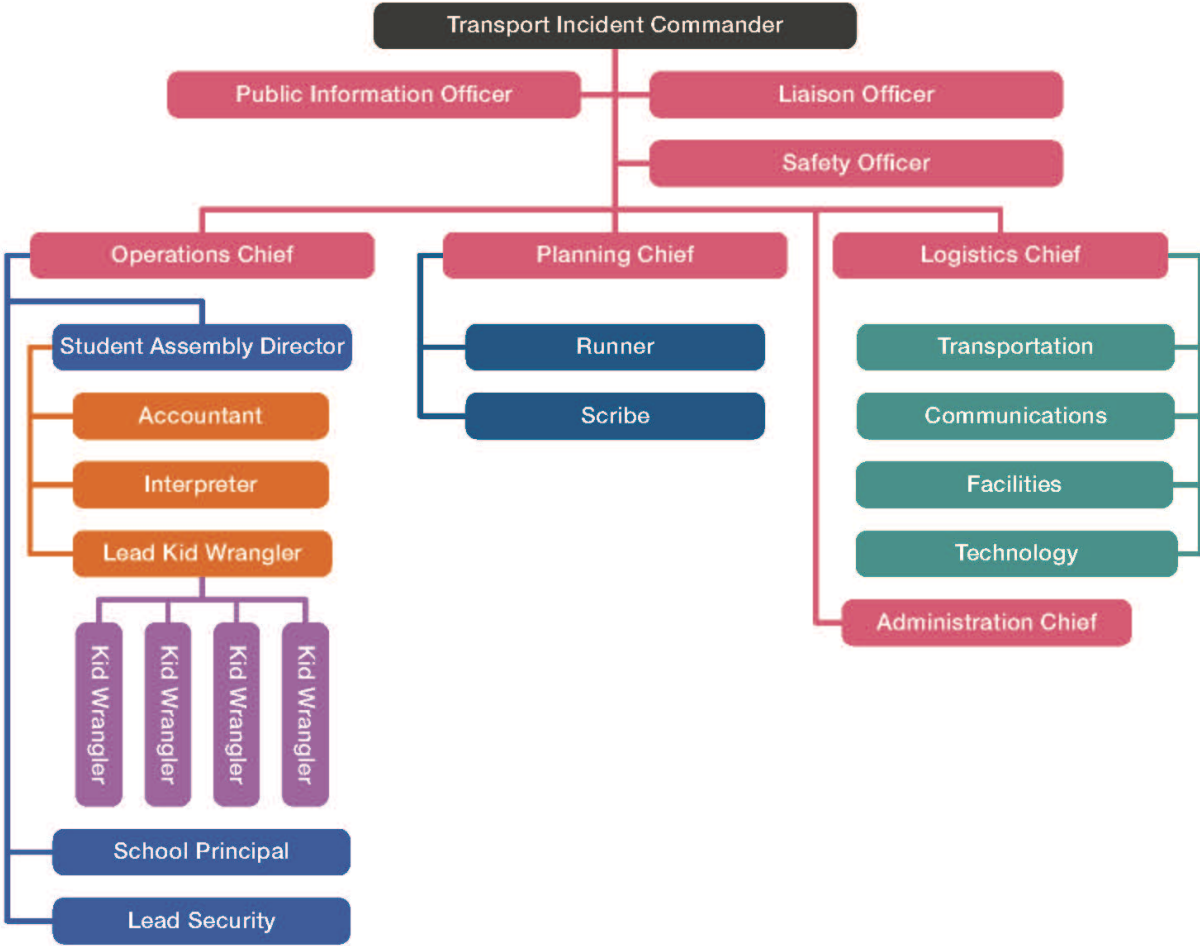
- Establish a parent check-in location.
- Deliver the students to the student staging area, beyond the field of vision of parents/guardians.
- Once students are on site, notify parents of location.
- “Greeters” direct parents/guardians to the parent check-in location, and help them understand the process.
- Parents/guardians complete Reunification Cards.
- Procedure allows parents/guardians to self-sort during check in, streamlining the process.
- The “Reunifier” recovers students from the student staging area and delivers to the parent.

- Controlled lines of sight allow for an orderly flow, and issues can be handled with diminished drama or anxiety.
- Medical, notification, or investigative contingencies are anticipated.
- Pedestrian “flows” are created so lines don’t cross.
- When it’s all said and done, successful reunification is about managing the student and parent experience.

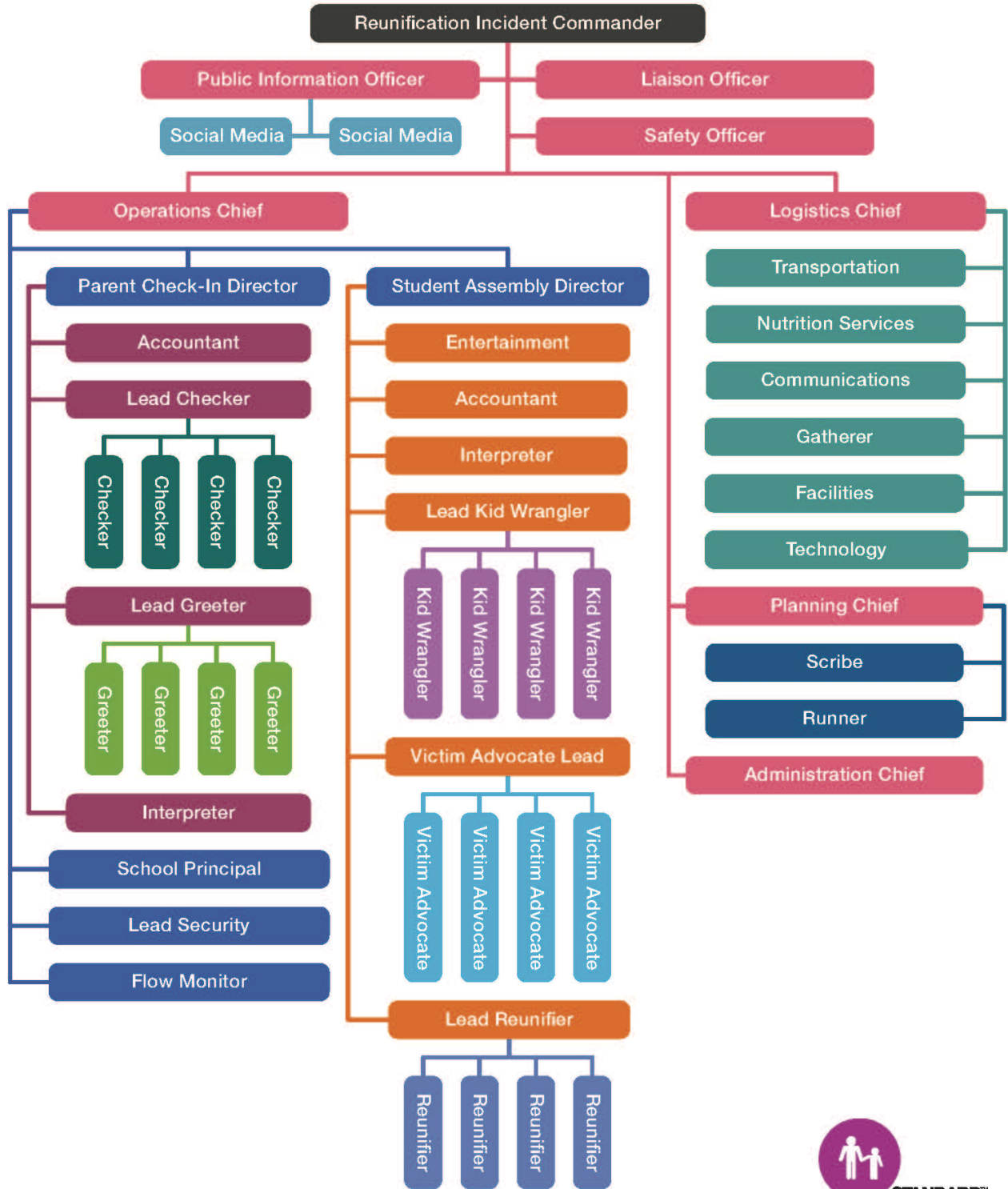
The Reunification Operations Kit (ROK) which are ready made SRM materials can be found at: <https://iloveguys.org/srm.html#rok>

Offsite Reunification Organization Chart (Fillable) Appendix L2

SAMPLE TRANSPORT ORGANIZATION CHART



SAMPLE OFFSITE REUNIFICATION ORGANIZATION CHART



SRM Staging the

STEP 1 ESTABLISH ONSITE INCIDENT COMMAND

The first step in staging for transport is establishing School Incident Command at the affected school. Integrating with Unified Command should be a priority.



Priorities: Student and staff safety and wellbeing
Student and staff whereabouts and condition
Assemble affected school command staff
Integrate with Unified Command
Joint Information Center established

Objectives: Safe transport of students and staff to reunification site

Strategy: The Standard Reunification Method

Tactics: Will be determined by the environment

STEP 2 CLASSROOM EVACUATION

Classrooms are individually evacuated to the Secure Assembly Area. During a Police Led Evacuation, students and staff will be asked to keep their hands visible.



If it is a Police Led Evacuation after a Lockdown, each room will be cleared by Law Enforcement personnel. This process may take up to several hours. Teacher should take attendance in the classroom, prior to evacuation.

STUDENTS WITH DISABILITIES

The Individuals with Disabilities Act mandates additional supports for students with special education needs in a school setting. These supports would also function to provide supervision and assistance to students with disabilities during emergency situations.



SRM Actions and

COMMUNITY ACTION PARENTS WILL BEGIN TO ARRIVE

Parents will be arriving at the impacted school. Often with a Lockdown event, adjoining schools will go into Lockout. Parents may be arriving at those schools as well.



REUNIFICATION SITE MOBILIZE REUNIFICATION TEAM

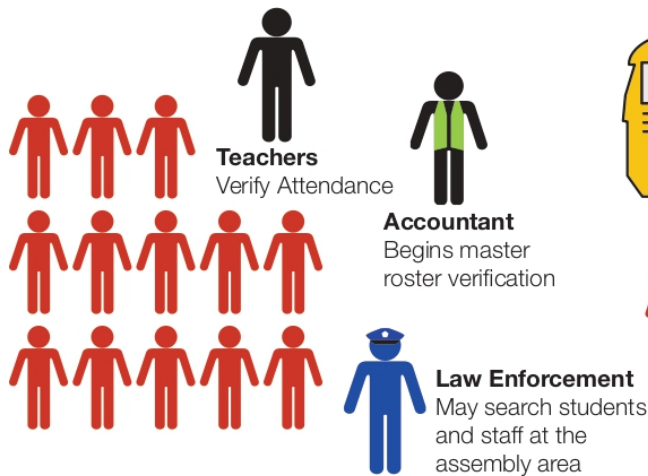
Contacting the Superintendent and determining the Reunification Site are among the first actions taken. If the site is another school, early release may be necessary.



School for Transport

STEP 3 SECURE ASSEMBLY AREA

At the Secure Assembly Area it is preferable that teachers stay with their students. If some teachers are unable to be at the Secure Assembly Area, doubling up classes with "Partner" teachers is appropriate.



STEP 4 STUDENT AND STAFF TRANSPORT

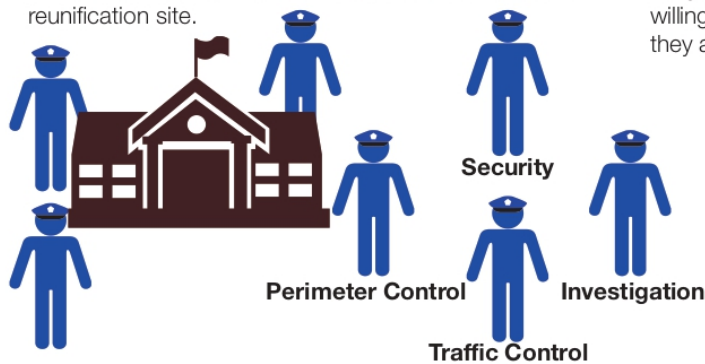
Students and staff board the bus and are transported to the Reunification Site. Buses having audio video systems can be utilized for further accountability by having students face the camera and state their name.



Considerations

LAW ENFORCEMENT SUPPORT AND INVESTIGATIONS

Regardless of criminal activity, law enforcement support will be necessary at both the impacted school and the reunification site.



FIRE AND EMS CASUALTY CARE

If necessary, Fire and EMS will establish Casualty Collection, Triage and Transport areas. Many fire departments are also willing to assist in the transport and reunification process, if they are not actively responding to crisis.



CONTINUITY OF OPERATIONS (COOP) PLAN

I. PURPOSE

The purpose of these Continuity of Operations Plan (COOP) is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption of normal activities or services to the school. Failure to maintain these critical services would significantly affect the education and/or service mission of the school in an adverse way.

Continuity of operations planning is required by Nebraska State Statute 79-2,144.

II. SCOPE

It is the responsibility of Southern School officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying hazards, threats, and incidents, and preparing for and responding to incidents, and managing the recovery. These COOP procedures are written to address these responsibilities before, during, and after times of routine work schedules. They apply to Southern School, 115 South 11th Street, Wymore, NE 68466.

III. RESPONSIBILITIES

The COOP plan outlines actions needed to maintain and/or rapidly resume essential academic, business, and physical services after an incident. Southern School relies on strong internal and external communication systems and partnerships with contractors and organizations to quickly recover following an incident.

The delegation of authority and management responsibilities in event of an incident follows the hierarchy outlined in previous sections. Designated school staff/faculty COOP plan personnel, in conjunction with the principal, will perform the essential functions listed below.

Essential Functions Performed by COOP Plan Personnel

Person Responsible	Actions
Superintendent /Principal	<ul style="list-style-type: none"> ● Determine when to close schools, and/or send students/staff to alternate locations. ● Disseminate information internally to students and staff. ● Communicate with parents, media, and the larger school community. ● Identify a line of succession, including who is responsible for restoring which business functions for schools/districts. ● Ensure systems are in place for rapid contract execution after an incident. ● Identify relocation areas for classrooms and administrative operations. ● Create a system for registering students. (out of district or into alternative schools) ● Brief and train staff regarding their additional responsibilities. ● Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations. ● Identify strategies to continue teaching. (e.g., using the Internet, providing tutors for homebound students, rearranging tests) ● Reevaluate the curriculum.
Primary Person: Christopher Prosocki	Phone/Email: 402-416-4934

	cprososki@southernschools.org
Alternate: Jeff Murphy	Phone/Email:402-230-946 jd Murphy@southernschools.org
Second Alternate: Jerry Rempe	Phone/Email: 402-239-7823 jrempe@southernschools.org
Custodians/ Maintenance Personnel	<ul style="list-style-type: none"> • Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds. • Manage the restoration of school buildings and grounds. (e.g., debris removal, repairing, repainting, and/or re-landscaping)
Primary Person:John Linder	Phone/Email:402-239-9898 jlinder@southernschools.org
Alternate: Randy Roberts	Phone/Email:402-239-5294/ rroberts@southernschools.org
School Secretary/ Office Staff	<ul style="list-style-type: none"> • Maintain inventory. • Maintain essential records (and copies of records) including the school's insurance policy. • Ensure redundancy of records is kept at a different physical location. • Secure classroom equipment, books, and materials in advance. • Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records. • Retrieve, collect, and maintain personnel data. • Provide accounts payable and cash management services.
Primary: Jane Mallam	Phone/Email:402-645-3326 jmallam@southernschools.org
Alternate: Becky Sullivan	Phone/Email:402-645-3326 bsulliva@southernschools.org
Counselors	<ul style="list-style-type: none"> • Establish academic and support services for students and staff/faculty. • Implement additional response and recovery activities according to established protocols. • Maintain continual contact with families and students.
Elementary: Dee Bednar	Phone/Email: 402-645-3359 dbednar@southernschools.org
Jr./Sr. High: Nancy Bond	Phone/Email: 402-645-3326 nbond@southernschools.org
School Nurses/med team	<ul style="list-style-type: none"> • Assist families with medical questions and concerns. • Connect families/students with medical services. • Train staff on medical needs

Primary Person: Tawnya Bornemeier		Phone/Email:402-645-3326 tbornemeier@southernschools.org
Alternate: Med Team		Phone: 402-645-3326
Food Service /Cafeteria Workers	<ul style="list-style-type: none"> • Determine how transportation and food services will resume. • Establish food security for any student. 	
Primary Person: Kim McMurray		Phone/Email: 402-645-3326 kmcmurray@southernschools.org
Alternate: Pam Dorn		Phone/Email: 402-645-3326 pdorn@southernschools.org
Teachers	<ul style="list-style-type: none"> • Develop Continuity of Learning Plan for students. • Alternative Education (Web-based/packet based). • Provide educational feedback on completed student work. • Maintain continual contact with families and students. • Continue the learning environment as best possible. • Communicate with counselors any concerns on the well-being of students. 	
Elementary Staff:		Phone: 402-645-3359
Jr./Sr. High School Staff		Phone: 402-645-3326
Transportation	<ul style="list-style-type: none"> • Assist in the distribution of food/lunches. • Assist in transportation of people as needed. 	
Primary Person: John Linder		Phone/Email:402-239-9898 jlinder@southernschools.org
Alternate: Randy Roberts		Phone/Email:402-239-5294 rroberts@southernschools.org
Emergency Management	<ul style="list-style-type: none"> • Assist the school with any needs. (i.e., state or federal agencies) • Coordinate using NIMS and ICS. • Coordinate personnel to assist in setting up structure. 	
Primary Person: Lisa Wiegand		Phone/Email: 402-223-7031 gagecoema@diodecom.net
Alternate: Mark Meints		Phone/Email: 402-806-7451
Law Enforcement	<ul style="list-style-type: none"> • Maintain the security of off site location. • Set up traffic flow at an off site location. • Provide traffic control at the off site location. 	
Elementary School: Tim Hanson		Phone/Email: 402-613-2883

	th90310@gcsone.us
Jr./Sr. High: Tony Shepardson	Phone/Email: 402-239-6724 wymorepolicechief@gmail.com
Parents	<ul style="list-style-type: none"> • Support the educational Continuity of Learning Plan provided by schools. • Provide an environment at home conducive to learning. • Provide support and encouragement to children for their continued learning. • Procure food security if needed.
Students	<ul style="list-style-type: none"> • Follow the educational Continuity of Learning Plan provided by the school. • Maintain communication with teacher(s).
Technology	<ul style="list-style-type: none"> • Ensure all students have electronic access and equipment.
Primary Person: Cody Sabey	Phone/Email: 402-645-3326 csabey@southernschools.org
Alternate: Becky Weyer	Phone/Email: 402-645-3326 bweyer@southernschools.org

All core COOP procedures personnel as well as senior staff will undergo annual training on executing the COOP procedures. Training will be designed to inform each participant of his/her responsibilities (and those of others) during implementation of COOP procedures.

Identified COOP procedures personnel will participate in exercises to test academic, physical, and business systems. Training will include testing the information technology (IT) systems and backup data including testing of offsite backup system data and IT operating systems in cooperation with the district office.

Orders of Succession

Orders of Succession				
Conditions for Succession	Key position holder(s) are unable to execute their duties for an extended period of time.			
Method of Notification	<i>The superintendent and/or the school board will notify the successor.</i>			
Succession by Position	Key Position Title	Primary Succession Title	Secondary Succession Title	Time/Geographical/Organizational Limitations
	Christopher Prosocki Superintendent	Jerry Rempe Elementary Principal	Jeff Murphy Jr./Sr. High School Principal	Elementary School

	Christopher Prosocki Superintendent	Jeff Murphy Jr.Sr. High School Principal	Jerry Rempe Elementary Principal	Jr./Sr. High School
	Christopher Prosocki Superintendent	John Linder Head of Maintenance	Randy Roberts Maintenance Staff	District Facilities
Succession Revision Procedures/ Date Completed	<i>The school board will determine the succession plans.</i>			

Delegation of Authority

Delegation of Authority			
Delegated Authorities	Position	Authority	
	Principals	Associated authorities of the principal.	
Delegation Circumstances	Effective: Superintendent is unable to execute duties, their authority will be delegated to the principals Termination: The superintendent can assume their duties again.		
Assigned Authority	Authority	Primary (title)	Alternative (title)
Duties of the superintendent	Limited	Jerry Rempe Elementary Principal	Jeff Murphy Jr./Sr. High School Principal
Duties of the superintendent	Limited	Jeff Murphy Jr.Sr. High School Principal	Jerry Rempe Elementary Principal
Limitations	As delegated by the board of education.		

A. Activation and Relocation

The principal will determine when to activate and implement the COOP procedures and make the decision to relocate to the alternate site. Authority for activation may be delegated. The activation may occur with or without warning. The principal or designee (with delegated authority) will activate the COOP procedures whenever it is determined the school is not suitable for safe occupancy or functional operation. The principal will also notify the district office and provide contact information for the relocation.

B. Alert, Notification, and Implementation Process

Each School Safety Team member will be part of the telephone tree used to notify employees of COOP procedures activation and provide situation information, as available. Parents/guardians will be alerted and notified using the automated notification system as important information becomes available.

In the table below, identify the primary communication resources and alternates that would be used if necessary. Identify whether the alternate communications are internal or external, what data or services can be accessed, and indicate if they are redundant.

Alternative Communications				
Device type/name	Internal Capability (Y/N)	External Capability (Y/N)	Data/System/Services that can be accessed	Redundant (Y/N)
IRIS	Y	Y	Email, text, phone (landline & cell)	Y
Intercom System	Y	Y	Speaker System	N

C. Relocation Sites

Relocation sites have been identified as locations to establish management and to implement essential functions if warranted by an incident. Each school site will have more than one potential relocation site, in different wind directions from the incident site. One site can be accessed by walking and other site(s) by transportation services.

D. Alternate Facilities and Strategy

For estimated short-term (2 to 14 days) payroll and personnel actions, the alternative facility is listed below.

Facility/Site Name	Alternate Sites Name/Location	Alternate Site Contact Information	Existing or Prepositioned Assets & Capabilities at Alternate Facility	Additional Resources Needed at Alternate Facility
Primary Facility: Preschool/ Elementary School	Alternative Site: Jr./Sr. High school	402-645-3326	Assets would be available In office	
Jr./Sr. High school	Secondary Site: Preschool/ Elementary School	402-645-3359	Assets would be available In office	

Interoperable Communications/Backup Sites

At Southern Schools either building can be used as an alternative location to provide short or long term relocation of office/financial operations.

Vital Records and Retention File

Vital records are archived and/or retained on backup data systems stored off site.

Vital Records: Emergency Operations Records		
Vital Record Name/Database	Location	Back-up/Alternate Record Location
Staff Contact List - Jane Mallam / Becky Sullivan	Southern Jr./Sr. High	ESU 5

Vital Records: Legal & Financial Records		
Vital Record Name/Database	Location	Back-up/Alternate Record Location
Personnel Records	Blue Springs/Wymore	
Payroll Records	Wymore	ESU 5
Contracts	Wymore	
Student Emergency Contact List	Blue Springs/Wymore	ESU 5
Student Medical Records	Blue Springs/Wymore	ESU 5
Education Records	Blue Springs/Wymore	ESU 5

Human Capital Management

Employees responsible for essential functions are cross-trained. Identified special needs employees are provided Americans with Disabilities Act (ADA) accommodation and guidance in their responsibilities as well as the assistance that may be provided by coworkers in event of an incident. A coworker may assist the individual, in the appropriate capacity, to an area of safety. All personnel are also encouraged to plan for their families' well-being before a disaster strikes.

Below, indicate how your school plans to manage human capital while the COOP is activated

Notifying Staff about their role during an emergency

- Building Administration

Notifying Students and Parents/Guardians about the Continuity of Instruction

- The building administration will notify students and parents/guardians about the Continuity of Instruction

Provisions and accommodations for students who have IEPs

- The district will provide enrichment opportunities to all special education services and they will be in contact with their students.

Provisions and accommodations for eligible students to continue receiving food service

- The district will provide food services during any short term or long term closure.

COOP training plan for staff

- The building administration will visit with their staff regarding different training

opportunities.

Plan for Devolution

Devolution is the process of transferring operational control of one or more essential functions to a predetermined responsible party or parties. The possibility for hazards, threats, and incidents are constant. Any of these could occur at different times, have variable durations, and may differ in the severity; therefore, full or partial devolution of essential functions may be necessary to continue essential functions and services. The District has established plans and procedures for devolution, which identifies how it will transfer operations, if any of these hazards, threats, or incidents renders leadership and essential staff incapable or unavailable, as determined by the Board of Education.

The school may want to identify the plans and procedures for transfer of operations here or identify where that information is located.

Outline your devolution plan below by answering the questions below:

Who has the authority to order devolution and under what conditions?

- Superintendent has the authority when school essential functions “fail to operate”.

What are the triggers to activate devolution? (What are the “fail to operate” triggers?)

- Bus drivers are unable or unavailable to transport students to/from school

What resources are required should a devolution occur?

- The administration will be in contact with different organizations or individuals on an as needed basis.

Reconstitution

In most instances of COOP procedures implementation, reconstitution will be a reverse execution of those duties and procedures listed above, including:

- Inform staff that the threat of or incident no longer exists, and provide instructions for the resumption of normal operations.
- Supervise an orderly return to the school building.
- Conduct an after-action review of COOP operations and effectiveness of plans and procedures.

Reconstitution Responsibilities			
Phase	Duties	Primary Responsible	Alternate Responsible
Relocation from alternate facility to primary (or replacement) facility	Internal alert and notification	Superintendent	Building Principals
	External alert and notification	Superintendent	Building Principals
	Deployment and departure from alternate facility	Head of Transportation	Building Principals

	Transition to primary operations	Head of Transportation	Building Principals
	Set up at primary or replacement site	Head of Transportation	Building Principals
Operations	Execution of essential functions	Superintendent	Building Principals
	Execution of non-essential functions	Superintendent	Building Principals
	Establishment of communications	Superintendent	Building Principals
	Procurement of equipment and supplies	Superintendent	Building Principals
	Conduct a review of COOP execution and effectiveness (After Action Report)	Safety Committee	

Plan Maintenance, Testing, Training, Exercising

In the table below, identify the primary and alternate persons responsible for carrying out COOP maintenance activities, and the date they were completed.

COOP Maintenance			
	Person Responsible		
Activity	Primary	Alternate	Completion
Schedule COOP maintenance meeting	Building Principals	Head of Maintenance	August 15
Review list of essential functions	Building Principals	Head of Maintenance	August 15
Identify essential employees and confirm their availability	Building Principals	Head of Maintenance	August 15
Update contact information, emergency call roster, and checklists	Building Principals	Head of Maintenance	August 15
Establish assistance/cooperative agreements with suppliers and vendors	Building Principals	Head of Maintenance	August 15
Identify computer network interdependencies (such as servers connected to the district network)	Building Principals	Head of Maintenance	August 15
Notify/Follow-up with	Building Principals	Head of Maintenance	August 15

facilities management regarding any repairs or maintenance to buildings			
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RECOVERY: PSYCHOLOGICAL HEALING PROCEDURES/PSYCHOLOGICAL FIRST AID (PFA)

I. PURPOSE

These procedures have been developed to provide an emotional support to students/staff impacted by trauma at school or in the community.

Psychological First Aid (PFA) is an evidence-informed intervention model to assist students, families, school personnel, and school partners in the immediate aftermath of an emergency. PFA is designed to reduce the initial distress caused by emergencies, and to foster short- and long-term adaptive functioning and coping. The principles and techniques of PFA meet five basic standards. They are:

1. Consistent with research evidence on risk and resilience following trauma.
2. Respectful of and consistent with the school administration of the academic setting, school culture, and the behavior (code of conduct) of students.
3. Applicable and practical in field settings.
4. Appropriate for developmental levels across the lifespan.
5. Delivered in a culturally-informed and flexible manner.

PFA assumes that students and staff members may experience a broad range of early reactions (e.g., physical, cognitive, psychological, behavioral, spiritual) following an emergency. Some of these reactions can cause distress that interferes with adaptive coping, but support from informed, compassionate, and caring professionals can help students and staff members recover from these reactions. PFA has the potential to mitigate the development of severe mental health problems or long-term difficulties in recovery by identifying individuals who may need additional services and linking them to such services as needed.

Following a traumatic event or incident, the following outcomes should be possible through the implementation to assist students, staff, and their families in the healing process.

- To establish a positive connection with students and staff members in a non-intrusive, compassionate manner.
- To enhance immediate and ongoing safety and provide physical and emotional comfort.
- To calm and orient emotionally overwhelmed or distraught students and staff.
- To help students and staff members identify their immediate needs and concerns.
- To offer practical assistance and information to help students and staff members address their immediate needs and concerns.
- To connect students and staff members as soon as possible to social support networks, including family members, friends, coaches, and other school or community groups.
- To empower students, staff, and families to take an active role in their recovery, by acknowledging their coping efforts and strengths, and supporting adaptive coping.
- To make clear your availability and (when appropriate) link the student and staff to other relevant

school or community resources such as school counseling services, peer support programs, after-school activities, tutoring, primary care physicians, local recovery systems, mental health services, employee assistance programs, public-sector services, and other relief organizations.

Whether conducting school vulnerability assessments or adopting an intervention such as PFA, schools organize safety initiatives based on the four-part emergency management cycle. The four-part emergency management cycle includes:

A. Prevention phase

Schools both assess and address building security, the safety and integrity of facilities, the culture/ climate of schools, and the need for secondary prevention mental health programs.

B. Preparedness phase

Schools facilitate a rapid, coordinated, and effective response in the event of an actual emergency by taking the following steps:

- Refining emergency management plans and emergency procedures in collaboration with key members of the emergency response community. (fire and police departments, disaster services, and public health)
- Periodically reviewing and reinforcing emergency plans and procedures with staff.
- Defining building-level and district-level Incident Command System (ICS) structures.
- Implementing staff training on various topics, including parent-student reunification and PFA.
- Conducting emergency simulations in collaboration with outside agencies.
- Developing and regularly updating a list of providers trained in PFA.

C. Response phase

Action is taken to effectively contain and resolve an emergency and to decrease the potential for such an emergency to escalate. During this phase, the school executes the emergency management plan and emergency procedures and initiates preliminary activation of the PFA teams. Although the response phase may have a clear ending point for emergency response agencies, the transition into the fourth phase, recovery, may be less distinct.

D. Recovery phase

Steps are taken to assist students, staff, and their families in the recovery process and to restore educational operations in schools. This phase involves conducting damage assessments and making repairs, implementing business continuity plans, and addressing grief and stress reactions. The very early stages of the recovery phase (hours or days after an emergency) are the most appropriate time to deliver PFA. Depending on the nature of the incident, recovery may be a long-term process. PFA is an acute intervention; for

information about longer-term interventions appropriate for students and families who have lingering or severe symptoms, go to www.NCTSN.org for a review of evidence-based interventions and treatments.

II. SCOPE

PFA is most effective immediately following the incident (e.g., from one hour to a couple of weeks after an event). In some circumstances, assuming the safety of students and staff has been ensured, PFA can be initiated while an incident is still occurring, such as in shelter or lockdown situations.

PFA is intended for students, school personnel, and their families who have been exposed to a disaster or other emergency. Whether an emergency occurs on school grounds or in the community at large, schools serve as a central location for professionals to assist children, families, school personnel, and school partners.

The following procedures outline steps to be taken by staff/students following a trauma, a serious injury or death, and/or a major incident impacting the community. Mental health professionals available in the school community such as nurses and social workers are required to participate in the development, implementation, and evaluation of the School EOP as it relates to this system. Additional advice will be sought from outside psychologists and mental health experts.

- 1. Contact and Engagement Goal:** To initiate contacts or to respond to contacts by students and staff in a non-intrusive, compassionate, and helpful manner.
- 2. Safety and Comfort Goal:** To enhance immediate and ongoing safety, and provide physical and emotional comfort.
- 3. Stabilization (if needed) Goal:** To calm and orient emotionally overwhelmed or disoriented students and staff.
- 4. Information Gathering:** Current Needs and Concerns Goal: To identify immediate needs and concerns, gather additional information, and tailor Psychological First Aid for Schools interventions to meet these needs.
- 5. Practical Assistance Goal:** To offer practical help to students and staff in addressing immediate needs and concerns.
- 6. Connection with Social Supports Goal:** To help establish brief or ongoing contacts with primary support persons or other sources of support, including family, friends, teachers, and other school and/or community resources.
- 7. Information on Coping Goal:** To provide information about stress reactions and coping to reduce distress and promote adaptive functioning.
- 8. Linkage with Collaborative Services Goal:** To link students and staff with available services needed at the time or in the future.

These core actions of Psychological First Aid constitute the basic objectives of providing early assistance within hours, days, or weeks following an event. Be flexible and base the amount of time you spend on each core action on the person's specific needs and concerns.

III. RESPONSIBILITIES

To implement the recovery of psychological healing procedures:

- All staff may undergo training to learn how to recognize signs of trauma.
- Members of the Psychological First Aid Team (PFA) will undergo in-depth training to learn how to assist in managing trauma.
- Parents and guardians will be offered tips on how to recognize signs of trauma.
- Mental health experts will review and provide input into the plan.

IV. SPECIALIZED PROCEDURES

The following procedure will be implemented by staff/faculty when directed by the principal or when deemed appropriate by the situation.

Immediately Following a Serious Injury or Death and/or Major Incident:

- Convene a staff meeting immediately to discuss how the situation is being handled and to discuss what resources are available to staff, students, and families. (refer to the communication procedures in the basic plan)
- Set up support rooms. (include PFA team and outside mental health professionals to assist)
- Encourage teachers to read the script about the incident and allow students to openly discuss feelings, fears, and concerns shortly after the incident. Avoid specific details of the incident, just basic facts. Any students who are excessively distraught should be referred to the PFA Team.
- Designate a place for staff, students, and community members to leave condolences, well-wishes, messages and items, and determine a standard amount of time for those items to remain.

Hospital/Funeral Arrangements:

- Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, all students and staff will be excused from school.
- Encourage staff and students to attend the funeral to provide support for the family and bring closure to the incident.
- Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

Post-Incident Procedures:

- Allow for changes in normal routines or schedule to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the funeral.
- Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.

Hazard- and Threat - Specific Systems:

Refer to the following Appendices:

Appendix N1: Threats/Hazards List

Appendix N2: Risk Assessment Worksheet

Appendix N3: Examples of Threats/Hazards in SRP Areas

Appendix N4: Sample Goals/Objectives and Action Plan

Appendix N5: Goals/Objectives and Action Plan (Fillable)

GLOSSARY OF TERMS

Command Staff: A group of incident personnel that the Incident Commander or Unified Command assigns to support the command function at an ICP. Command staff often include a PIO, a Safety Officer, and a Liaison Officer, who have assistants as necessary. Additional positions may be needed, depending on the incident.

COOP: The purpose of Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption of normal activities or services to the school. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security, and continuity of teaching and learning.

Drill: A coordinated, supervised activity usually employed to validate a specific operation or function in a single agency or organization. Drills are commonly used to provide training on new equipment, develop or validate new policies or procedures, or practice and maintain current skills. During drills, school personnel and community partners (i.e., first responders, local emergency management staff) use the actual school grounds and buildings to practice responding to a scenario.

Emergency Operations Center (EOC): An EOC is a facility from which staff provide information management, resource allocation and tracking, and/or advanced planning support to personnel on scene or at other EOCs (e.g., a state center supporting a local center).

Emergency Operations Plan (EOP): (formerly called Safety Plan) An ongoing plan for responding to a wide variety of potential threats and hazards.

Exercise: An instrument to train for, assess, practice, and improve performance in prevention, protection, response, and recovery capabilities in a risk-free environment. Exercises can be used for testing and validating policies, plans, procedures, training, equipment, and interagency agreements; clarifying and training personnel in roles and responsibilities; improving interagency coordination and communications; improving individual performance; identifying gaps in resources; and identifying opportunities for improvement.

Evacuate: is always followed by a location, and is used to move students and staff from one location to a different location in or out of the building. (Threat is inside)

Hazards: Hazards include situations to harm students, personnel, and/or facilities. Hazards usually include those things that we cannot control, such as tornadoes, floods, and chemical spills. Hazards may require an interagency response involving law enforcement and/or emergency services depending on the size and scope of the incident.

Hold: means to hold in your classroom or area. Clear the halls. (No threat involved)

Incident: An incident is an occurrence that requires a response to protect life or property. An incident is something that we most likely cannot control, such as car accidents, pandemics, and illness. The superintendent/principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this EOP.

Incident Command System (ICS): A standardized on-scene emergency management construct specifically designed to provide an integrated organizational structure that reflects the complexity and demands of single or multiple incidents, without being hindered by jurisdictional boundaries. ICS is the combination of facilities, equipment, personnel, procedures, and

communications operating within a common organizational structure, designed to aid in the management of resources during incidents. It is used for all kinds of emergencies and is applicable to small as well as large and complex incidents. ICS is used by various jurisdictions and functional agencies, both public and private, to organize field-level incident management operations.

Incident Management: The broad spectrum of activities and organizations providing effective and efficient operations, coordination, and support applied at all levels of government, utilizing both governmental and nongovernmental resources to plan for, respond to, and recover from an incident, regardless of cause, size, or complexity.

Local Emergency Operations Plan (LEOP): The School EOP has been developed to fit into the larger local county or local EOP in the case of a large-scale incident. Staff members that maintain and exercise the plan are in frequent contact with the County/City Emergency Manager and the County/City Emergency Management Department.

Lockdown: is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place. (Threat is close to or in the building)

Memorandum of Understanding (MOU) Agreement: A written or oral agreement between and among agencies/organizations and/or jurisdictions that provides a mechanism to quickly obtain assistance in the form of personnel, equipment, materials, and other associated services. The primary objective is to facilitate the rapid, short-term deployment of support prior to, during, and/or after an incident.

National Incident Management System: A set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment.

Prevention: The capabilities necessary to avoid, prevent, or stop a threatened or actual act of terrorism. For the purposes of the prevention framework called for in PPD-8, the term "prevention" refers to preventing imminent threats.

Psychological First Aid Team (PFA): Psychological First Aid for Schools (PFA) is an evidence-informed intervention model to assist students, families, school personnel, and school partners in the aftermath of an emergency. PFA is designed to reduce the initial distress caused by emergencies, and to foster short- and long-term adaptive functioning and coping.

Psychological First Aid Team The school team that assists in carrying out the PFA plan.

Public Information: Processes, procedures, and systems for communicating timely, accurate, and accessible information on an incident's cause, size, and current situation; resources committed; and other matters of general interest to the public, responders, and additional stakeholders (both directly affected and indirectly affected).

Recovery: The capabilities necessary to assist communities affected by an incident to recover effectively.

Response: The capabilities necessary to save lives, protect property and the environment, and meet basic human needs after an incident has occurred.

Risk: The potential for an unwanted outcome resulting from an incident, event, or occurrence, as determined by its likelihood and the associated consequences.

Section Chiefs: The General Staff consists of the Operations, Planning, Logistics, and Finance/Administration Section Chiefs. These individuals are responsible for the functional aspects of the incident command structure. The Incident Commander or Unified Command activates these section chiefs as needed. These functions default to the Incident Commander or Unified Command until a section chief is assigned. The section chiefs may have one or more deputies as necessary.

Secure is followed by the Directive: "Get Inside. Lock Outside Doors" and is the protocol used to safeguard students and staff within the building. (Threat is outside)

Shelter is always followed by a type and a method and is the protocol for group and self protection. (Threat is outside)

SRM: Standard Reunification Method: Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. This process is called a reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. The SRM is a protocol that makes this process more predictable and less chaotic for all involved.

SRP: Standard Response Protocol: The SRP is based on four actions, Lockout, Lockdown, Evacuate, and Shelter. In the event of an emergency, the action and appropriate direction will be called on the PA system. (new version not on website yet).

Tabletop Exercises: Tabletop exercises are small-group discussions that walk through a scenario and the courses of action a school will need to take before, during, and after an emergency to lessen the impact on the school community. This activity helps assess the plan and resources, and facilitates an understanding of emergency management and planning concepts.

Threat: Threats include situations to harm students, personnel, and/or facilities. Threats usually include those things that we can control, such as active killer, bullying, and suicide. Threats may require an interagency response involving law enforcement and/or emergency services depending on the size and scope of the incident.