

**Raymond Central Public Schools (District 0161) Board of Education Regular Meeting**

Wednesday, December 13, 2023 at 6:00 PM

Raymond Central Jr-Sr High School - Mustang Room

1800 West Agnew Road

Raymond, NE 68428-9783

**Present:** Mary Benes, Matt Blanchard, Brad Breitreutz, Cathy Burklund, Bill Lange, Derek Matulka. Also in attendance were: Lynn Johnson, Superintendent; Mark Smith, Jr-Sr High Principal; Tony Kobza, Activities Director/Asst Principal; Steve Rose, Elementary Principal; Deb Kruse, Asst Elementary Principal; and Amanda Coufal, SpEd Coordinator.

Call to Order and Pledge of Allegiance

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

Motion to Excuse Board Member's Absence

All members were present.

Open Meeting Law

The audience was reminded that Open Meeting Laws would be followed.

District Mission Statement

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

Consent Agenda

Motion by Matulka, second by Burklund to approve the consent agenda as presented including the regular meeting minutes of November 15, 2023; November financial statement; and monthly bills. RCV 6-0. Motion carried.

Regular Minutes of November 15, 2023

## **Raymond Central Public Schools (District 0161) Board of Education Regular Meeting**

Wednesday, November 15, 2023 at 6:00 PM

Raymond Central Jr-Sr High School - Mustang Room

1800 West Agnew Road

Raymond, NE 68428-9783

**Present:** Mary Benes, Matt Blanchard, Brad Breitreutz, Cathy Burklund, Bill Lange, Derek Matulka. Also in attendance were: Lynn Johnson, Superintendent; Mark Smith, Jr-Sr High Principal; Tony Kobza, Activities Director/Asst Principal; Steve Rose, Elementary Principal; Deb Kruse, Asst Elementary Principal; and Amanda Coufal, SpEd Coordinator.

### Call to Order and Pledge of Allegiance

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

### Motion to Excuse Board Member's Absence

All members were present.

### Open Meeting Law

The audience was reminded that Open Meeting Laws would be followed.

### District Mission Statement

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

### Consent Agenda

Motion by Burklund, second by Lange to approve the consent agenda as presented including the regular meeting minutes of October 11, 2023; October financial statement; and monthly bills. RCV 6-0. Motion carried.

### Regular Minutes of October 11, 2023

### Financial Statement/Report

### Monthly Bills

### Correspondence/Recognition

Thank you to all who helped make our Veterans Day Celebration such a huge success. Thank you to the FCS classes, student council and national honor society members for greeting, welcoming, and providing baked goods for the reception. The office staff for decorating reception area and other spaces, the custodial crew for set-up and take-down, the administration for their planning and Mark for being the MC and main organizer. The band under the direction of Melissa Graue and the young singers under the direction of Zac Oschner. Thank you to all of the staff for helping get students where they needed to be. This truly was a district-wide endeavor.

Congratulations to the FFA parliamentary procedures team of Carlee Wolfe, Hailee Nelson, Braelyn Christensen, Jaelyn Kliment, Sarah Lange, and Aleya Cutlers who earned a Silver Emblem at National FFA competition.

Congratulations to Sophia Novoselov as she has been selected to sing the National Anthem prior to the start of the 2024 NSAA State Boys Soccer Championships on Tuesday, May 14 at

5:30 PM. at Morrison Stadium on the Creighton University campus in Omaha and her performance will be broadcast throughout the state on Nebraska Public Media.

## Public Forum

Monica Blank addressed the Board on behalf of the elementary staff regarding proposed changes to grades K-6 and their desire to be included in further communication.

## Reports

### Administrative Reports

#### **Submitted by Mark Smith, Jr-Sr High School Principal**

**HAPPENINGS:** Parent-Teacher Conferences were held on October 19 in the New Gym. A number of parents commented positively on having all teachers accessible in one location. It made it easier to see all teachers, and parents felt they did not spend as much time waiting in lines to talk with teachers.

Our 7-12 grade students had the opportunity to hear from Carol Wolfe and Amy Holspar at a special student assembly held on November 8. Carol's son died of fentanyl overdose in 2022. Amy Holspar heads Stop Overdose Nebraska. Their presentation made our students aware of the human cost of the growing opioid epidemic. They also brought education and awareness about life-saving resources around overdose prevention.

We were excited to host a districtwide Veterans Day Program on November 10 that brought together students from the entire district and members of all the communities we serve. This program was made possible through the effort of students, staff, and members of the community. Students from both the elementary grades and the high school played key roles in the program. Our speaker was Sgt. Ben Marksmeier. This was a great opportunity to honor the service and sacrifice made for the freedoms we enjoy.

**TEACHER/STAFF PREP:** We had two professional development days in the last month. On October 13, staff continued learning how to utilize structured checks for understanding during class instruction. This training helps teachers plan specific ways to structure questioning so that all students actively participate. Deb Kruse brought us information on the science of learning that highlighted the importance of using these active engagement strategies. Mike Feit, from ESU 2, returned with another installment of Classroom Culture training that focused on setting high expectations and ways to build positive relationships with our students.

On November 3, we spent part of our morning looking at district testing data. This then allowed us to begin conversations around what we can do to impact student achievement. We plan to continue these conversations throughout the year. This helped highlight the importance of utilizing our ongoing active student engagement professional development. We also began asking questions around building-wide, systemic structures. For example, is our current bell schedule the best structure to serve our students?

The remainder of our professional development time on that morning included an overview of how to construct useful, pre-planned hinge questions in our instruction, and another visit with Mike Feit on Classroom Culture.

**LOOKING AHEAD:** Plans are being made to offer a summer school session. Summer school would be another option to better serve our students and families as we strive to make on-time graduation an achievable goal for all students.

Full details for summer school are still in process. Summer school will likely be held for 3 or 4 weeks in June and run Monday-Thursday in the morning. We could utilize our current Apex Learning platform to offer credit recovery options. The goal would be to help students behind in needed credits to recover some of these credits before the 2024-2025 school year begins.

**OTHER:** We recently had Freida Lange, retired NDE Administrator of Accreditation, spend about 4 days in our building. Freida visited almost every classroom and made a number of observations that will become a report that is part of our district Cognia accreditation cycle.

At the conclusion of her visits, Freida shared with me that two things she noticed was that Raymond Central has a very positive environment, and she saw a high percentage of active student engagement in our classrooms.

These are things that have been evident to many of us that are here every day, but it was encouraging to hear this from an outside observer.

**Submitted by Tony Kobza, Asst Jr-Sr High School Principal/Athletic Director**

**Activities** - FFA attended the National Conference. Aleyna Cuttlers, Jaelynn Kliment, Hailee Nelson, Baelynn Christensen, Sarah Lange, Carlee Wolfe participated in the Parli Pro competition and received a Silver Emblem.

FBLA, FFA, Quiz Bowl, Speech, Band, Choir and One Act are all in the midst of their competition season.

**Athletics** - Fall sports have wrapped up and Junior High basketball has started playing games. Winter Sports practices will officially start on Monday, November 13.

Kyle Peterson, Quincy Cotter and Savannah Masek all broke school records this year.

**Facilities** - We have added a touch screen to our wall outside the Mustang Room. This will hold our Senior Pictures. We are finalizing the process of having those in digital form.

We have started moving dirt on the baseball and softball practice area on the East edge of the property in mid October. This will create a new practice space for both programs as well as move the discus ring to a closer location to the track to enhance practice and competition access to athletes and spectators.

The NSAA has approved a shot clock for Class C-1 in basketball. We will be looking to add that to our main gym. The shot clock will not go into effect until the 24-25 season. Installation of the shot clocks are currently 12 weeks out.

We are also getting quotes for the sound system for the football/track area as this is in need of an upgrade.

Finally, we are working to replace/repair the mats on the front of the stage as they are showing some dramatic wear and tear. We are waiting on a quote for repair as well as information on whether the current mats are covered through a warranty.

**Submitted by Steve Rose, Elementary Principal and Deb Kruse, Assistant Elementary Principal**

The elementary teachers have done extraordinary work in delivering the English Language Arts with dedication and fidelity. Teachers have embraced this shift. They come to work early, stay late and often spend weekends to ensure their students receive the best possible instruction. With the adoption of new curricula, it usually takes at least 3 years to see a change in test scores. Even so, we are already seeing great student progress and we are excited to see where students are at the end of the year.

We would like to spotlight some staff members that have been instrumental in the successful implementation of the new curriculum. The instructional coaches, Monica Blank and Shelly Hlavaty, spend a portion of their day coaching, modeling, collaborating and planning with teachers. They often come early and stay late working with teachers. The same can be said for the mentors. Kendra Carlson, Cindy Peterson, Kim Hudson, Andrea Rockemann, Nikole Farr, and Kris White go above and beyond what is required as mentors to ensure their mentees have the everyday information they need, answer their questions, help them plan among many other things.

**Professional Development** - Our professional development has shifted from 100% active participation to the science of learning. Teachers have an understanding of the science behind how information passes through the stages of memory. We need a solid mental model on how learning occurs so we can use tactics to help our students better seize control of information at just the right time and in the right manner to give knowledge the best possible chance for moving through the phases of memory. The science of learning is the foundation for the Raymond Central Instructional Model. The instructional model includes the phases of learning and scientifically based strategies that complement each phase of learning. As we learn about the phases of learning and strategies, we will look to see if it is reflected in our curricula. Where it is not, teachers will use scientifically based strategies to ensure information gets to its

ultimate destination: long term memory.

**School-wide Expectations** - We held our monthly Mustang Assembly and students continue to receive recognition for being "Caught in the Act".

**Special Events:**

- The Turkey Trot was held at Ceresco on November 8 and at Valparaiso on November 9. Mr. Lucas organized and ran the event. The students in 4th and 5th grade had a great time and many parents came to support their students. The event was a great success.
- Elementary students participated in the Veterans Day program at the High School on November 10. A huge thank you to Mr. Smith for helping to organize this again this year. The students helped to lead the Pledge of Allegiance and also sang a song.
- In the afternoon of November 10th, we welcomed our "Grandfriends" to our schools. The students had grandparents or special friends join them to visit and complete a craft. The craft this year was to complete a puzzle piece and see how we all fit together. Thank you to Makenzie Fredrickson and Maggie Niewohner for helping to organize this event.

**Upcoming Dates / Events** - Tuesday, December 5 will be the K-2 and 5th Grade Band Concert.

**Submitted by Amanda Coufal, Director of Special Education**

**Tri-State Regional Special Education Law Conference:** On November 2-3, Caitlin Roussan, Andrea Hicks and myself attended the special education law conference at CHI Health Center in Omaha. Karen Haase, from KSB Law was the keynote speaker. Karen reviewed the most recent and interesting special education decisions in the court systems. Some of the sessions that we attended were: Child Find, Compensatory Services, Grading on Curve, Legal Ethics, Mental Health, Legal Aspects of Finding and Retaining Special Education Teachers, ADA, Responding to Misconduct and Behavioral Issues, etc. This is always one of my favorite conferences to attend as we have time to reflect on what we are doing well at Raymond Central and areas that we can continue to grow.

**Elementary Turkey Trot:** As Steve and Deb alluded to the Turkey Trot, I wanted to take a moment to share a heartwarming story during this time. At Ceresco, most of the students had finished the race while one of our students was still finishing up. Almost all of the 4th and 5th grade students ran back to run with this particular student. For the majority of the race, he walked but when he saw his friends coming, he ran with them while the kids encouraged him and the K-3rd graders chanted his name. I want to take this opportunity to share and recognize what amazing and caring students that we have at Raymond Central!!! This will definitely be a moment that all of us will cherish!

**National School Psychology Week:** We celebrated our school psychologist, Caitlin Roussan, during the week of November 6-10. Caitlin has been our school psych for the past 3 years and does an amazing job. She is always willing to help out everyone in our district and loves to collaborate with her colleagues to do what is best for our students. This year's theme was "Let's Grow Together," inspired by the importance of both personal and shared strengths in our growth as individuals and school communities in every season of life. The theme recognizes every aspect of growth, as fundamental to effective learning environments and to the school psychologist's role in supporting students well-being and learning. This was a perfect theme as Caitlin exhibits all of these attributes. We are lucky to have Caitlin supporting our students, staff and families at Raymond Central!

Student Board Member

**Submitted by Rosalie Tvrdy, Student Body President**

Hello, my name is Rosalie Tvrdy and, again, I am the Student Body President this year. I wanted to talk about the two different assemblies we had this week, as well as some plans that the Student Council has made for a canned food drive and winter clothing drive. Firstly, I wanted to talk about the presentation about the danger of fentanyl that was given by Carolyn Wolfe and Amy Holman. At the very

beginning, Carolyn shared her story about how she lost her son by him being laced with fentanyl when he was at a wedding in Tennessee. Everyone knew him to be a very good kid, and he was hardworking and would never do anything like that. He and his friend were both laced with fentanyl, as well as a couple other people that were staying in the same hotel that they were in. Then, Amy took over and gave us a detailed presentation about the risks of fentanyl, and how dangerous it actually is. Even just a grain of salt of fentanyl could be deadly. They gave us the presentation because they wanted to raise our awareness of how prevalent it is in Nebraska, and even in Lincoln. After speaking with them after the presentation was over, they said the biggest key takeaways would be to know about Narcan, which stops an overdose. They told us that it is something that is important to bring with you if you go on spring break, are going to a party, or even just to have just in case. Their program works to make sure that you can get Narcan for free from the sellers that they partner with. Another key takeaway that they said to remember was that everyone needs to realize that the world is so different, and you may never know what you are taking. They want to raise awareness to people, because fentanyl is more common than any of us think.

Another speaker that we had was Ben Marksmeier. He was a veteran who spoke at our Veteran's Day assembly. Ben told us about his story and how he lost a leg and almost died. After talking with many students, we thought that he had an educational message to his story, however, some of his content was slightly inappropriate for the audience in attendance. Because there were younger children there, we think that he should have made his speech easier for them to understand. I think that to avoid this issue in the future, speakers should make sure to submit their presentation to the administration to be reviewed before they give the speech to the whole school. But I do believe that he had an educational message about staying persistent, working hard, and always pushing through your hard circumstances.

Lastly, I wanted to finish with the plans that the Student Council has for a Thanksgiving food drive and a Christmas toy and winter clothing drive. For our food drive we will have students, teachers, and other staff members bring canned goods to the high school, and these canned goods will go right back into the community through our Caring Shelves here at the high school. As a little incentive for people to bring canned goods, we are entering everyone's name into a drawing and the winner will win a \$15 Amazon gift card. For our Christmas toy and winter clothing drive, we will have students and staff bring new, or like new, toys and winter wear to the high school, and we will donate these items to the Caring Shelves. We will probably offer an incentive for students to donate then, but we will focus more on that after the canned food drive. Thank you for listening to what I have to say and taking these things into consideration.

## Superintendent's Report

This week will be a busy week with two committee meetings, a regular board meeting and NASB State Conference. The plan on Thursday and Friday is to leave the Jr/Sr building at 6:45 AM.

Raymond Central 7-12th graders had a guest speaker on the great risk of Fentanyl. Carol Wolfe tragically lost her son to a Fentanyl overdose. A recording of the presentation is available on our Youtube channel: <https://www.youtube.com/@raymondcentralactivities4329>

School Configuration survey results There were 32 responses to the survey. Generally speaking, our internal stakeholders are in favor of putting grade alike together and they note a variety of pros for that configuration. There is a definite split regarding where the 6th grade should be located.

My Thoughts Regarding Next Steps: Moving 6th grade back to Valparaiso at this time does garner additional room here at the Jr/Sr level, BUT, the space we really need for special education is life skills/transitional space and the space that will be recaptured will not suffice for that program. I don't think that the pros of this move outweigh the cons of this move at this point and time.

It was also mentioned that moving PK to the elementary side might be more advantageous than moving 6th graders. Moving PK would require facility work as we would need to develop specific classroom space with restrooms and the appropriate playground. That move would garner space that, with slight renovation, would be appropriate for special education life skills/transition. In addition to facility work, another concern for this move might be the loss of preschool clients in the south sector of

our district where we are growing the most. Once we lose them will they return at school age? That move merits further consideration and study.

I would recommend spending the next year or two developing a more exhaustive short term plan. This plan may include adding some space here at the Jr/Sr campus to alleviate the immediate needs and moving toward a grade 6-8 middle school programming philosophy. Some of that movement can happen next year without moving kids. Examples may include consistent bell schedule grades 6-8, consistent and viable curriculum 6-8 in math/science (already have it in ELA), continued growth of consistent support structures appropriately designed for grades 6-8, and expectations geared specifically to grades 6-8. This buys time to let a new superintendent be part of the solution and own the direction of the district. I think that parents/patrons will better appreciate moving grades (K-2/3-5) together if they recognize it as part of a well developed, visionary plan to create the best educational opportunities for all students.

## NASB and NRCSA Monthly Update

### Update on Superintendent Goals

Goal I. *Student Performance: Continue the development and initial implementation of the district Instructional Model Framework. (G1.PI3) (G6.PF1)*

Goal II. *Student Performance: Continue the implementation of the Multi-Tiered Systems of Supports (MTSS-B) model in K-12 is implemented with fidelity to support student learning and social-emotional/behavior instructional support. (G1.PI3) (G7.PF1.PF2)*

Goal III. *Facility/Student Performance: Continue the development of a 10 year facility master priority list that addresses maintenance and improvements for existing buildings and grounds and to determine configuration of students to maximize use of facilities and instruction. (G4.PF1)*

Goal IV. *Continue the development of safety and security practices for Raymond Central Public Schools. (G8.PF1.PF2.PF3.PF4)*

## Facilities Report

The ground work on the practice softball/baseball field is in progress.

The charging station for the EV bus was installed on Monday.

Jared, Patty Hudson, and I attended a workshop at Omaha Truck Center that was put on by the representatives from Thomas regarding the EV buses. There were a variety of school districts in attendance as well as Thomas national experts and Thomas local service providers. We gained a lot of information and insight at this meeting. All three of us were glad that we attended. A bus similar to ours was being displayed. They had it hoisted up so we could see the underside of the bus and they provided a walkthrough of all aspects of this EV bus. We were then taken on a ride and people could drive the bus if they wanted to. Key takeaways:

- These EV buses have been on the road for many years in other parts of our nation. There are more than 30 million miles on these buses with not a single case of a thermal event.
- The Thomas bus uses a Protera battery which contains 20,000 separate cells within the battery to promote safety. The lifespan of the battery should exceed the life of the bus. This is the same battery that has been used in motor coach vehicles.
- There are key techniques in maintaining battery life such as switching off the battery when the bus is not in use for long periods of time (holidays/summer/etc).
- There are available resources that can answer questions and support the operations of the bus.
- The charging station that we have purchased is reliable from an industry perspective and from their expert's viewpoint.
- The battery charges quicker to the 90% mark and then the last 10% charge takes longer. With our quick charger, we will have plenty of time to get to the 90% mark which will meet our needs.
- Quiet rides have resulted in quieter student voices and reports of quieter bus in general.

## Important Upcoming Dates:

### Board Committee Reports

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

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

Finance Committee (Blanchard-chair, Breitreutz, Burklund)

Negotiations Committee (Blanchard-chair, Benes, Lange)

Policy Committee (Breitreutz-chair, Benes, Lange)

### Old Business

Discuss and Consider plans for the superintendent search with the search firm consultants

NRCSA Consultant Rob Hanger presented the timeline for the Superintendent Search. Selected candidates will be interviewed on Saturday, December 16.

### New Business

Discuss, Consider and Take Necessary Action to Approve Substitutes

Motion by Matulka, second by Blanchard to approve Justin Reed, Dianne Coffin and Teresa Way as substitute teachers. RCV 6-0. Motion carried.

Discuss and Consider the Resignation of Staff

Resignations have been received from Jaxn Kobza, Technology Director and Kristi Meier, Paraeducator/Preschool Bus Driver.

Discuss and Consider the Hiring of Non-Certificated Staff

Courtney Barry has been hired as a Paraeducator at Ceresco; Samantha Desh will serve as Jr High Speech coach; Jackson Hilyard, Asst Boys Basketball; Jeff Eppenbach, Asst Wrestling; and Brandon Varilek, Asst Jr High Wrestling.

Discuss, Consider and Take Necessary Action to approve RCEA as Exclusive Bargaining Agent for Non-Supervisory Certificated Staff for the 2025-2026 Contract Year

Motion by Lange, second by Matulka to recognize the Raymond Central Education Association as exclusive bargaining agent for the district's non-supervisory certificated staff for the 2025-2026 contract year. RCV 6-0. Motion carried.

Discuss, Consider and Take Necessary Action associated with the review of the Preliminary Plat information for the Hunter Addition - 1st Addition in Ceresco

Review of the Preliminary Plat information for the Hunter Addition-1st Addition to Ceresco was tabled until next month.

Discuss, Consider and Take Necessary Action to approve the contract with Kidwell for safety equipment to include additional interior/exterior cameras and door access equipment.

Motion by Benes, second by Lange to approve a contract with Kidwell for safety equipment to include additional interior/exterior cameras and door access equipment at the Ceresco and Valparaiso buildings for a total cost of \$103,285.00. RCV 6-0. Motion carried.

Discuss, Consider and Take Necessary Action to approve a bid to upgrade the sound system at the football/track stadium.

Upgrading the sound system at the football/track stadium was tabled in order to collect further information on bids.

Discuss, Consider and Take Necessary Action to approve a snow removal bid for Ceresco

Motion by Burkland, second by Benes to approve the Ceresco Elementary snow removal bid from Joe Metzger for a maximum of \$350.00 per event. RCV 6-0. Motion carried.

Discuss, Consider and Take Necessary Action to approve a managed service agreement with Pine Cove Consulting for technology support and services

Motion by Matulka, second by Burkland to approve a managed service agreement with Pine Cove Consulting for technology support and services at a cost of \$4,500.00 per month. RCV 6-0. Motion carried.

Discuss, Consider and Take Necessary Action to approve a quote with ScoreVision for adding a shot clock OES backboard lights

Motion by Lange, second by Breitzkreutz to approve a quote from ScoreVision for adding a shot clock with backboard lights at a cost of \$15,000.00. RCV 6-0. Motion carried.

Discuss, Consider and Take Necessary Action to approve the Superintendent Evaluation

Motion by Burkland, second by Lange to approve the Superintendent Evaluation as presented. RCV 6-0. Motion carried.

Next Regular Board Meeting

Wednesday, December 13 at 6:00 p.m. with a holiday reception for the board starting at 5:00 p.m. in the District board room.

The next regular Board of Education meeting will be Wednesday, December 13, 2023 with a holiday reception for the Board starting at 5:00 PM in the District Board Room.

Adjournment

Motion by Blanchard, second by Matulka to adjourn the meeting at 7:36 PM. RCV 6-0. Motion carried.





**Raymond Central Public Schools**  
**General Fund Comparison to Previous Year**  
**November 2023**

---

	11/1/2023 - 11/30/2023	11/1/2022 - 11/30/2022
Balance - Beginning of Month	\$3,394,487.00	\$2,917,184.46
Receipts	\$293,859.94	\$263,782.46
Interest Earned	\$5,908.71	\$2,400.19
Disbursements Outstanding Cks	<u>-\$879,833.60</u>	<u>-\$843,931.33</u>
Balance - End of Month	\$2,814,422.05	\$2,339,435.78



**Raymond Central Public Schools  
General Fund Receipts Nov. 2023**

LANCASTER COUNTY TREASURER		
	TAXES	46,358.58
	PERSONAL PROP TAXES	57.07
	MOTOR VEHICLE TAXES	29,322.26
	FINES & FEES	2,361.37
SAUNDERS COUNTY TREASURER		
	TAXES	39,002.12
	MOTOR VEHICLE TAXES	19,967.36
	FINES & FEES	2,068.41
SEWARD COUNTY TREASURER		
	MOTOR VEHICLE TAXES	646.68
	FINES & FEES	238.05
BUTLER COUNTY TREASURER		
	FINES & FEES	4.86
STATE OF NEBRASKA		
	STATE AID	120,810.00
PRE K TUITION		
	PRE K TUITION	1,740.00
RCPS HOT LUNCH FUND		
	NOV. HOT LUNCH PAYROLL EXPENSES	22,765.55
JONES BANK		
	GENERAL FUND INTEREST -NOV	5,908.71
NON-REVENUE RECEIPTS		
	SAVVAS - Returned Duplicate Math Curr.	8,517.00
TOTAL		\$299,768.02

NOVEMBER 2023	Percent of Year Completed		25.00%			
2023-2024 RECEIPTS		M-T-D	Y-T-D	Y-T-D	Y-T-D	Y-T-D
	2023-2024	RECEIVED	RECEIVED	RECEIVED	% Received	% Received
ACCOUNT	ANTICIPATED	2023-2024	2023-2024	2022-2023	2023-2024	2022-2023
Property Taxes	\$8,116,238.00	\$85,360.70	\$1,356,817.14	\$1,241,459.30	16.72%	15.26%
Motor Vehicle Tax	\$499,000.00	\$49,936.30	\$149,048.02	\$147,342.70	29.87%	32.74%
Public Power Tax (5% Gross)	\$39,000.00	\$0.00	\$0.00	\$3,826.29	0.00%	10.93%
Carlisle Taxes	\$2,530.00	\$0.00	\$539.88	\$474.26	21.34%	15.81%
Other Tuition	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	0.00%
Interest	\$8,000.00	\$5,908.71	20,830.96	6,240.83	260.39%	195.03%
Local License Fees	\$3,900.00	\$0.00	\$0.00	\$0.00	0.00%	0.00%
Other Local Receipts(Pre-K)	\$12,000.00	\$1,740.00	6,042.62	\$3,956.91	50.36%	32.97%
Fines & License Fees	\$26,000.00	\$4,672.69	\$10,815.84	\$9,365.08	41.60%	31.22%
ESU Receipts	\$7,300.00	\$0.00	\$2,112.20	\$3,312.96	28.93%	0.00%
State Aid	\$1,213,974.00	\$120,810.00	373,931.00	289,044.00	30.80%	30.00%
Special Education	\$972,397.00	\$0.00	\$0.00	\$0.00	0.00%	0.00%
Special Educ. Transportation	\$21,000.00	\$0.00	\$0.00	\$0.00	0.00%	0.00%
Homestead Exemption	\$0.00	\$0.00	\$0.00	\$0.00	100.00%	0.00%
High Ability Learners	\$5,500.00	\$0.00	\$0.00	\$5,909.00	0.00%	98.48%
Pro-Rate Motor Vehicles	\$19,000.00	\$0.00	\$2,520.87	\$2,474.40	13.27%	13.75%
State Apportionment	\$103,000.00	\$0.00	\$0.00	\$0.00	0.00%	0.00%
Relief to Property Tax Payers	\$0.00	\$0.00	\$0.00	\$0.00	100.00%	0.00%
Other State Receipts	\$23,000.00	\$0.00	\$0.00	\$0.00	0.00%	0.00%
Personal Property Tax Credit	\$0.00	\$57.07	7,293.59	\$10,144.12	100.00%	100.00%
Title I /II Funds	\$49,000.00	\$0.00	\$0.00	\$0.00	0.00%	0.00%
Other Federal Receipts	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	0.00%
SPED IDEA Grant PreK	\$124,000.00	\$0.00	\$0.00	\$0.00	0.00%	0.00%
Private Grants-College Access	\$3,500.00	\$0.00	\$3,150.00	\$3,101.61	100.00%	0.00%
Carl Perkins	\$25.00	\$0.00	\$0.00	\$0.00	0.00%	0.00%
Other Non-Revenue Receipts	\$1,000.00	\$8,517.00	\$9,355.00	\$636.86	100.00%	100.00%
Ag Land Property Credit	\$0.00	\$0.00	\$0.00	\$0.00	100.00%	100.00%
ESSER (COVID-19) Funds	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	100.00%
Sale of Property	\$3,000.00	\$0.00	\$0.00	\$0.00	0.00%	0.00%
MIPS-Medicaid-Public Schools	\$8,900.00	\$0.00	\$13,334.66	\$3,587.62	149.83%	38.17%
TransferOther Fund/ Imprest	\$0.00	\$0.00	\$0.00	\$60.00	100.00%	100.00%
Insurance Adjustments	\$1,000.00	\$0.00	\$0.00	\$9,231.50	100.00%	100.00%
TOTAL	\$11,262,264.00	\$277,002.47	\$1,955,791.78	\$1,740,167.44	17.37%	16.68%
2023-2024 DISBUREMENTS		M-T-D	Y-T-D	Y-T-D	Y-T-D	Y-T-D
	2023-2024	DISBURSED	DISBURSED	DISBURSED	% Disbursed	% Disbursed
CATEGORY	BUDGET	2023-2024	2023-2024	2022-2023	2023-2024	2022-2023
Instructional Services	\$5,285,000.00	\$379,567.12	\$1,204,269.78	\$1,121,189.67	22.79%	21.53%
Special Education	\$2,017,427.00	\$154,674.97	\$522,327.34	\$405,765.45	25.89%	20.32%
Guidance	\$227,900.00	\$28,596.44	\$86,296.66	58,681.20	37.87%	25.75%
School Health Nurse	\$112,750.00	\$9,354.90	\$27,459.06	28,108.21	24.35%	24.93%
Safety & Security	\$52,151.00	\$21,530.85	\$29,926.42	\$910.49	57.38%	1.75%
Activities	\$95,020.00	\$12,362.44	\$57,594.63	\$31,543.04	60.61%	33.20%
Media, Audio Visual, Technology	\$710,125.00	\$29,887.98	\$138,467.55	\$130,254.73	19.50%	18.34%
General Admin (Supt/BOE/Legal)	\$428,800.00	\$32,903.31	\$83,583.55	\$98,049.07	19.49%	22.87%
School Administration (Principals)	\$762,100.00	\$57,364.43	\$176,867.61	\$160,151.77	23.21%	21.01%
Business	\$322,600.00	\$20,301.38	\$40,181.40	12,316.27	12.46%	3.82%
Operation of Plant	\$789,500.00	\$45,904.30	\$159,527.49	\$160,205.32	20.21%	20.29%
Maintenance of Plant	\$517,500.00	\$30,000.44	\$77,081.30	\$70,984.32	14.89%	13.72%
Pupil Transportation	\$536,549.00	\$19,981.88	\$53,017.94	\$80,128.22	9.88%	14.93%
Fed. Grants (PreK expenses)	\$129,975.00	\$12,400.29	\$27,448.39	\$30,143.85	21.12%	23.19%
Transfers	\$0.00	\$0.00	\$0.00	\$0.00	0.00%	0.00%
TOTAL	\$11,987,397.00	\$854,830.73	\$2,684,049.12	\$2,388,431.61	22.39%	19.97%



**Raymond Central Public Schools  
Financial Report 11/30/2023**

**GENERAL FUND**

Purpose: Pays day to day expenses for District

Funded by: Local Taxes, State/Fed Reimb. for SPED, State Aid, Title 1, other misc. grants

For RC: Salaries, benefits, educ expenses, technology, building and grounds maintenance, transportation

Cash Balance - Nov. 1, 2023	\$3,394,487.00
Nov. Receipts	\$299,768.65
Nov. Disbursements	<u>-\$879,833.60</u>
Cash Balance -Nov 30, 2023	\$2,814,422.05

**LUNCH FUND**

Purpose: Pays all expenses for Hot Lunch program including kitchen payroll.

Funded by: Parent/Student/Staff payments for meals and State/Fed Reimb. for meals served.

For RC: Salaries, benefits for HL staff, food, milk, supplies, equipment, repairs associated with HL program.

Note: General Fund can transfer funds into HL account if needed. No transfers out of HL Fund.

Cash Balance - Nov. 1, 2023	\$170,760.84
Nov. Receipts	\$52,668.25
Nov. Disbursements	<u>-\$89,583.74</u>
Cash Balance -Nov 30, 2023	\$133,845.35

**BUILDING/SINKING FUND**

Purpose: To acquire new sites, improve existing buildings, all new building/construction expenses.

Funded by: Local Taxes, sale of property.

For RC: Previously used for HVAC projects, new propane tank HS, pays property taxes on farmland south of HS.

Would also be used for construction.

Cash Balance - Nov. 1, 2023	\$1,708,824.13
Nov. Receipts	\$10,280.06
Nov. Disbursements	<u>\$0.00</u>
Cash Balance -Nov 30, 2023	\$1,719,104.19
Certificate of Deposit	<u>\$1,029,869.53</u>
Combined Balance - Nov 30, 2023	\$2,748,973.72

**HIGH SCHOOL BOND FUND**

Purpose: Pay principal/interest on loans for new construction and additions.

Funded by: Local Taxes through a bond.

For RC: Used to pay interest/principal payts on 2009 HS Bond

Cash Balance - Nov. 1, 2023	\$989,882.10
Nov. Receipts	\$17,555.37
Nov. Disbursements	<u>\$0.00</u>
Cash Balance -Nov 30, 2023	\$1,007,437.47

## DEPRECIATION FUND

Purpose: Pays to 'replace' not add. Fixing a roof, replacing a bus, upgrading systems.

Funded by: General Fund (GF) transfers at YE only with specific purpose identified.

For RC: In 8/2023, \$400,000.00 was transferred from the GF budget that was planned but not spent. This transfer was earmarked for truck/bus purchase, technology, safety upgrades and curric. materials.

Cash Balance - Nov. 1, 2023	\$837,374.95
Nov. Receipts	\$1,720.63
Nov. Disbursements	<u>\$0.00</u>
Cash Balance -Nov 30, 2023	\$839,095.58
Certificate of Deposit	<u>\$1,248,433.90</u>
Combined Balance - Nov 30, 2023	\$2,087,529.48

## QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND

Purpose: Pays for removal of environmental hazards (mold, asbestos) and reduction/removal of accesibility barriers in school buildings.

Funded by: Local taxes via tax levy.

For RC: Not used at this time.

Cash Balance - Nov. 1, 2023	\$10,587.81
Nov. Receipts	\$7.83
Nov. Disbursements	<u>\$0.00</u>
Cash Balance -Nov 30, 2023	\$10,595.64

## EMPLOYEE BENEFIT FUND - UNEMPLOYMENT

Purpose: Part of the General Fund. Can be used to pay unemployment, benefits, early retirement

Funded by: General Fund transfers at YE only with specific purpose identified.

For RC: In 8/2023 \$100,000.00 was transferred from the GF earmarked to pay Admin Benefit costs during the 23-24SY.

Cash Balance - Nov. 1, 2023	\$236,536.83
Nov. Receipts	\$194.41
Nov. Disbursements	<u>\$0.00</u>
Cash Balance -Nov 30, 2023	\$236,731.24
Certificate of Deposit	<u>\$16,466.97</u>
Combined Balance - Nov 30, 2023	\$253,198.21



**Raymond Central Public Schools**  
**Student Activities Fund Balances Nov 2023**

<u>Activity Name</u>	<u>Beginning Balance</u>	<u>Revenues</u>	<u>Expenses</u>	<u>Balance</u>
After School Club	2,387.13	0.00	0.00	2,387.13
Annual	7,852.00	240.00	0.00	8,092.00
AP Funds	45,239.69	0.00	0.00	45,239.69
APEX	369.05	0.00	0.00	369.05
ART CLUB	137.68	0.00	0.00	137.68
Athletics	232,460.70	875.18	4006.74	229,329.14
Band	(112.80)	40.00	4.00	(76.80)
Band Trip	10,669.76	0.00	0.00	10,669.76
Baseball	518.09	0.00	0.00	518.09
Boys BB	1,682.97	2,577.00	3899.52	360.45
Ceresco Book Fair	0.26	1,468.11	1377.15	91.22
Ceresco Fundraising	2,233.57	0.00	0.00	2,233.57
Ceresco Pop	69.74	0.00	0.00	69.74
Cheerleaders	7,279.72	0.00	3095.00	4,184.72
Choir	14,443.76	0.00	84.00	14,359.76
Class 2024	195.26	0.00	0.00	195.26
Class 2025	210.16	0.00	0.00	210.16
Class 2028	4,248.35	0.00	0.00	4,248.35
Class 2029 Field Trip Funds C	2,806.38	0.00	0.00	2,806.38
Class 2030 Field Trip Funds C	3,056.11	0.00	0.00	3,056.11
Class 2031 Field Trip Funds C	3,243.68	0.00	0.00	3,243.68
Class 2031 Field Trip Funds V	2,472.34	0.00	0.00	2,472.34
Class 2032 Field Trip Funds C	2,040.89	0.00	0.00	2,040.89
Class 2032 Field Trip Funds V	1,959.64	0.00	0.00	1,959.64
Class 2033 Field Trip Funds C	891.33	0.00	0.00	891.33
Class 2033 Field Trip Funds V	798.90	0.00	0.00	798.90
Class 2035 Cer	83.38	0.00	0.00	83.38
Class 2035 Val	592.96	0.00	0.00	592.96
Class of 2026	205.18	0.00	0.00	205.18
Class of 2027	3,588.00	0.00	0.00	3,588.00
Class of 2034 Ceresco	650.73	0.00	0.00	650.73
Class of 2034 V	387.59	0.00	0.00	387.59
College Access Grant	2,686.56	0.00	47.99	2,638.57
Computer	0.00	0.00	0.00	0.00
Cross Country	2,004.56	0.00	0.00	2,004.56
Culinary Snack Cart	1,390.69	0.00	0.00	1,390.69
DI	4,614.68	0.00	0.00	4,614.68
Drama Act	1,132.95	0.00	403.94	729.01
Drill Team	(897.70)	25.00	262.80	(1,135.50)
Elem Fines	555.04	0.00	0.00	555.04
Elem Fundraising	1,583.01	0.00	82.78	1,500.23
Elem PE	2,167.50	0.00	0.00	2,167.50
Elem Pictures/Yearbook	3,026.72	0.00	0.00	3,026.72
Elem Prof Development	4,797.94	0.00	0.00	4,797.94

<u>Activity Name</u>	<u>Beginning Balance</u>	<u>Revenues</u>	<u>Expenses</u>	<u>Balance</u>
Elem Student Council	483.85	0.00	0.00	483.85
FBLA Act	4,584.11	244.75	1944.32	2,884.54
FFA Act	48,467.32	1,332.02	11709.83	38,089.51
Fines	2,394.58	0.00	0.00	2,394.58
Football	2,863.40	0.00	75.00	2,788.40
Girls BB	(73.56)	0.00	0.00	(73.56)
Girls Wrestling	956.82	0.00	0.00	956.82
Golf Activity	1,068.91	0.00	0.00	1,068.91
HAL	59.66	0.00	0.00	59.66
Hot Lunch	347.63	0.00	0.00	347.63
HS Caring Shelves	4,518.06	80.00	70.12	4,527.94
HS Pop	1,990.00	0.00	63.99	1,926.01
HS Quiz Bowl	(455.10)	0.00	100.00	(555.10)
JH Boys BB	15.31	0.00	0.00	15.31
JH Football	382.84	0.00	0.00	382.84
JH Girls BB	372.93	0.00	0.00	372.93
JH Speech	1,516.45	0.00	0.00	1,516.45
JH Student Council	1,255.12	0.00	0.00	1,255.12
JH Track	604.57	0.00	0.00	604.57
JH Volleyball	1,339.13	0.00	0.00	1,339.13
JR Achievements	629.57	0.00	0.00	629.57
Kindness Acct	19,250.73	0.00	0.00	19,250.73
Library	1,856.23	0.00	0.00	1,856.23
Life Skills	2.41	0.00	0.00	2.41
Mock Trial	380.96	0.00	0.00	380.96
National Honor Society	649.27	0.00	0.00	649.27
Pre-Kindergarten	4,585.36	0.00	0.00	4,585.36
Professional Development	21,584.20	0.00	115.07	21,469.13
PTO	(1,874.78)	1,874.78	0.00	0.00
Rain Garden	459.50	0.00	0.00	459.50
RC Backpack	30,336.23	0.00	0.00	30,336.23
RC Blue Crew	(207.27)	0.00	0.00	(207.27)
RC Concessions	16,447.64	0.00	1796.05	14,651.59
RC Foundation	24.00	1,820.32	65.80	1,910.12
Restitution	150.00	40.00	0.00	190.00
Score Vision	4,901.64	0.00	0.00	4,901.64
Service Fees (Activity Acct)	6,380.29	769.72	593.56	6,556.45
Skills USA	208.80	0.00	0.00	208.80
Social Justice	194.12	0.00	0.00	194.12
Softball	6,391.63	0.00	0.00	6,391.63
Spanish Club	2,542.29	30.00	0.00	2,572.29
Speech	8,732.56	3,787.50	274.33	12,245.73
Spring Musical	2,187.89	0.00	0.00	2,187.89
Staff Inservice	854.92	0.00	0.00	854.92
'Stang Gang Student Section	(0.01)	0.00	0.00	(0.01)
Student Council	7,310.16	0.00	0.00	7,310.16
Student Pop	772.80	0.00	0.00	772.80
Testing	4,365.23	0.00	0.00	4,365.23

<u>Activity Name</u>	<u>Beginning Balance</u>	<u>Revenues</u>	<u>Expenses</u>	<u>Balance</u>
Track	1,201.20	0.00	0.00	1,201.20
Val Book Fair	10,293.23	1,654.70	1853.16	10,094.77
Val Fundraising	8,781.79	0.00	0.00	8,781.79
Val Pop	1,115.05	0.00	0.00	1,115.05
VolleyBall	10,662.16	0.00	0.00	10,662.16
Weight Room	4,000.00	0.00	0.00	4,000.00
Wrestling	110.51	0.00	280.74	(170.23)



**Raymond Central Public Schools**  
**Student Fees Fund Balances Nov 2023**

<u>Activity Name</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Expenses</u>	<u>Balance</u>
Activity Pass	8,836.00	0.00	0.00	8,836.00
Ag-Ed Labs	2,137.39	0.00	0.00	2,137.39
Art Class	2,999.43	20.00	0.00	3,019.43
Chromebooks	5,988.37	280.00	0.00	6,268.37
Computer Science	327.97	0.00	0.00	327.97
Drama	247.57	0.00	247.57	0.00
FFA	100.00	0.00	0.00	100.00
Foods Class	3,767.80	40.00	456.94	3,350.86
Service Fees (Student Fees)	2,058.03	56.43	12.25	2,102.21
Skills USA	1,510.00	0.00	0.00	1,510.00
Speech	175.00	0.00	0.00	175.00
Sports Fees	17,565.22	240.00	0.00	17,805.22
Tech Ed	3,030.43	70.00	921.36	2,179.07

Monthly Bills



## Raymond Central Public Schools Bills Paid Nov 2023

### General Fund - Report of Bills Paid November 2023

	<u>Check Date</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Amount</u>
1	11/20/2023	RCPS Dist. #161	November Payroll	718,457.43
2	11/16/2023	Lancaster County Sheriff's Office	SRO Piitz 23-24 Annual Contract	21,333.70
3	11/16/2023	KC AV	Intercom System at Ceresco Elem	11,297.10
4	11/16/2023	Shaw, Hull & Navarrette, CPAs	Auditors Fee 22-23 Audit	11,209.65
5	11/16/2023	Norris Public Power	Electricity HS	9,180.54
6	11/02/2023	Apptegy, Inc	RC Website/Mass Communic'n System23-24	8,718.95
7	11/09/2023	Fox, Kindra	SPED Services OT 6/1/23 - 10/13/23	6,846.92
8	11/17/2023	Lange, Freida	ELEOT Observations	4,612.50
9	11/09/2023	Grunwald Mechanical Contractors	HS Boiler Repair	4,192.86
10	11/02/2023	Bauer Built Tire & Service	Alignment & New Rear Tires Bus 22	3,917.06
11	11/17/2023	O'Daniel Honda	Extended Warranty2024 Honda 10yr/100,000	3,883.00
12	11/16/2023	Print Phase	Heat Press - Carl Perkins	3,750.00
13	11/09/2023	Hands of Heartland	SPED Transitional Program Oct	3,421.95
14	11/09/2023	Perry Guthery Haase & Gessford	Legal Services Acct 278.00	3,046.40
15	11/14/2023	US Bank	Perkins Dewalt Tools	2,789.15
16	11/02/2023	Nebraska Rural Community School A	Supt Search Fee 50%	2,750.00
17	11/02/2023	Access Systems, Inc	Copiers Oct 2023	2,357.52
18	11/16/2023	Butler Public Power District	Electricity V	2,255.48
19	11/09/2023	Nebraska Association of School Boar	NASB State Education Conference	2,013.00
20	11/09/2023	Liquid Engineering	Inspection Fee - Cistern HS	2,000.00
21	11/09/2023	Comforttechs	Blower Motor Repair V	1,690.00
22	11/09/2023	Brooke L. Cheleen	Oct 2023 SPED Physical Therapy	1,583.93
23	11/02/2023	National Time & Signal	Wall Clock C	1,296.48
24	11/14/2023	US Bank	Hotel FFA sponsor room	1,280.39
25	11/16/2023	Rocket Math	Online Math Subscriptions C,V Students	1,176.00
26	11/02/2023	School Specialty Supply	Lamination Film Libraries HS,C,V	885.96
27	11/02/2023	KC AV	Document Cameras	841.15
28	11/09/2023	Scott Tvrdy	Oct Mowing C, V	800.00
29	11/02/2023	Otte Oil & Propane Inc.	Propane V	742.36
30	11/16/2023	Bauer Built Tire & Service	Bus 19D PreK - Rear Tires	722.36
31	11/02/2023	Interstate All Battery Center	Batteries - Floor Scrubber HS	693.70
32	11/09/2023	Liberty Lawn & Landscape	Lawn Treatment- HS,C,V	693.00
33	11/02/2023	Summit Fire Protection	Fire Extinguisher Inspection/Service C,V	685.25
34	11/14/2023	US Bank	Tech Ed test kits, parts washer, sockets	655.83
35	11/09/2023	Waste Connections Co	Garbage HS, V	652.27
36	11/14/2023	US Bank	Elem STEM Grant Supplies	640.42
37	11/09/2023	Voss Lighting	Lightbulbs	615.60
38	11/09/2023	Ron's Rolloffs Inc.	Dumpster/Dump Fees HS	553.70
39	11/16/2023	Pitney Bowes Purchase Power	Postage HS( Extra)	503.50
40	11/02/2023	Dr. Graham House	Accompanist Fee Vocal Music Concerts	440.00
41	11/09/2023	Reeves, Sherry	PreK Tuition Refund (prorated)	420.00
42	11/14/2023	US Bank	PE Supplies HS	411.79
43	11/09/2023	Deaf Services Unlimited	Sign Language Interpreter SB Banquet	390.00
44	11/09/2023	Computer Hardware	Repair Laptop	384.95
45	11/14/2023	US Bank	Phonemic Awareness Elem	384.48
46	11/02/2023	KSB School Law PC LLO	Legal Service	377.50
47	11/09/2023	J.W. Pepper	Vocal Music and Band Classroom Supplies	373.18
48	11/16/2023	Village Of Ceresco	Utilities C	369.24
49	11/02/2023	One Source	Employee Background Checks	369.00
50	11/02/2023	Priefert, Tom	Parent Mileage Reimb Oct 2023	324.23
51	11/02/2023	Comforttechs	AC Repair Call 4th grade Room- V	320.00
52	11/09/2023	Village Of Valparaiso	Utilities V	318.17
53	11/09/2023	Whittemore Sprinkler Company	Winterized Sprinkler System HS	312.65
54	11/02/2023	Steve Rose	Reimbursement Mileage Sept/Oct 2023	309.82
55	11/02/2023	Hauff Mid America Sports	FB Practice Jerseys	286.80

	<u>Check Date</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Amount</u>
57	11/14/2023	US Bank	School Musical Deposit Fee	275.00
58	11/14/2023	US Bank	HS English Classroom Supplies	255.38
59	11/02/2023	Harris Decal	RC Decal 2023 Honda Van	252.27
60	11/16/2023	Holiday Inn Kearney	Hotel AD Conference, Kearney	229.90
61	11/09/2023	O' Reilly Auto Parts	Oil for Buses	225.88
62	11/09/2023	Heartland Championships	Heartland Cheer Registration. fee	225.00
63	11/09/2023	Nebraska Safety Center	Transportation Class - MJ	225.00
64	11/14/2023	US Bank	Supt Office Supplies Job Fairs	219.99
65	11/17/2023	Lange, Freida	Mileage Reimb ELEOT Observations	210.12
66	11/09/2023	Donald R. Prentice	Extermination Service	205.00
67	11/14/2023	US Bank	SEL Activities	202.00
68	11/02/2023	VABA	Grooming charge for softball field@Val	200.00
69	11/16/2023	Lancaster County Sheriff's Office	SRO - FB Game Oct	197.15
70	11/02/2023	MCS	Custodial Supplies, all Locations	196.76
71	11/02/2023	Whitehead Oil Co	DEF/Fuel	187.55
72	11/09/2023	Enevoldsen, Jeff	Activity Worker pay	187.50
73	11/09/2023	Wahoo-Wav.-Ashl. News	Publications	185.22
74	11/09/2023	Jackson Services Inc.	Mats/Mops	185.00
75	11/14/2023	US Bank	Gas/meal expen FFA Sponsor	183.74
76	11/16/2023	Osten, Tasha	Mileage Reimb	182.09
77	11/02/2023	Crees, Jennifer	Mileage Reimb Health Tech Sept/Oct 2023	170.96
78	11/09/2023	Amanda Ehlers	Reimb Mileage Oct	162.44
79	11/02/2023	Truck Center Companies	Engine Block Heater Bus 17B	155.37
80	11/16/2023	Institute for Multi Sensory Educ.	Slide decks for Morphology C, V	150.00
81	11/09/2023	Nelson, Ritch	Activity Worker pay	150.00
82	11/14/2023	US Bank	F&CS Foods, Supplies	142.98
83	11/09/2023	Flinn Science	Science Supplies	141.56
84	11/09/2023	UNO Dance Team	Registration Fee	140.00
85	11/16/2023	That Tuning Guy	Piano Tuning HS Music Room	135.00
86	11/02/2023	Trenhaile, Clair	Reimb Mileage Oct 2023	132.51
87	11/02/2023	Graue, Melissa	Mileage Reimb Oct 2023	131.66
88	11/16/2023	Home Depot Pro	Supplies HS, First Aid Kits for Buses	121.92
89	11/16/2023	School Specialty	Railroad Board HS Art Supplies	111.78
90	11/02/2023	Menards Lincoln	Maint Supplies Buses, HS Bldg	111.62
91	11/16/2023	Windstream	Fax	108.33
92	11/16/2023	William V. MacGill & Co	Health Office Supplies	107.38
93	11/14/2023	US Bank	Anatomy Curriculum Supplements	106.95
94	11/14/2023	US Bank	Maintenance Supplies HS	101.04
95	11/09/2023	St. Mary's Catholic School	Quiz Bowl Entry	100.00
96	11/02/2023	William V. MacGill & Co	Elementary supplies Health Office	99.75
97	11/14/2023	US Bank	Stem Supplies C,V	98.32
98	11/02/2023	Matheson Tri-Gas Inc.	Welding Tank Rental	97.42
99	11/16/2023	Oak Valley Lumber Co	Building Maint Supplies	96.10
100	11/09/2023	Millard North	MN Novice Speech Invite 11/3	96.00
101	11/02/2023	Time for Kids	Time for Kids Mag for Ceresco Kdg	94.05
102	11/14/2023	US Bank	SPED Classroom Supplies V	93.41
103	11/09/2023	Weyers, Ruick	Activity Worker pay	90.00
104	11/09/2023	Midland Univ. Dance/Cheer Festival	Dance team Entry	85.00
105	11/14/2023	US Bank	Cont Educ- JS	80.00
106	11/14/2023	US Bank	Misc supplies for office/health office	73.79
107	11/09/2023	Woods, Carrie	Mileage Reimb Sept/Oct	72.05
108	11/09/2023	CHI Health Company Care	DOT Physical-Carrie Woods	70.00
109	11/14/2023	US Bank	Flag football sets for recess C	69.38
110	11/09/2023	UNL Quiz Bowl	Quiz Bowl Entry	65.00
111	11/09/2023	Quest Diagnostics	3rd Party Drug Testing	64.50
112	11/16/2023	Menards Lincoln	Welding Consumables	61.91
113	11/02/2023	Coufal, Amanda	Reimb Mileage Oct	58.95
114	11/02/2023	ASI	Payflex Admin Fees	50.00
115	11/16/2023	Institute for Multi Sensory Educ.	Morphology Supplement C, V	50.00
116	11/14/2023	US Bank	iTunes Gift Card for App	50.00
117	11/09/2023	School Specialty	Phonics Game/Supplies SPED V	45.88

<u>Check Date</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Amount</u>
118 11/02/2023	Dietze Music	Band Instrument Repair	45.00
119 11/09/2023	Rezac, Mark	Activity Worker pay	45.00
120 11/14/2023	US Bank	PreK / SEL materials	40.21
121 11/14/2023	US Bank	HS Principal Office supplies	39.96
122 11/16/2023	Flinn Science	Sheep eye for dissection HS Science	34.70
123 11/14/2023	US Bank	OT Supplies Weighted Pencil Gripper	24.99
124 11/16/2023	Shelly Hlavaty	Mileage Reimb	22.27
125 11/14/2023	US Bank	PreK SPED Ipad Case	21.99
126 11/16/2023	Coufal, Amanda	Parking Reimb. Omaha	20.00
127 11/02/2023	Grafton and Associates	Add. state/natl ffa dues	18.00
128 11/02/2023	Lincoln Journal Star Advertising	Publications	9.61

**Hot Lunch Fund - Report of Bills Paid November 2023**

<u>Check Date</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Amount</u>
1 11/16/2023	Cash-Wa Distributing	New Salad Bars V & C	24,518.58
2 11/09/2023	Sysco Lincoln	Food	24,397.49
3 11/20/23	RCPS Dist 161	Hot Lunch Staff Nov Payroll	22,765.55
4 11/09/2023	Cash-Wa Distributing	Food	9,241.11
5 11/09/2023	Hiland Dairy	Milk	4,038.38
6 11/02/2023	MCS	Kitchen Supplies C, HS	1,945.12
7 11/08/2023	RevTrak	Revtrak Fees	713.00
8 11/16/2023	TechMasters Heating & Air	Repair Dishwasher C	513.92
9 11/09/2023	TechMasters Heating & Air	Replaced Hotwell Thermostat HS	459.11
10 11/09/2023	Loffredo Fresh Foods	Fresh Fruit	440.14
11 11/14/2023	US Bank	Food HL, PreK Snacks	162.05
12 11/02/2023	Patty Hudson	Reimb. Knives for Kitchens	146.33
13 11/09/2023	Jackson Services Inc.	Kitchen Cleaning Linens	123.47
14 11/14/2023	US Bank	Student Microwave HS Commons Area	119.49

**High School Bond Fund - Report of Bills Paid Nov 2023**

<u>Check Date</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Amount</u>
1 11/30/23	BOK Financial	Bond #3 Payment 12/15/2023 P& I	378,386.25 **
2 11/30/23	BOK Financial	Bond #4 Payment 12/15/2023 P& I	253,035.00 ***
			** Balance Remaining: \$2,405,933.25
			Last Payt: 12/2029
			*** Balance Remaining: \$1,938,137.50
			Last Payt: 12/2030

**Building/Sinking Fund - Report of Bills Paid Nov 2023**

<u>Check Date</u>	<u>Vendor Name</u>	<u>Description</u>	<u>Amount</u>
1 11/30/23	Jones Bank	HVAC Lease Purchase 12/1/23 Interest Only	7,862.50 *
			* Balance Remaining: \$881,912.50
			Last Payt: 6/1/2027



## Raymond Central Public Schools Student Activities Fund Checks Nov 2023

<u>Activity Name</u>	<u>Date</u>	<u>Vendor</u>	<u>Description</u>	<u>Amount</u>
Athletics	11/30/23	Boutmahavong, Souks	Varsity BB Official 12/1	150.00
Athletics	11/30/23	Gubbels, Chuck	Varsity BB Official 12/1	150.00
Athletics	11/30/23	Grandgenett, Colin	JHBBB Official 11/28	60.00
Athletics	11/28/23	Wall, Jerry	JHBB Official 11/28	120.00
Athletics	11/30/23	Wall, Jerry	JHBBB Official 11/28	60.00
Athletics	11/30/23	Larson, Mike	Varsity BB Official 12/1	150.00
Athletics	11/28/23	Benes, Adam	JHBB Official 11/28	120.00
Athletics	11/30/23	Benes, Adam	JHBBB Official 11/28	60.00
Athletics	11/30/23	Tjaden, Landon	JHBBB Official 11/28	60.00
Athletics	11/16/23	Tobin, Reinwald	11/16 JHBB official	120.00
Athletics	11/16/23	Tobin, Reinwald	11/18 jhbb official	160.00
Athletics	11/2/23	Precision Race Results LLC	District XC Timing	645.85
Athletics	11/14/23	US Bank	HS Boys Wrestlning Coaches Gear	252.02
Athletics	11/14/23	US Bank	Activity workers appreciation Dinner	207.48
Athletics	11/16/23	Menards Lincoln	Storage cabinet for tshirt press	294.68
Athletics	11/16/23	Lincoln Lutheran	Payment for winter soccer	70.00
Athletics	11/16/23	Inter-State Studios	Activity Passes	316.16
Athletics	11/16/23	Moore, James	11/18 jhbb official	160.00
Athletics	11/2/23	Awards Unlimited Inc	wrestling invite awards	1,210.55
Athletics	11/16/23	Awards Unlimited Inc	bball record board	450.00
Athletics	11/16/23	Benes, Adam	11/16 JHBB official	120.00
Band	11/8/23	J.W. Pepper	Jingle Bell Tones Score ONLY	4.00
Boys BB	11/8/23	Hauff Mid America Sports	basketball ball apparel	403.00
Boys BB	11/16/23	Hauff Mid America Sports	Backpacks	1,422.00
Boys BB	11/16/23	Hauff Mid America Sports	HS Boys bball practice jerseys	832.00
Boys BB	11/16/23	Hauff Mid America Sports	Boys Bball jackets	1,108.77
Boys BB	11/8/23	24 Hour Wristbands	Wristbands	133.75
Caring Shelves	11/14/23	US Bank	caring shelves items	70.12
Ceresco Book Fair	11/2/23	Scholastic Book Fairs	Fall Book Fair	1,377.15
Cheerleaders	11/8/23	Heartland Championships	Heartland Cheer comp. reg. fee	295.00
Cheerleaders	11/14/23	US Bank	Cheer Choreography Charge	2,800.00
Choir	11/6/23	DC West High School	14 Meals at Conference Choir	84.00
Class of 2025	11/28/23	Janet's Jungle	Prom Fundraiser Payment	1,504.34
College Access Grant	11/2/23	Educational Service Unit #7	Latino Summit	20.00
College Access Grant	11/14/23	US Bank	Thank Yous for job shadow	27.99
Dance Team	11/2/23	Weissman Dancewear	Drill Team Uniforms	227.80
Dance Team	11/8/23	Midland Univ. Dance/Cheer Festival	Dance Team Entry	35.00
Drama	11/14/23	US Bank	Set Painting and Construction	245.81
Drama	11/14/23	US Bank	Drama Act	45.30
Drama	11/2/23	Tag Ink & Thread	One Act Shirts	112.83
Elem Fundraising	11/14/23	US Bank	Elem Fundraising supplies	82.78
FBLA	11/14/23	US Bank	FBLA Dues	225.00
FBLA	11/14/23	US Bank	FBLA Dues	270.00
FBLA	11/14/23	US Bank	Goodcents Subs	180.47
FBLA	11/14/23	US Bank	Donuts and Coffee for VB	188.66
FBLA	11/14/23	US Bank	HS Stockmarket Game	109.50
FBLA	11/14/23	US Bank	FBLA Registration Dues	135.00
FBLA	11/14/23	US Bank	Letter Beads	44.85
FBLA	11/8/23	Awards Unlimited Inc	Raymond Central FBLA 4 Year	572.61
FBLA	11/2/23	Perch Merch LLC	Signs for Craft Fair	218.23
FFA	11/14/23	US Bank	Hotel Rooms FFA Nat'ls	216.76
FFA	11/14/23	US Bank	FFA Nat'ls Fuel	373.06
FFA	11/14/23	US Bank	Hotel Rooms FFA Nat'ls	2,344.02
FFA	11/15/23	US Bank	FFA Nat'ls Supply	1,172.01
FFA	11/14/23	US Bank	Feed-a-Farmer	204.38

<u>Activity Name</u>	<u>Date</u>	<u>Vendor</u>	<u>Description</u>	<u>Amount</u>
FFA	11/14/23	US Bank	FFA Nat'ls Supply	126.40
FFA	11/16/23	Wahoo Locker	FFA Fruit Sales	7,168.20
FFA	11/16/23	Newman Grove Public Schools	Entry Fees	20.00
FFA	11/8/23	Lakeview FFA Alumni	Lunches	85.00
Football	11/2/23	SIDELINE POWER	battery pack and cables: football	75.00
Professional Development	11/14/23	US Bank	Learning that Sticks Book	27.85
Professional Development	11/14/23	US Bank	PT Conference Supplies	11.88
Professional Development	11/14/23	US Bank	Professional Development	75.34
Quiz Bowl	11/2/23	Central City HS	Entry Fee 2 teams	100.00
RC Concessions	11/16/23	Super C	pizza restock for concessions.	900.00
RC Concessions	11/2/23	Sysco Lincoln	popcorn oil	60.51
RC Concessions	11/14/23	US Bank	condiments for concessions	4.18
RC Concessions	11/14/23	US Bank	Popcorn oil and PT Conference	16.48
RC Concessions	11/14/23	US Bank	Concession pretzels and office	124.78
RC Concessions	11/14/23	US Bank	Sams club concessions supplies	199.07
RC Concessions	11/14/23	US Bank	Concessions supplies: pretzels	124.78
RC Concessions	11/2/23	RC Athletics	profit from 10/19 conc.	146.50
RC Concessions	11/2/23	RCPS FBLA	profit from 10/19 conc.	219.75
Service Fees (Activity Acct)	11/8/23	RCPS General Fund	Transfer PreK Tuition Payt	540.00
Service Fees (Activity Acct)	11/8/23	RevTrak	Service Fees (Activity Acct)	53.56
Speech	11/14/23	US Bank	Black binders and black cardstock	199.33
Speech	11/2/23	Greater Omaha League-Debate	Speech Fee	75.00
Student Pop	11/14/23	US Bank	Baby Gift	30.00
Student Pop	11/14/23	US Bank	Baby Gift	33.99
Val Book Fair	11/2/23	Scholastic Book Fairs	Fall Book Fair	1,853.16
Wrestling	11/14/23	US Bank	Digital countdown clock	280.74



**Raymond Central Public Schools**  
**Student Fees Fund Checks Nov 2023**

<u>Activity Name</u>	<u>Date</u>	<u>Vendor</u>	<u>Description</u>	<u>Amount</u>
Drama	11/02/2023	Tag Ink & Thread	One Act Shirts	247.57
Food Class Student Fees	11/14/2023	US Bank	Groceries for Foods and Culinary	456.94
Tech Ed Student Fees	11/14/2023	US Bank	Epoxy, Sand paper, blades, graph paper	295.33
Tech Ed Student Fees	11/02/2023	Menards Lincoln	wood for students projects	626.03
Service Fees(Student Fees)	11/08/2023	RevTrak	Revtrak Fees	12.25

## Correspondence/Recognition

Congratulations to Olivia Masek who is a recipient of the Global Seal of Biliteracy. The Global Seal of Biliteracy is a credential that celebrates language skills and expands future opportunities for its recipients. A uniform standard is used to empower awardees to be an asset in multilingual environments. The Global Seal enables recipients to showcase their language skills to any school or employer across state lines and national borders, with a unique serial-numbered document.

Congratulations to Katie Donahue for writing and receiving a Frontier Coop Grant in the amount of \$2,835.00 to set up the veterinary science classroom with curriculum, supplies, materials, equipment.

## Public Forum

### Reports

#### Administrative Reports

#### **Submitted by Mark Smith, Jr-Sr High School Principal**

**HAPPENINGS:** With the end of 1st semester approaching, the number of special events begins to slow down during the month of November. We also had our Thanksgiving break, so this last month was a short month. The main activity involved students and teachers engage in learning in our classrooms!

**TEACHER/STAFF PREP:** There were no professional development days for the entire staff in the last month. Our next professional development day will be on January 3.

On December 8, administrators and three teachers from the Jr/Sr High joined a small group from the elementary schools to work on our instructional model and aligning it with our teacher performance framework. This important work, led by Deb Kruse, will help both administrators and teachers better plan and evaluate effective instruction in our classrooms.

The Jr/Sr high is looking to finish 1st semester strong. Classes are planning to give end of semester assessments December 19-21.

#### **Submitted by Tony Kobza, Asst Jr-Sr High School Principal/Athletic Director**

We have added a touch screen to our wall outside the Mustang Room. This holds our Senior Pictures. They are working on the code as the touchscreen is rotating but not interacting.

We have started moving dirt on the baseball and softball practice area on the East edge of the property. The land is now flattened and smoothed. It will sit until Spring to allow it to settle before moving forward. We have marked off the ballfield areas as well as a shot and discus area which will allow us to have coaches and kids closer together during practice and events.

Finally, we are working to replace/repair the mats on the front of the stage as they are showing some dramatic wear and tear. We are waiting on a quote for repair as well as information on whether the current mats are covered through a warranty.

#### **Submitted by Steve Rose, Elementary Principal and Deb Kruse, Assistant Elementary Principal**

Last week I was able to sit in on part of a Socratic Seminar in 5th Grade at Valparaiso today! Ms. Cooper's class was engaged and excited to discuss their learning! The Socratic Seminar is an essential element of Wit & Wisdom's approach to speaking and listening. These seminars provide a space for students to engage in the joyful rigor of building knowledge as part of a community of learners and allow teachers to assess students' speaking and listening skill development. Each seminar focuses on a rigorous question that provokes new thinking and requires students to rely on evidence from module texts. Students prepare for these structured academic conversations by gathering evidence to respond to the seminar question. Students apply the crafts of speaking and listening to express and extend what they have learned from their reading and writing.

Professional Development - In preparation for Math Curriculum adoption next year, Sam Butler from the ESU has been coming to the district to do walkthroughs with Steve and Deb during math class

and collect data about current classroom instruction in K-12 Mathematics. He presented it to our elementary staff members on November 29th and 30th. He discussed the rubric that he was using and how the ESU and we as a district will use this data as we begin the exploration of new curriculum in the Fall of 2024. He will return with the same process in the Spring and compile the sets of data to help us make an informed decision.

School-wide Expectations - We held our monthly Mustang Assembly and students continue to receive recognition for being "Caught in the Act".

Special Events:

- Kindergarten through 2nd Grade and 5th Grade Band held a concert at the HS on December 5. Thanks to Zac Ochsner and Melissa Graue for putting this all together. The kids sounded great!
- Mrs. Rockemann had student artwork for Kindergarten through 2nd Grade on display during the Winter Concert. It was an amazing display of our talented students' work. A huge thank you to Mrs. Rockemann for taking the time to organize and display the students' art. The parents and other family members were blown away!
  - Students and staff are participating in some fun Holiday and Kindness themed activities for the Holiday Season. Both schools either have had or will have a "Grinch" Day where we completed STEM projects as well as collected items for sharing with local families in need. Special thanks to Kim Hudson, Andrea Rockemann and Lori Morgan for their planning and preparation for this event.

**Submitted by Amanda Coufal, Director of Special Education**

Life Skills Thanksgiving Meal: On November 21, the high school life skills students held a successful and delicious Thanksgiving meal. This project is an amazing way for the students to plan and execute essential life skills. They brainstormed food ideas, found recipes, made a shopping list, compared prices, shopped for ingredients, followed a recipe, cooked, and prepared a celebration for their family as each student had the opportunity to invite at least two people. This is always a great celebration to showcase their hard work and spend time with their family and friends.

After the students went shopping for ingredients, they went out for lunch. This is a valuable, educational experience for our students as they had the opportunity to order for themselves and pay for their meals. This may seem like a small thing but for our students, this is something that they do not get to do all the time.

Special thanks to Stacey Doan, Jody Albrecht, Jessica Knopp, Ashley Matulka and Leann Wiese for their hard work and preparation to hold another successful Thanksgiving meal and creating memorable memories!

Vocational Rehabilitation: We currently have 16 students signed up to receive Vocational Rehabilitation services. VR works with schools across the state to help students plan for the future, identify their skills, abilities, and interests, explore careers, and learn about self-advocacy.

At the age of 14, during IEP meetings, we give parents information about VR services and encourage them to sign up. Once they are juniors and seniors, VR gets more involved. Jenny Vosburg is our VR specialist. Jenny helps students with job exploration counseling, transition assessments, instruction in self-advocacy, counseling on post-secondary training opportunities, and advice on post-secondary education and training opportunities based on the student's interests and abilities including discussions about college education requirements, financial aid and student accommodations.

VR staff works with students on preparing for the workforce by practicing job applications, creating resumes, teaching interview skills, and completing mock interviews. VR also advises families to learn

about resources in the community (developmental disabilities, social security and medicaid and long-term supports in the community). This is a great, free resource for our students and families.

December 2023 AD Board Report  
Mr. Tony Kobza  
Assistant Principal/AD

### **AD Newsletter**

Here are the links to our weekly newsletter laying out the upcoming events as well as the successes from the previous week. Please take a look at them below with more in depth information:

[11/12/23](#)

[11/19/23](#)

[11/26/23](#)

[12/3/23](#)

### **Facilities**

We have added a touch screen to our wall outside the Mustang Room. This holds our Senior Pictures. They are working on the code as the touchscreen is rotating but not interacting.

We have started moving dirt on the baseball and softball practice area on the East edge of the property. The land is now flattened and smoothed. It will sit until Spring to allow it to settle before moving forward. We have marked off the ballfield areas as well as a shot and discus area which will allow us to have coaches and kids closer together during practice and events.

Finally, we are working to replace/repair the mats on the front of the stage as they are showing some dramatic wear and tear. We are waiting on a quote for repair as well as information on whether the current mats are covered through a warranty.

December 2023 Board Report  
Mr. Steve Rose and Mrs. Deb Kruse  
Principals | Elementary

This last week I was able to sit in on part of a Socratic Seminar in 5th Grade at Valparaiso today! Ms. Cooper's class was engaged and excited to discuss their learning! **See Pictures Below**

The Socratic Seminar is an essential element of Wit & Wisdom's approach to speaking and listening. These seminars provide a space for students to engage in the joyful rigor of building knowledge as part of a community of learners and allow teachers to assess students' speaking and listening skill development. Each seminar focuses on a rigorous question that provokes new thinking and requires students to rely on evidence from module texts. Students prepare for these structured academic conversations by gathering evidence to respond to the seminar question. Students apply the crafts of speaking and listening to express and extend what they have learned from their reading and writing.

### **Professional Development**

Instructional Model: Insert information about the workday with teachers here?

Math Curriculum Adoption: In preparation for Math Curriculum adoption next year Sam Butler from the ESU has been coming to the district to do walkthroughs with Steve and Deb during math class and collect data about current classroom instruction in K-12 Mathematics. He presented it to our elementary staff members on November 29th and 30th. He discussed the rubric that he was using and how the ESU and we as a district will use this data as we begin the exploration of new curriculum in the Fall of 2024. He will return with the same process in the Spring and compile the sets of data to help us make an informed decision.

### **School-wide Expectations**

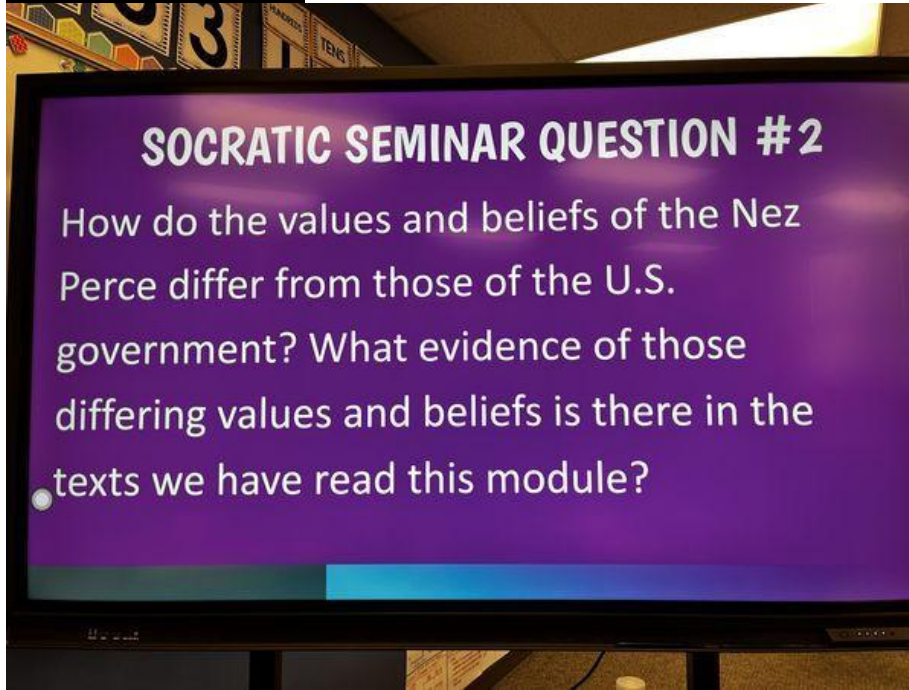
- We held our monthly Mustang Assembly and students continue to receive recognition for being "Caught in the Act"

### **Special Events:**

- The Kindergarten through 2nd Grade and 5th Grade Band held a concert at the HS on 12/5. Thanks to [Zac Ochsner](#) and [Melissa Graue](#) for putting this all together. The kids sounded great!
- Mrs. Rockemann had student artwork for Kindergarten through 2nd Grade on display during the Winter Concert. It was an amazing display of our talented students' work. A huge thank you to Mrs. Rockemann for taking the time to organize and display the students' art. The parents and other family members were blown away! I've inserted some photos at the end of the document. **See Photos Below!**
- Students and Staff are participating in some fun Holiday and Kindness themed activities for the Holiday Season.
  - Both schools either have had or will have a "Grinch" Day where we completed STEAM projects as well as collected items for sharing with local families in need.

Special thanks to Kim Hudson, [Andrea Rockemann](#), and Lori Morgan for their planning and preparation for this event.

### Socratic Seminar Pics







## RC JR/SR HIGH PRINCIPAL REPORT – 12.08.2023

### HAPPENINGS:

With the end of 1st semester approaching, the number of special events begins to slow down during the month of November. We also had our Thanksgiving break, so this last month was a short month. The main activity involved students and teachers engage in learning in our classrooms!

### TEACHER/STAFF PREP:

There were no professional development days for the entire staff in the last month. Our next professional development day will be on Jan. 3.

On December 8, administrators and three teachers from the Jr/Sr High joined a small group from the elementary schools to work on our instructional model and aligning it with our teacher performance framework. This important work, led by Deb Kruse, will help both administrators and teachers better plan and evaluate effective instruction in our classrooms.

### CURRICULUM:

#### LOOKING AHEAD:

The Jr/Sr high is looking to finish 1st semester strong. Classes are planning to give end of semester assessments Dec. 19-21.

#### OTHER:

SpEd Board Report - December  
Mrs. Amanda Coufal  
Director of Special Education

**Life Skills Thanksgiving Meal:**

On November 21st, the high school life skills students held a successful and delicious Thanksgiving meal. This project is an amazing way for the students to plan and execute essential life skills. They brainstormed food ideas, found recipes, made a shopping list, compared prices, shopped for ingredients, followed a recipe, cooked, and prepared a celebration for their family as each student had the opportunity to invite at least two people. This is always a great celebration to showcase their hard work and spend time with their family and friends.

After the students went shopping for ingredients, they went out for lunch. This is a valuable, educational experience for our students as they had the opportunity to order for themselves and pay for their meals. This may seem like a small thing but for our students, this is something that they do not get to do all the time.

Special thanks to Stacey Doan, Jody Albrecht, Jessica Knopp, Ashley Matulka and Leann Wiese for their hard work and preparation to hold another successful Thanksgiving meal and creating memorable memories!

**Vocational Rehabilitation:**

We currently have 16 students signed up to receive Vocational Rehabilitation services. VR works with schools across the state to help students plan for the future, identify their skills, abilities, and interests, explore careers, and learn about self-advocacy. At the age of 14, during IEP meetings, we give parents information about VR services and encourage them to sign up. Once they are juniors and seniors, VR gets more involved. Jenny Vosburg is our VR specialist. Jenny helps students with job exploration counseling, transition assessments, instruction in self-advocacy, counseling on post-secondary training opportunities, and advise on post-secondary education and training opportunities based on the student's interests and abilities. Discussions about college education requirements, financial aid and student accommodations. VR staff works with students on preparing for the workforce by practicing job applications, creating resumes, teaching interview skills, and completing mock interviews.

VR also advises families to learn about resources in the community (developmental disabilities, social security and medicaid and long-term supports in the community). This is a great, free resource for our students and families.



Student Board Member

**Submitted by Rosalie Tvrdy, Student Body President**

Hello and happy December! As the semester is winding down, I want to talk about some of the key highlights of the semester. When we came back to school, we were greeted by a new set of rules regarding phones and hats, and this rule was that teachers would decide whether or not it was a "green zone" or "red zone" for the phones or hats. Throughout the semester, these rules have proven very effective, and the environment for students has been a lot more enjoyable. Students are happy that they are able to wear hats to school, and many teachers are happy that they do not have to bother students about taking their hats off. Throughout the semester, we had many fun activities during homecoming week that the student council had planned, and we also had many speakers come in and talk to students about pressing issues that we face. Student council has also been starting and completing different food drives, and the items donated go right back into the community to students through the Caring Shelves here at the high school.

For the student council's winter food drive, we are collecting toys and winter wear items, and those things will be donated right back into the school to the Caring Shelves. Each student council member was required to bring two things. For each person that brings something to donate, they will get their name entered into a drawing for a gift card of their choice.

Another thing that I wanted to highlight was the sports and activities around the school. One Act this year did very well, considering the conflicts that they had, and one person, Ellie White, had to pick up three different parts during the show when someone got sick. Quiz Bowl has also qualified for the national quiz bowl competition in Chicago, Illinois. The wrestling and basketball teams have also been working hard and winning games and matches. Last week the pep band also played at the basketball games and played really well. There were also many people that came to the high school for the elementary Christmas concert, and families were able to see the artwork of their students. FBLA has also been working on getting more kids to attend the State Leadership Conference in April. We have been decorating Christmas cards, and we are going to donate them to a nursing home so that the residents can send Christmas cards to their families. Throughout the semester, there have been many good things that have been happening and things that have been accomplished. I want to say Happy Holidays, and let's have an even better semester when we come back next year!

Hello and happy December! As the semester is winding down, I want to talk about some of the key highlights of the semester. When we came back to school, we were greeted by a new set of rules regarding phones and hats, and this rule was that teachers would decide whether or not it was a “green zone” or “red zone” for the phones or hats. Throughout the semester, these rules have proven very effective, and the environment for students has been a lot more enjoyable. Students are happy that they are able to wear hats to school, and many teachers are happy that they do not have to bother students about taking their hats off. Throughout the semester, we had many fun activities during homecoming week that the student council had planned, and we also had many speakers come in and talk to students about pressing issues that we face. Student council has also been starting and completing different food drives, and the items donated go right back into the community to students through the Caring Shelves here at the high school. For the student council’s winter food drive, we are collecting toys and winter wear items, and those things will be donated right back into the school to the Caring Shelves. Each student council member was required to bring two things. For each person that brings something to donate, they will get their name entered into a drawing for a gift card of their choice.

Another thing that I wanted to highlight were the sports and activities around the school. One Act this year had done very well, considering the conflicts that they had, and one person, Ellie White, had to pick up three different parts during the show when someone got sick. Quiz Bowl has also qualified for the national quiz bowl competition in Chicago, Illinois. The wrestling and basketball teams have also been working hard and winning games and matches. This last week, the pep band also played at the basketball games, and played really well. There were also many people that came to the high school for the elementary Christmas concert, and families were able to see the artwork of their students. FBLA has also been working on getting more kids

to attend the State Leadership Conference in April. We have been decorating Christmas cards, and we are going to donate them to a nursing home so that the residents can send Christmas cards to their families. Throughout the semester, there have been many good things that have been happening and things that have been accomplished. I want to say Happy Holidays, and let's have an even better semester when we come back next year!

## Superintendent's Report

**State Education Conference** - I attended on November 16-17 with three other board members. Princess Sarah Culberson was the keynote speaker on Thursday and she shared her story of how she reunited with her birth father and became the current Princess of Sierra Leone in doing so. As an adopted child in a bi-racial family, she focuses on the importance of building a culture of acceptance and belonging. Our second keynote speaker was Richard Hight who is an internationally known artist and who was able to create two phenomenal drawings minutes before and during his presentation. He introduced us to his daughter and shared how her challenges in life have helped him to find the real beauty in others and in life in general and how that has inspired his creative talents. Governor Jim Pillen was our final keynote speaker. He talked about his vision and priorities for K-12 education and he reminded us that he is an education friendly governor. He did express his concerns that so many school districts raised the tax levy after the state dollars that he arranged to feed into the state aid formula.

**Teacher Shortage:** I attended a session on teacher shortage. My takeaway was that the state is continuing to seek creative ways to incentivize teaching as a profession (offering grants, shortened pathways, etc.). Individual school districts are creating pay structures, housing provisions and other incentives.

**Personnel Matters:** I attended a session with legal counsel who shared examples of how to effectively work with and/or separate from teachers who are not a good fit for the district. The focus was on how to use the evaluation process and hearings effectively.

**Dueling Piano's, School Law Style:** This session focused on a variety of personnel and student issues relative to First Amendment Rights and a variety of other relevant school hot topics including the use of social media. Importance of having clear policies and evaluation practices and following them.

**Pain in the App:** This presentation shared the most relevant and recent cases about students use of social media and technology. It is important to know when the intersection of the two is an actual impediment to education and that is when schools can take action. Nearly 1/2 of teens report that they have been a victim of bullying on social media (namely name calling) and You Tube is used by highest percentage of teens. The surgeon general warns of the dangers of social media on developing minds. Social media use at a young age is predictive of a subsequent decrease in life satisfaction for certain developmental stages ? Specifically a concern for girls 11-13 and boys 14-15 ? Youth who spend more than 3 hours a day on social media face two times the risk of experiencing poor mental health outcomes (including depression and anxiety) ? "Social media may also perpetuate body dissatisfaction, disordered eating behaviors, social comparison, and low self-esteem, especially among adolescent girls."

**QCPUF Fund** - Peggy and I would like to get the \$10,000 that has been left in this fund expended. We consulted with NDE to obtain a list of ideas of permissible expenditures for this \$10,000 to drop the account balance to zero. Any project that includes accessibility modifications would qualify. We will likely expend it on the playground surfacing which is an accessibility item. The NDE told us that the other approach would be for the board to take action to transfer the funds to the general fund and eliminate the account.

NASB and NRCSA Monthly Update



# Nebraska Rural Community Schools Association

*Member Update*

*December 7, 2023*



*Photo Credit: Elmwood-Murdock Public Schools*



[www.nrcsa.net](http://www.nrcsa.net)



[www.twitter.com/NRCSA1980](https://www.twitter.com/NRCSA1980)



[www.facebook.com/nrcsahome/](https://www.facebook.com/nrcsahome/)



# *NRCSA Calendar*

---

## **NRCSA Events**

### **NRCSA Legislative Forum**

February 20, 2024  
Cornhusker Hotel in Lincoln

[More about this event](#)

### **NRCSA Spring Conference**

March 14 & 15, 2024  
Crowne Plaza & Younes North Convention Center in  
Kearney

[More about this event](#)

### **NRCSA Golf Tournament**

July 23, 2024  
Meadowlark Hills Golf Course in Kearney

[More about this event](#)

## **Committee Meetings**

### **NRCSA Executive Committee**

January , 2024  
Time & Date TBD  
Via Zoom

### **NRCSA Scholarship & Recognition Committee Meeting**

February 7 & 8, 2024  
KSB Confernece Room in Lincoln

### **NRCSA Legislative Committee**

January to April 2024  
Every Thursday during the Legislative Session  
Via Zoom

### **NRCSA Executive Committee**

March 13, 2024  
Younes North Convention Center - Bronze 5  
Time TBD



## *NRCSA Search Service*

---

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



### **Raymond Central Public Schools**

Application Process Complete  
Finalists Selected: **December 13, 2023**  
Interviews: **December 16, 2023**  
Contract Start Date: **July 1, 2024**



### **Sioux County Public Schools**

**[Notice of Vacancy](#)**

**[Apply for this Vacancy](#)**

Application Deadline; **January 2, 2024**  
Finalists Selected: **January 8, 2024**  
Interviews: **January 13, 2024**  
Contract Start Date: **July 1, 2024**

## *Other Vacancies*

---

No postings

---

## *Buy, Sell, Trade*

---

**NRCSA will share information with all of our members about items for sale.** This is a service that NRCSA enthusiastically provides—we can help to spread the word if you have any items for sale (or to give away). And the price for this service is great—FREE! If you have such items, please don't hesitate to contact us. Hopefully we can help!

### **Silver Lake Public Schools**

Silver Lake Schools (Bladen) Has 5 cafeteria tables for sale. Tops and the seats are in excellent shape. Some of the tables need a little welding work on the folding out and folding up mechanisms, but a little TLC and you would have some excellent tables. Would like to get out of the building ASAP. Make an offer for 1, 2 or all of them. Taking offers until sold.

Terry Bauer  
Silver Lake Schools  
402-756-6611  
[terrybauer@silverlakemustangs.org](mailto:terrybauer@silverlakemustangs.org)



Access the Members area of [www.nrcsa.net](http://www.nrcsa.net) anytime.

**Login: member Password: playground**

**The NRCSA Spring Conference is approaching!** Mark your calendars for **March 14 & 15, 2024** at the Crowne Plaza and Younes North Convention Center in Kearney. There will be many informative and timely sessions regarding law, TEEOSA, school finance, curriculum development, updates from the Department of Ed, staff and board development, updates regarding current federal and state legislation and others. Sessions highlighting special programs and initiatives are always a plus. A total of 35 sessions will be provided at the conference. As always, the general sessions will feature music groups, speakers on Thursday and Friday, scholarships, awards, recognitions, and the traditional meals that have become a mainstay of the conference. Be sure to make plans for you and your board members to attend.

And speaking of making plans to attend, something new will be offered this year! There will be a pre-session offered on Wednesday March 13 beginning at 10:00 AM. NRCSA was recently approached by FranklinCovey with an offer of a free leadership training course. Thanks to Sam Stetcher (former East Butler Superintendent), FranklinCovey will present, **FOR NO COST TO PARTICIPANTS**, a leadership training: **4 Essential Roles of Leadership** for up to 150 registrants. The **4 Essential Roles of Leadership** course is based on the writings of Stephen Covey (**The 7 Habits of Highly Effective People**). Superintendents, Principals, and Board of Education members can register to attend via the links below. Younes Hospitality has also extended the room block at the Crowne Plaza to include Tuesday night, March 12, 2024 for those that need lodging the night before to attend the training. It is hoped that NRCSA members will take advantage of this unique opportunity for free continuing leadership development.

Registration Forms

**[2024 NRCSA Spring Conference Registration Form](#)** (online version)

**[2024 NRCSA Spring Conference Registration Form](#)** (MS Word version)

Also, we need ideas and session proposals for breakout sessions. Please contact Jack if you have ideas on breakout session topics.

---

**We are currently taking offers for some student groups at the Spring Conference.** We always have two smaller music groups perform at the Conference, one on Thursday morning around 8:00 a.m., the other on Friday at around 10:00 a.m. We are also featuring both FFA programs and student-run businesses in breakout sessions. These sessions can either be on Thursday or Friday. If you are interested in having any of these groups from your school to be featured, please contact Jack.

---

## **NRCSA Leadership**

Mark Lenihan, President.  
Wayne Community Schools

Dr. Dawn Lewis, Past President.  
Arlington Public Schools

Dr. Heather Nebesniak, Pres-Elect.  
Ord Public Schools

Chris Prosocki, Secretary.  
Southern School District # 1

## **District Representatives:**

Eugene Hanks, West  
Crawford Public Schools

Dale Hafer, North Central  
Ainsworth Community Schools

Dr. Jon Cerny, Northeast  
Bancroft-Rosalie Community Schs

Paul Sheffield, Southeast  
Exeter-Milligan Public Schools

Jon Davis, South Central  
Alma Public Schools

Jane Davis, Southwest  
Hershey Public Schools

## **Executive Director:**

Jack Moles

## **Lobbyists:**

Jon Edwards  
Scott Moore  
Russell Westerhold

## **Legislative Co- Chairs:**

Dr. Jason Dolliver  
Pender Public Schools

Bryce Jorgenson  
Southern Valley Schools

## **Scholarship & Recognition Co Chairs:**

Tim Heckenlively,  
Falls City Public Schools

Jim Widdifield  
Minden Public Schools

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

### **[Why Rural Matters](#)**

---

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

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

### **Understanding REAP**

---



Representing NRCSA at the National Rural Education Association conference in Chattanooga, TN were (L-R) Dr. Jon Cerny (Bancroft-Rosalie Supt), NRCSA Executive Director Jack Moles, and Paul Sheffield (Exeter-Milligan Supt.). Jon and Paul serve on the NRCSA Executive Committee.

---

**The annual NRCSA Membership Renewal/Drive is virtually complete.** Annual Dues remain at \$850. We have continued the growth trend that has gone on for the past several years. Last year we had 220 school districts, ESU’s, and State colleges and this year’s membership now stands at 221! We still may pick up another member or two. Thanks to you for being a member. This energizes our representation and advocacy for rural Nebraska, no matter who we are engaged with on education, legislation, or community issues. Without your support and involvement, there is less rural advocacy. Whether we like it or not, the outstate and rural population does not create a legislative majority anymore. Finding success, whether in passing, amending, or stopping legislation comes from membership, relationships, and focus. Thanks to your membership in NRCSA, rural is at the table and making a difference on behalf of our rural students, schools, and communities.

Our new member for the 2023-24 school year is Yutan. **Welcome CHIEFTAINS!**

---

**Preparations for the 2024 NRCSA Legislative Forum on Tuesday, February 20, at the Lincoln Cornhusker Marriott are underway.** Invitations to speak and attend the Luncheon with Senators will be out later. Superintendents and Board of Education members, please plan to attend. It is more important than ever

to attend and encourage your senator to attend and meet with you. This is a face-to-face endeavor. Registration forms for this event are available now.

There are rooms available at the Cornhusker Hotel at a discounted rate of \$116.00 per night for Monday February 19, 2024. The Cornhusker is a Marriott Hotel; they have instructed customers to use the central reservation line to reserve a room.

\*Cornhusker Marriott Hotel: 1-866-706-7706\*

Ask for the NRCSA-Rural School Group Rate of \$116.00 per night for Monday, February 15. You must reserve before January 29, 2024 to secure the special rate.

Registration Forms

[2024 NRCSA Legislative Forum Registration Form](#) (online version)

[2024 NRCSA Legislative Forum Registration Form](#) (MS Word version)

---

**Team NRCSA represented NRCSA on a high level in the Market to Market Relay.** On Saturday, October 7 an outstanding group of runners, plus another guy, placed 4th in the Mixed Masters Division in the Omaha to Lincoln relay. Team members included Mike Eldridge (East Butler Supt.), Megan Kozisek (East Butler Board of Ed President), John Skretta (ESU 6 Administrator), Dawn Lewis (Arlington Supt. and NRCSA Past-President), Kraig Lofquist (ESUCC Executive Director), James McGown (ESU 16 Administrator), Megan McGown, and NRCSA Executive Director Jack Moles. A great time was had by all, with a lot of great team



# 2024 NRCSA Legislative Forum

The 2024 NRCSA Legislative Forum will be held on Tuesday, February 20, 2024, at the Cornhusker Marriott Hotel in Lincoln.

This year's program will feature remarks by many educational policy leaders.

There will again be the opportunity to discuss issues of local interest with senators over lunch. This provides an invaluable opportunity to network and discuss issues with your senator.

**Be sure and make plans to attend!!**

## Room Reservations

There are rooms available at the Cornhusker Hotel at a discounted rate of \$116.00 per night for Monday February 19, 2024. The Cornhusker is a Marriott Hotel; they have instructed customers to use the central reservation line to reserve a room.

\*Cornhusker Marriott Hotel: 1-866-706-7706

\*Ask for the NRCSA Rural School Group Rate of \$116.00 per night for Monday, February 19. You must reserve before **January 29, 2024** to secure the special rate.

## Program Highlights

Tuesday February 20, 2024

- 8:20 AM - Welcome & Announcements
- 8:30 AM - Education Committee
- 9:00 AM - Appropriations Committee
- 9:30 AM - Rural senator or other group
- 10:00 AM - Rural Senator or other group
- 10:30 AM - Revenue Committee
- 11:00 AM - Rural Senator or other group
- 11:30 AM - Rural Senator or other group
- 12:00 PM - Lunch with Senators
- 1:10 PM - Speaker of the Legislature
- 1:30 PM - Closing & Adjourn

Please note: This is a DRAFT schedule and is subject to change in time schedule, sequence, and/or speaker availability.



# NEBRASKA RURAL COMMUNITY SCHOOLS ASSOCIATION

455 S. 11th St, Suite B  
Lincoln, NE 68508

## 2024 NRCSA Legislative Forum Registration Form

Please complete the following form for those individuals attending the NRCSA Legislative Forum on Tuesday, February 20, 2024, at the Cornhusker Hotel in Lincoln.

Attending the seminar will be the following:

School  
District: \_\_\_\_\_

*Please list the individual's full name and the first name or nickname, as you would like it to appear on the nametag.*

Full Name:	Name for name tag:
_____	_____
_____	_____
_____	_____
_____	_____

**CONFERENCE FEES:** (Please check appropriate space)

- Member Registration--\$100.00 for first person, \$50.00 for each additional person \$ \_\_\_\_\_
- Non-Member Registration--\$130.00 per person \$ \_\_\_\_\_
- Total Enclosed \$ \_\_\_\_\_

Send Registrations and payments to:

**NRCSA**  
455 S. 11th St, Suite B  
Lincoln, NE 68508

Fax: 402-476-7740  
email:jbundy@nrcea.net

**SCHOOLS WILL BE RESPONSIBLE FOR REGISTRATIONS CANCELED AFTER  
February 16, 2024**

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

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

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

**[New Leaf PowerPoint Presentation](#)**



**[New Leaf Zoom Meeting](#)** (recording)

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

---

**Board of Education meeting visits.** Beginning in December, 2019, I started attending Board of Education meetings in member school districts/ESUs. Since then, I have attended 91 such meetings. I recently attended the Board meeting at Dundy County on Oct. 9, Morrill on Oct. 16, and ESU 13 on Oct. 17. Upcoming visits to Board meetings include:

Monday, **Dec. 11** at Pierce and Stanton

Monday, **Jan. 8** at Tekamah-Herman and Oakland-Craig

Monday, **March 11** at Battle Creek and Randolph

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

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



*NRCSA EXECUTIVE DIRECTOR JACK MOLES WITH THE DUNDY COUNTY BOARD OF EDUCATION & SUPERINTENDENT JACKIE ANDERSON*

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

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

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

**Improving Cardiac Response in Schools.** In the aftermath of a cardiac emergency -minutes matter. The Chain of Survival starts with those who are present and requires everyone to do their part. This is especially true in rural communities where EMS resources are often further away. We recently launched a series of new tools to help schools, youth sports, and other entities develop Cardiac Emergency Response Plans. These plans consider: access to functioning AED's, a strong base of CPR knowledge and training, as well as the identification of a response team and the annual practice of a cardiac emergency.

For questions about these or other initiatives, please reach out to Tim Nikolai, Sr. Rural Health Director, at Tim.Nikolai@heart.org.

A note from Mr. Nikolai:

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

*There are many ways our organization has worked to collaborate with schools – supporting access to nutritious, affordable food, helping to address the ongoing challenges of vaping/tobacco use, and more. Today, though I'm focusing primarily on our resources to assist with cardiac readiness / cardiac emergency response planning.*

*Much of the country was watching – or has followed since – the **collapse of Buffalo Bills' safety, Damar Hamlin, on Monday Night Football.** Fortunately, Damar's story had a happy ending. Our goal is to maximize the opportunity for everyone to have a similar outcome should they experience a Sudden Cardiac Arrest. Most organizations will not have the resources that the NFL does to ensure player safety, but there is much that can be done, especially with proper planning.*

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

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

- *Sample Cardiac Emergency Response Guidelines and Plans.*
- *A toolkit to maximize the impact of AED placement and implementation.*
- *Training and awareness tools to help with Hands-Only CPR knowledge for staff and students.*
- *A revamped, training site search feature, for coaches, nurses, and others who need CPR certification.*

- *In some cases, we may have – or be able to help secure – financial resources to help schools with purchasing/maintaining AEDs, CPR mannequins, etc. Hearing the scope of that need can help us secure additional resources, so please let us know!*

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

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

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

### [American Heart Association Service Summary](#)

---

#### **Farm to School Network Takes Root in Nebraska**

The Nebraska Department of Education, Center for Rural Affairs, Nebraska Extension, Buy Fresh Buy Local, and No More Empty Pots are pleased to announce the establishment of the Farm to School Network in Nebraska. The network aims to increase access to fresh and nutritious foods in Nebraska schools and strengthen connections between local farmers, educators, and communities.

To build this network, a Network Development Committee and Advisory Committee will lead the process and guide stakeholders to create a strategic, collective action plan that will move farm to school forward in Nebraska. The Network Committees are made up of representatives from key organizations and institutions across the state and are focused on breaking down barriers standing in the way of implementing farm to school initiatives.

The Network Committees will begin the network building process with mapping community assets, phase one of the Nebraska Farm to School Network Timeline. Through this phase, they will collect information on existing farm to school activities in the state and establish a vision for the network.

All stakeholders interested in building a stronger and healthier food system in Nebraska may participate in upcoming virtual and in-person listening sessions. These listening sessions will take place from October 10th to 18th and provide a platform for sharing information about current farm to school activities and discussing the future vision for the network.

“Pillars to farm to school success in a state include partnerships, policies, and supportive programming. A network will support development of these initiatives,” said Sarah Smith, Nebraska Department of Education Farm to School Specialist and Project Director.

To register for the listening sessions or to learn more about the Nebraska Farm to School Network, please visit the [Network's webpage](#).

---

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

### **[Superintendent Check List](#)**

---

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

### **[School District Plans, Policies, & Annual Trainings](#)**

---

**We urge you to consider participation in the NRCSA Partner OneCard program** as a tool for you in managing school expenditures, both large and small. Certainly, the card can help reduce/eliminate any issues relative to unverified cash expenditures. You decide who uses it, can get cards for each of those users, keep all cards wherever you wish, determine the amount to load on each individual card, and how long the time frame of use is. It is a terrific management tool and clearly identifies each expenditure/name/date/amount. Whether small purchases or very large purchases, the card is a terrific tool. NRCSA owns the state contract, so liability for misuse falls to NRCSA, not the district user. We have only had three circumstances of fraud and all three have been the theft of the card number information, not any district employee misuse. For 2022-23, 97 districts/ESUs participated in the program. We have received interest from several districts already this year, so we believe we will end up with over 100 entities using the program. Great job by all participating districts in protecting the card and program! Don't forget, the NRCSA rebate from the transaction fee paid by businesses that choose to accept plastic is used for scholarship, awards, and special needs. For 2022-23, the rebate was almost \$29,000 to NRCSA, showing that use is increasing, and large purchases are being included. WIN, WIN, WIN! If you are considering joining the program and need more information, please contact Jack Moles ([jmoles@nrca.net](mailto:jmoles@nrca.net)) or Jeff Bundy ([jbundy@nrca.net](mailto:jbundy@nrca.net)).

# 2024 NRCSA Spring Conference

The 2024 NRCSA Spring Conference will be held on March 14 & 15, 2024, at the Crowne Plaza and Younes North Convention Center in Kearney.

There will be many informative and timely sessions regarding law, TEEOSA, school finance, curriculum development, updates from the Department of Ed, staff and board development, updates regarding current federal and state legislation and others. Sessions highlighting special programs and initiatives are always a plus. A total of 35 sessions will be provided at the conference. As always, the general sessions will feature music groups, speakers on Thursday and Friday, scholarships, awards, recognitions, and the traditional meals that have become a mainstay of the conference.

As usual, there will be many opportunities for networking and informal discussions with attendees from other schools!

**Be sure and make plans to attend!!**

## Room Reservations

There are several hotels in and around the area. Attendees will need to make room arrangements for the conference.

These hotels participate in group rates for Spring Conference

Crowne Plaza (308) 238-7000  
Hampton Inn (308) 234-3400

These hotels do NOT participate in group rates

Holiday Inn (308) 237-5971  
Comfort Inn & Suites (308) 236-3400  
La Quinta Inn & Suites (308) 237-4400  
America Inn & Suites (308) 234-7800  
Fairfield Inn (308) 236-4200  
Holiday Inn Express (308) 234-8100  
Microtel Inn & Suites (308) 698-3003  
New Victorian Inn & Suites (308) 237-5858  
Wingate Inn (308) 237-4400

## Program Highlights

### Wednesday March 13, 2024

**10:00 AM Pre-Conference:** 4 Essenensial Roles of Leadership

**Presented by:**



**6:30 PM** Exhibitor Check-In and Set-Up

**7:00 PM** Early Registration and Hospitality Rooms Open

### Thursday March 14, 2024

**7:15 AM** Registration & Exhibit Hall Open

**8:00 AM** General Session

**11:00 AM – 11:50 AM** Select-a-Session I

**12:00 PM** General Session

**2:20 PM - 3:10 PM** Select-a-Session II

**3:35 PM - 4:25 PM** Select-a-Session III

**6:00 PM** Country Buffet

**7:00 PM** Hospitality Rooms Open

### Friday March 15, 2024

**7:30 AM** Registration Open

**8:00 AM- 8:50 AM** Select-a-Session IV

**9:00 AM – 9:50 AM** Select-a-Session V

**10:00 AM** Brunch

**10:50 AM** Closing Session

**12:50 PM** Gifts, Prizes, & Giveaways



Nebraska Rural Community Schools Association

**NRCSA Spring Conference  
March 13 - 15, 2024  
Crowne Plaza & Younes North Convention Center**

**Registration Form**


School or Institution Name: \_\_\_\_\_

District Phone No: \_\_\_\_\_ Contact Person: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_

Contact Person e-mail Address: \_\_\_\_\_

**Pre-Conference Leadership Seminar – 10:00 AM Wednesday, March 13, 2024**

**4 Essential Roles of Leadership** brought to you by:  **FranklinCovey**

Registrant's Full Name	Name for Nametag	Wednesday Lunch 3-13-24
<small>Example</small> John Smith	John	X

*This pre-conference leadership seminar by FranklinCovey is free for NRCSA members but space is limited to the first 150 registrants.*

**2024 NRCSA Spring Conference – March 14 & 15, 2023**

Please register **ONLY** for the meals the registrant will attend  
**\*\*Note: Meal Fees are included in Conference Fees\*\***

Registrant's Full Name	Name for Nametag	Conference Fees: \$220.00 – Member \$360.00 – Non-Member	Thursday Lunch 3-14-24	Thursday Dinner 3-14-24	Friday Brunch 3-15-24	Total
<small>Example</small> John Smith	John	\$220.00	X	X	X	\$220.00

Spouses/Guests	Additional Meals for Spouses or Guests		\$30.00	\$25.00	\$23.00	Total
	No Conf Fee Needed	No Conf Fee Needed				
	No Conf Fee Needed	No Conf Fee Needed				
	No Conf Fee Needed	No Conf Fee Needed				

Make Checks Payable to: **NRCSA**

**Total Enclosed:**

Mail or Fax Registrations To:

**NRCSA Spring Conference**  
**455 S. 11th St, Ste B**  
**Lincoln, NE 68508**

**Fax: (402) 476-7740**

**NO REFUNDS AFTER March 11**

Or register on-line at: [www.nrcsa.net](http://www.nrcsa.net)



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

**December 2023:**

\* Syracuse-Dunbar-Avoca Middle School Reading and English Language Arts Teacher Leslie McIntosh received the Milken Educator Award. She received a \$25,000 cash award, along with a plaque.



\* Chance Rohda, a 13-year-old at East Butler, scored a perfect 36 on the ACT. He is one of the youngest ever to achieve that score.

\* Cami Oelsigle of Humphrey Public Schools was honored as the 2023 NSCA Elementary Counselor of the Year.

\* Allison Welch of Conestoga received the 2023 Ann Mactier Board Member of the Year Award from the Nebraska Association of School Boards.



\* The Omaha World-Herald (OWH) and Lincoln Journal-Star (LJS) revealed their Softball All-State selections. Selections included many players from NRCSA-member schools. First Team All-Class All-State: Reyse Zobel, Northwest (OWH) and Jerzie Schindler (LJS). Class B First Team: Kylie Caspersen, Northwest (LJS, OWH), Reyse Zobel, Northwest (LJS, OWH), Kyra Ray, Northwest (LJS, OWH). Class C First Team: Jerzie Schindler (LJS, OWH), Payton Burbach, Central City (LJS), Karlee Seitz, Central City (LJS), Taytem Ellis, Wayne (LJS), Kyla Davison, Freeman (LJS), Briana Houchin, Gothenburg (LJS), Addisyn Mowinkel, Milford (OWH), Kaili Head, Fillmore Central-EMF (OWH), Nyla Bolles, Wayne (OWH), and Kloey Johnson, Wayne (OWH).

\* Carter Nelson of Ainsworth has been selected to play in the All-American Bowl football game in San Antonio on January 6.

\* The Nebraska Coaches Association announced its all-state teams for fall individual sports. Athletes from several NRCSA-member schools were honored. All-Class Girls Golf: Mia Hiebner (Heartland), Camryn Johnson (Broken Bow), KayLynn Jorgensen (Minden). Class B All-State Girls Golf: Sidney O'Dey (Adams Central). Class C All-State Girls Golf: Kara Suchsland (Minden). Class B Boys Tennis: Nathaniel Miller (McCook). All-Class Boys Cross Country: Mason McGreer (Perkins County). Class B All-State Boys Cross Country: Miguel Cruz-Mendoza (Lexington). Class C All-State Boys Cross Country: Tyler Hetz (Gothenburg), Avery Carter (Milford), Luke Woockman (Bloomfield/Wausa). Class D All-State Boys Cross Country (Elijah Goodell (Perkins County), Jobjosiah Muthiani (Freeman), Kaser Johnson (Doniphan-Trumbull), Dawson Meyer (Oakland-Craig). All-Class Girls Cross Country: Mallory Robbins (Plattsmouth), Lindee Henning (Ogallala), Katherine Kerrigan (Ainsworth). Class C All-State Girls Cross Country: Lilly Kenning (Milford), Talissa Tanquary (Sidney), Liston Crotty (Auburn), Hailey O'Daniel (Arlington). Class D All-State Girls Cross Country (Anna Fitzgerald (Doniphan-Trumbull), Peyton Paxton (Mullen), Delani Runnels (Niobrara/Verdige), Dakota Horstman (Hemingford).

\* Sumner-Eddyville-Miller won the 6-Man State Football Championship. Hay Springs was the runner-up.



\* Sandhills/Theftord won the Class D-2 State Football Championship. Wynot finished as the runner-up.

\* Stanton won the Class D-1 State Football Championship. Exeter-Milligan/Friend (EMF) was the runner-up.



\*Ord finished as the Class C-2 State Football runner-up.

\* Boone Central won the Class C-1 State Football Championship.



\*Three cheerleaders from Minden were selected as All-American Cheerleaders and invited to dance in a Thanksgiving Parade at Walt Disney World in Orlando, FL. They were Adisyn Prince, Carley Fitzsimmons, and Amelia Tira.



\* Hayley Ryan of Overton High School was named a Regional Coach of the Year for 2023 by the American Volleyball Coaches Association.

\* Several athletes from NRCSA-member schools earned First Team All State honors from the Omaha World-Herald. Those honored in Class C1 were Mattie Kamery (Minden), Halley Dolliver (Malcolm), Jaya Wachholtz (Pierce), Clara Evert (Gothenburg), Myla Emery (Minden), and Anna Borner (DC West). Honored in Class C2 were Chloe Hanel (Clarkson-Leigh), Brandi Helzer (Oakland-Craig), Adyson Minarik (Summerland), and Adi Rennerfeldt (Oakland-Craig). Class D1 honorees include Mikah O'Neill (SEM), Hannah Herrick (Amherst), and Taryn Arbuthnot (SEM). Class D2 honorees were JoLee Ryan (Overton), Natalie Wood (Overton), Jalen Kent (Cambridge), Jalyn Branson (Shelton), Jaala Stewart (Meridian), Ashlyn Florell (Overton), and Bailee Ahlemeyer (Cambridge).

\* Students who placed in the Top 4 at the FFA National Conference include: Skye Sock, Twin River (Agriscience Research–Plant Systems), Creyton Line, SEM (Environmental Sciences and Natural Resources Management–Entrepreneurship/Placement), Ashton Stubbert, Lakeview (Service Learning–Entrepreneurship/Placement), William Paxton, Stuart (Specialty Animal Production–Entrepreneurship/Placement), Morgan Bonifas, Aurora (Specialty Crop Production–Entrepreneurship/Placement), Jaxson Villareal, Chase County (2nd in Plant Systems), Kailey Hartman, Pawnee City (4th in Social Science-Division 1), Katerina Maricle and Bethany Preister, Boone Central (Social Science-Division 2), and Samantha Bonifas, Silver Lake (Social Science-Division 5).

**The National Rural Education Advocacy Consortium (of which NRCSA is a member) continues to represent rural education on the Federal level.** NREAC is an extension of the National Rural Education Association. Dr. Jon Habben, previous NRCSA Executive Director, serves as the NRCSA Federal Liaison.

A brief description of the six NREAC legislative priorities are as follows:

1) EDUCATION FUNDING: NREAC seeks preservation of critical federal funding for rural schools.

2) REAP FUNDING: NREAC urges Congress to increase funding to Title V, Part B of ESSA, the Rural Education Achievement Program, with a specific increase to the Rural Low-Income School Program.

3) INFRASTRUCTURE: NREAC supports efforts to ensure any infrastructure proposal in Congress must include funding for modernizing or maintaining rural school facilities.

4) FOOD AND NUTRITION: NREAC supports any effort to streamline processes and reduce the administrative burdens related to school meal programs.

5) SCHOOL SAFETY: NREAC supports flexible federal formula funding streams that channel resources to rural school districts for school safety that recognizes the geographic and economic challenges in rural communities.

6) BROADBAND AND CONNECTIVITY: NREAC believes access to high-speed internet is critical for providing equitable access to learning for students in rural schools. As such, NREAC strongly supports maintaining E-Rate as an element of the Universal Service Fund in its current funding structure.

### **[NREAC Legislative Agenda](#)**



*L-R Dr. Jon Habben, Jack Moles, Congressman Adrian Smith.*

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

### **[NRCSA Principal Search Brochure](#)**

**An outstanding opportunity is available for rural districts or ESUs to “grow their own” School Psychologist.** I highly encourage someone in your school or ESU to apply for admission to the Prairie Nebraska Project through UNL.

With generous funding from the Behavioral Health and Education Center of Nebraska, the University of Nebraska Lincoln’s School Psychology program is recruiting 10 rural Nebraska residents to complete an Educational Specialist degree in School Psychology. The Prairie Nebraska project uses synchronous and asynchronous online instruction to deliver a program of study that is highly accessible for rural Nebraska residents. Students will be able to complete the training in their own community without having to relocate to Lincoln. Prairie Nebraska funds will pay for the trainees’ tuition and fees. Upon successful completion of the program, Prairie Nebraska trainees will qualify for an endorsement towards a Nebraska Department of

Education certificate in School Psychology.

Successful applicants to the Prairie Nebraska program will:

- Live and work in any Nebraska county excluding Douglas, Lancaster, Sarpy, Washington, or Cass Counties.
- Have a recommendation from an ESU or school administrator with a commitment by the school/ESU to provide the experiences and supervision that trainees will need to complete the program.
- Apply to and be accepted into the University of Nebraska Lincoln Educational Specialist program in School Psychology.

Due to restrictions associated with the ARPA funds, all project-funded activities must be completed by December 2025. Consequently, we will be recruiting very quickly – with review of applicants beginning on April 1, 2023 and continuing until the program is filled. Coursework and supervised practica will be tightly scheduled and offered one course at a time. Formal, synchronous courses and meetings will be scheduled outside of typical work hours (e.g., 5 PM or later) and will emphasize projects, assignments, and activities that have practical utility to prepare students for day-to-day practice as School Psychologists.

Interested applicants should email Beth Doll, [bdoll2@unl.edu](mailto:bdoll2@unl.edu) and include their:

- Name, email, and phone number
- Mailing address, including county of residence
- The school district or Educational Service Unit that is likely to provide their recommendation and commitment for supervised experiences

---

### **New Collaboration Seeks to Address Principal Shortage and Strengthen Professional Development**

A new collaboration designed to address the shortage of future principals and strengthen professional development of current school leaders is underway. The project, entitled, Growth-Oriented Leadership Development (GOLD) is being coordinated by members of the UNL Department of Educational Administration, in partnership with NRCSA, NCSA, ESUs, and NDE.

“We’re seeking federal funds to develop current and future principals from within—a grow your own model, said Nick Pace, chair of the UNL Educational Administration Department. Over the next several

months, Pace says a team led by professors Jiangan Xia and Scott Sturgeon will be inviting districts to join the effort. The team is inviting approximately 60 schools to participate, with half receiving focused training while the other half continues its current efforts without the training. Districts not initially selected for the training group would be first in line for the next round of the program, if funded.

Districts interested in participating should watch for information through NRCSA updates, ESU superintendent meetings, or by contacting Pace, Xia, or Sturgeon.

[Nick.Pace@unl.edu](mailto:Nick.Pace@unl.edu), [Jxia@unl.edu](mailto:Jxia@unl.edu), [ssturgeon2@unl.edu](mailto:ssurgeon2@unl.edu)

---

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



# Purple Ribbon Partners



## Cheever Construction

Doug Klute  
3425 N 44th St  
Lincoln, NE 68504  
Phone: (402) 477-6745  
dklute@cheeverconstruction.com



## Crouch Recreation

Nicole Crouch  
1309 S 204th St # 330  
Elkhorn, NE 68022  
Phone: (402) 496-2669  
nicole@crouchrec.com



## CMBA Architects

Troy Keilig  
208 N Pine ST, Ste 301  
Grand Island, NE 68801  
Phone: (308) 384-4444  
keilig.t@cmbaarchitects.com



## DA Davidson

Paul Grieger  
450 Regency Parkway, Suite 400  
Omaha, NE 68114  
Phone: (402) 392-7986  
pgrieger@dadco.com



## Cognia

Shannon Vogler  
7744 Olive Creek Rd  
Firth, NE 68358  
Phone: (888) 413-3669 ext 5801  
shannon.vogler@cognia.org



## DLR Group

Emily O'keeffe  
6457 Frances St, Suite 200  
Omaha, NE 68106  
Phone: (402) 393-4100  
eokeeffe@dlrgroup.com



## Cornhusker International Trucks

Russ Folts  
3131 Cornhusker Hwy  
Lincoln, NE 68504  
Phone: (402) 304-4016  
russ.folts@cornhuskerinternational.com



## Facility Advocates

Dave Raymond  
3738 S 149th St, Suite 102  
Omaha, NE 68144  
Phone: (402) 657-9177  
draymond@facilityadvocates.com



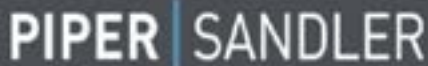
**First National Capital Markets**

Matt Fisher  
2223 Second Ave  
Kearney, NE 68848  
Phone: (308) 380-3831  
mfisher@fnni.com



**Network For Educator Effectiveness (NEE)**

Marc Doss  
288 Maguire Blvd  
Columbia, MO 65211  
Phone: (844) 793-4357  
dossm@missouri.edu



**Piper Sandler & Co**

Jay Spearman  
11422 Miracle Hills Dr, Suite 408  
Omaha, NE 68154  
Phone: (402) 599-0307  
jay.spearman@psc.com



**Renaissance Learning**

Sparkle Oehlert  
2911 Peach St  
Wisconsin Rapids, WI 54494  
Phone: (402) 207-5451  
sparkle.oehlert@renaissance.com



**Trane Technologies**

Jonathan Hoesch  
11937 Portal Rd  
La Vista, NE 68128  
Phone: (402) 499-8468  
jonathan.hoesch@trane.com



**Tremco Roofing**

Tyler Petersen  
3735 Green Road  
Beachwood, OH 44122  
Phone: (909) 302-0617  
tpetersen@tremcoinc.com



**Wilkins Architecture, Design, Planning**

Jacob Sertich  
2908 W 39th St, Suite A  
Kearney, NE 68845  
Phone: (308) 237-5787  
jsertich@wilkinsadp.com

**One of the benefits for our Purple Ribbon Partners is the opportunity to submit an article for the monthly Member Update.** This month we proudly recognize:

### **DA Davidson**



### **Who We Are**

We are a public finance partner dedicated to delivering elevated results through specialized and innovative solutions. Our banking professionals bring critical knowledge and expertise to help navigate your financing needs, and are experienced working with varying project sizes, timing, and market environments. Our impassioned team is committed to our clients' successful projects, and positively impacting the communities where we work and live.

D.A. Davidson & Co.'s Fixed Income Capital Markets group is a key strategic priority of D.A. Davidson. The group is comprised of investment bankers in 22 offices, with four bankers located in Nebraska. As the fifth most active underwriter in the nation and first in the state of Nebraska based on number negotiated transactions<sup>1</sup>, our high ranking shows D.A. Davidson's strong commitment to public finance.

Our Public Finance investment bankers are experienced in financing projects for communities across the U.S., from securing funding for a new elementary school building to structuring multi-million dollar project financing for professional athletic facilities. Our knowledgeable Fixed Income Trading Operations maintain some of the most active trading desks in the country. Couple these with a high level of personalized client service, and you gain access to an industry leader.

### **Serving Rural Education**

Since 2012, D.A. Davidson has proudly managed approximately 137 bond transactions for over 55 rural school districts. Our long-term relationships include:

- Alliance Public Schools – since 2010; 11 transactions, totaling \$25,860,000
- Centennial Public Schools – since 2007; 9 transactions, totaling \$32,990,000
- Fort Calhoun Community Schools – since 2008; 11 transactions, totaling \$40,851,000
- Hershey Public Schools – since 2007; 11 transactions,

totaling \$22,804,000

- Minden Public Schools – since 2009; 7 transactions, totaling \$47,020,000
- Sidney Public Schools – since 2005; 10 transactions, totaling \$45,210,000

Earlier this year, D.A. Davidson managed Hershey Public Schools' \$17,900,000 bond to renovate and improve the school. The project consists of approximately 55,000 square feet of renovation of the existing facility and 30,000 square feet of new construction<sup>2</sup>. Voters approved the bond in February 2022.

Whether it is a \$260,000 lease for a few improvements or \$40,000,000 bond for a brand-new school building, D.A. Davidson is there for your district and community.

### **Contact us about your financing needs:**

Paul Grieger, Managing Director  
pgrieger@dadco.com, 402.392.7986

Cody Wickham, Senior Vice President  
cwickham@dadco.com, 402.392.7989

Andy Forney, Vice President  
aforney@dadco.com, 402.392.7988

1. Source: Refinitiv Date: 01/03/2022

2. Hershey Public Schools;

<https://northplattpost.com/posts/304f370f-755c-4b93-8092-59d28735adc3>

*This material is being provided for educational and informational purposes only. Information contained herein is believed to be reliable, however; we can make no guarantee as to its accuracy or completeness. The information in this publication is not investment or securities advice and does not constitute an offer. Neither the information nor any opinion in the publication constitutes a solicitation or offer by D.A. Davidson & Co. member SIPC or its affiliates to buy or sell any securities, options, or other financial instruments or provide any investment advice or service.*

# MEMBER SPOTLIGHT

## *Humboldt Table Rock Steinauer*



**Mascot:** Titans

**Enrollment:** 307 Students PK to 12

**Location(s):** Humboldt, NE

**Superintendent:** George Griffith

**Principals:** Darin Lovercheck, K-12 Principal & Kim Standerford, Asst. Principal

**Board of Education:** Scott Ogle - Bd. President, Kyle Hilgenfeld, Neal Kanel, Mike Kanel, Dave Mezger, Leah Reyes

## HTRS Begins the Tiny House Project

The new school year has brought many changes, including career and technical education projects. One of the big projects for 2023-2024 is the Tiny House Project. The Woods/Construction classes are building a certified Tiny House that will include rough carpentry, finish carpentry, plumbing, electrical and HVAC. Once the house is completed, HTRS will be looking at placing the home on a lot within the district. In addition to providing educational opportunities for our shop



Floor Plan for 2023-2024



American National Bank \$6,000 donation

students, our business students will have the opportunity to learn real life business skills by operating the house as a rental property. The Tiny House could provide temporary rental housing for teachers, or be used for travelers on a nightly basis. This project is expanding our career and technical education by providing a capstone course that will be us as completers for our construction and woods career pathway programs. HTRS leadership and students wish to thank the



Insulated & Floored

Humboldt-Table Rock-Steinauer Education Foundation, the Humboldt Shares Organization, American National Bank and The State Bank of Table-Rock for their



The First Walls

generous donations to help fund over 50% of this program. HTRS Education Foundation, Humboldt Shares and The State Bank of Table-Rock each donated \$5,000 and American National Bank donated \$6,000. The



State Bank of Table Rock \$5,000 donation

district is looking for a city lot to purchase (or have donated) to place the home on. The long-term goal of the Tiny



Making Good Progress

House program is to complete three Tiny Houses to place on the one lot to provide more housing options in the community. Future Tiny Houses will include a full living room and a loft bedroom. All homes will have a kitchen and dining area and a ¾ bath. The students are showing great interest in working on this project and have even spent some free time working on it.

**I would encourage districts to consider participating in the Academic Decathlon competition.**

Academic Decathlon is an activity that is dependent on students of different ability levels. A team is made up of students who are in the Honors (A average), Scholastic (B average), and Varsity (C average) levels. Students may move up, but they may not move down. The combined scores of the students in all 10 competition events are counted, thus each team member is very important. There is a defined course of study in each subject area each year. Subject areas are commonly Math, Language & Literature, Science, Social Science, Economics, Art, and Music which are covered in the Regional competition each year. At the State Competition, Speech, Interview, and Essay are added. There is a “theme” each year that many of the subject areas cover. The theme for 2022-23 was the American Revolution. The theme for 2023-24 will be “Technology and Humanity”. Regional competition takes place in January and State competition takes place in February. The school can decide how to prepare for the competitions. Some schools have teams that have practices in the evenings or after school. Some simply provide the students with materials to study prior to competitions. Other schools offer a class to prepare.

Quiz Bowls are wonderful and fun activities, but they do not have a defined course of study like the Academic Decathlon. I find the Decathlon to be the best academic competition that I have experienced. To me, it is based on true study and learning.

On a personal note, three of my four kids participated in Academic Decathlon through high school and between them they won thousands of dollars in scholarships as they were on teams that had success. I currently serve on the Nebraska Academic Decathlon Board of Directors. I have been very involved with this activity for many years and highly encourage you to consider adding it to your school. A new school can have its enrollment fee waived the first year and may receive free study materials.

If you have any questions or have a staff member who is interested, please feel free to contact me. You could also contact the State Director, Vicki Deniston-Reed at [dcthln.denistonreed@gmail.com](mailto:dcthln.denistonreed@gmail.com).

---

**UNL Tuition Discount & GOLD Grant.**

We have a new tuition discount program aimed at better serving folks from rural districts who are seeking school leadership degrees (MEd – principalship, EdD – superintendency) or endorsements. The program

provides a 15% tuition discount for educators who serve in NRCSA member districts or are in an area classified by NCES as rural or town. We think this is a small but important step toward helping rural schools be intentional about growing their own leaders. If interested, please contact Dr. Nick Pace at [nick.pace@unl.edu](mailto:nick.pace@unl.edu)

**[Big Red Leader Website](#)**

**[Big Red Leadership Flyer](#)**

**In addition, invite your participation in a federal grant application aimed at helping Nebraska school districts. Led by the UNL Department of Educational Administration, the *Growth-Oriented Leadership Development (GOLD) Project* is a collaboration across NCSA, NRCSA, ESUCC, and NDE. Goals include:**

- Developing current and future leaders in a grow-your-own model
- Strengthening School Leadership
- Improving Principal and Teacher Retention

***GOLD Highlights:***

- A focus on local, building/district level context, not a top-down, one-size-fits-all approach
- Research-based content aligned with Marzano’s Balanced Leadership and other recent work
- Use of existing professional development structures led by credible leaders and coaches
- No additional costs or duties to ESUs or districts

***GOLD Includes:***

- Regular, large group professional development for the principal and 2-3 teacher leaders per building
- Small group coaching and facilitation provided by grant-funded coaches
- Application of material presented in sessions to local school improvement priorities and integration with the new NDE Nebraska Teacher and Principal Professional Standards (NTPPS)
- A stipend to participating schools to support implementation of GOLD dimensions and materials

To Learn More:

**<https://cehs.unl.edu/edad/gold-project/>**

---

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

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

**Who:** Any individual who holds a minimum of an Associate’s Degree (or equivalent credit hours) from an accredited higher education institution, and who is employed as a para-professional within a school district. **What:** Chadron State will provide required course work and enrichment activities via online, face-to-face (via Zoom), and on the job experiential learning, leading to a Bachelor’s in Education Degree, and a Nebraska Teaching Certificate with an endorsement in Special Education (grades PK-12). With administrator input, program course work will be tailored to best fit your district practices and expectations. Each course will be offered in an 8-week format, with 12-13 credit hours to be completed each 16 week semester.

**How:** Program participants will be advised, monitored, and supported by CSC faculty/staff, and a CSC Education Program liaison is specifically assigned to facilitate their progress. District para-professionals may enter the program at any time in the academic year.

**When:** once participants reach their senior academic year they will embark on completing their capstone course work, via online and Zoom class sessions. This course work has been pared down considerably with the understanding and assumption that these student teachers will be learning “on-the-job”. For example, one section covers classroom management practices. Clearly, one can argue and attest that these student teacher interns are learning more about managing a classroom from being mentored by veteran teachers within your school, and observing them in action. This is the belief and learning approach embraced during this senior year. However, to ensure and assess concept learning, Chadron State faculty will be meeting with your student teacher cohort twice per week for 1.5 hours, via Zoom conferencing technology.

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

## **Things for your consideration:**

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

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

Please contact Dr. Adam Fette for more program information, at [afette@csc.edu](mailto:afette@csc.edu).

---

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

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

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

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

*We are very excited to enter a partnership with schools and communities of SE Nebraska to promote mental health and well-being. We are aware of the mental health counseling disparities that exist in Nebraska*

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

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

For more information, please visit our clinic website:

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

---

**A common theme from some of the decision makers on the state level is that “out of control” local spending is to blame for the property tax problem.** NRCSA, along with many other educational entities, maintains that we do not have a school spending issue, but instead have a school funding issue. Attached are two reports, one from NRCSA, the other from Open Sky, that discuss the myth of “out of control” school spending. It is my hope that administrators and Board of Education members will read, then use these reports to counter those claims. When you do please tell your district’s story as that is the most powerful way to get this message across.

[NRCSA Spending Study](#)

[A Look at School Spending in NE from Open Sky](#)

---

## **SUPERINTENDENT SEARCH & PLANNING**

NRCSA has had a very successful year last year in assisting 14 Boards of Education in choosing their next Superintendent of Schools. Last year we were asked to assist Ansley Public Schools, Bruning-Davenport (interim), Educational Service Unit #16, Lakeview Community Schools, Louisville Public Schools, Medicine Valley Public Schools, North Bend Central Public Schools, Randolph Public Schools, Ravenna Public Schools, South Central Unified #5 (interim), Southwest Public Schools, Superior Public Schools (Interim), Tekamah-Herman Public Schools, and Thayer Central Public Schools in their searches for their next Superintendents. NRCSA was also selected to assist the NSAA Board of Directors in its search for the next Executive Director of the NSAA. We also assisted Thayer Central on a Principal search.

This year, we are already assisting the Boards of Education at Raymond Central and Sioux County in identifying their next Superintendent.

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

It is a common practice for many Boards of Education and the Superintendent to conduct short and long-term planning. NRCSA does provide a quality service using experienced consultants. If you are interested in more information, please contact Executive Director Jack Moles.



SYRACUSE-DUNBAR-AVOCA used the NRCSA Planning Service in 2022. NRCSA Consultants Rob Hanger and Fred Helmink assisted the district with its planning.

[NRCSA Search Service Experience](#)

[NRCSA Planning Support Brochure](#)



**From Dr. Jon Habben; NRCSA Federal Liaison:**

Hello All!

Below is the November Rural School and Community Update from the USD of Ed. This is a very positive effort on behalf of a recent rural communication effort led by the creation of a rural liaison within the department. This is a specific rural focused position that is supported by rural specific staff. Worth the time to read!

A second quick note, Congressional Reauthorization to keep the federal government operational continues to be a work in progress between now and when the 2024 budget actually begins its new fiscal year.

This a good description from the National Grange News:

*“On November 17, a bipartisan Congress passed a stopgap funding bill that was signed by the President. The two-step continuing resolution funds the government in two tranches, one until January 19 and the other until February 2. The first funds military construction, Veterans affairs, Agriculture, Transportation, Housing and Urban Development, and energy and water programs. The second funds the Department of Defense and nondefense social programs. The legislation did not include emergency spending for the war in Ukraine, military aid to Israel, humanitarian assistance to Ukraine, Israel and Gaza, or additional security along the U.S.-Mexico border. That fight comes separately. The legislation also included a one-year extension of the 2018 farm bill which expired September 30.”*

Have a wonderful Christmas! Jon

**[Rural School and Community Update Nov 2023](#)**

## Contact Information

---

### NRCSA

Jack Moles, Executive Director  
(402) 335-7732  
[jmoles@nrcea.net](mailto:jmoles@nrcea.net)

Jeff Bundy, Administrative Aide  
(402) 202-6028  
[jbundy@nrcea.net](mailto:jbundy@nrcea.net)

### Legislative Contacts

#### U.S. Senators

[Deb Fischer](#)

[Pete Ricketts](#)

#### U.S. House of Representatives

[Don Bacon](#)

[Mike Flood](#)

[Adrian Smith](#)

#### Nebraska Governor

[Jim Pillen](#)

#### NE State Senators

[Raymond Aguilar, Dist 35](#)

[Joni Albrecht, Dist 17](#)

[John Arch, Dist 14](#)

[Christy Armendariz, Dist 18](#)

[Beau Ballard, Dist 21](#)

[Carol Blood, Dist 3](#)

[Carolyn Bosn, Dist 25](#)

[Eliot Bostar, Dist 29](#)

[Bruce Bostelman, Dist 23](#)

[Tom Brandt, Dist 32](#)

[Tom Brewer, Dist 43](#)

[John Cavanaugh, Dist 9](#)

[Machaela Cavanaugh, Dist 6](#)

[Robert Clements, Dist 2](#)

[Danielle Conrad, Dist 46](#)

[Jen Day, Dist 49](#)

[Wendy DeBoer, Dist 10](#)

[Barry DeKay, Dist 40](#)

[Myron Dorn, Dist 30](#)

[Robert Dover, Dist 19](#)

[George Dugan, Dist 26](#)

[Steve Erdman, Dist 47](#)

[John Fredrickson, Dist 20](#)

[Steve Halloran, Dist 33](#)

[Ben Hansen, Dist 16](#)

[Brian Hardin, Dist 48](#)

[Rick Holderoft, Dist 36](#)

[Jana Hughes, Dist 24](#)

[Megan Hunt, Dist 8](#)

[Teresa Ibach, Dist 44](#)

[Mike Jacobson, Dist 42](#)

[Kathleen Kauth, Dist 31](#)

[Lou Ann Linehan, Dist 39](#)

[Loren Lippincott, Dist 34](#)

[John Lowe Sr., Dist 37](#)

[Mike McDonnell, Dist 5](#)

[Terrell McKinney, Dist 5](#)

[Fred Meyer, Dist 41](#)

[Mike Moser, Dist 22](#)

[Dave Murman, Dist 38](#)

[Jane Raybould, Dist 28](#)

[Merv, Riepe, Dist 12](#)

[Rita Sanders, Dist 45](#)

[Julie Slama, Dist 1](#)

[Tony Vargas, Dist 7](#)

[Brad Von Gillern, Dist 4](#)

[Lynne Walz, Dist 15](#)

[Justin Wayne, Dist 13](#)

[Anna Wishart, Dist 27](#)



## *NRCSA Programs*

**New Leaf Teletherapy**

**Planning Support Service**

**Scholarship and Awards Programs**

**Superintendent Search Service**

**USBank OneCard Program**



*NRCSA Rural Community Schools Association*  
*455 S 11th ST, Suite B*  
*Lincoln, NE 68508*



[www.nrca.net](http://www.nrca.net)



[www.twitter.com/NRCSA1980](https://www.twitter.com/NRCSA1980)



[www.facebook.com/nrcsahome/](https://www.facebook.com/nrcsahome/)



## Monthly Update for your Board Meeting Agenda

### December 2023

Networking & Events  
Latest 'Board Notes' – Monthly Newsletter  
Annual Board Calendar Summary  
Government Relations & Advocacy  
This Month In ...  
Monthly Agenda Video Updates & NASB's Video Resources  
Contact Us



### 2024 Advocacy Handbook

<https://members.nasbonline.org/government-relations/nasb-advocacy-handbook>

(www.NASBonline.org – Government Relations – Advocacy Handbook)

**COMING SOON ...** With the approval of the NASB bylaws, standing positions and legislative resolutions at the 2023 Delegate Assembly, look for the 2024 NASB Advocacy Handbook to be posted prior to this year's legislative session.



### Networking & Events ... Register Now

<https://members.nasbonline.org/events>

(www.NASBonline.org – Events)

*All Dates & Locations Tentative & Subject to Change*

**14<sup>th</sup> Annual Nebraska Child Health & Education Summit - December 13 - Omaha**

<https://www.eventbrite.com/e/14th-annual-ne-child-health-education-summit-tickets-749525329437?aff=oddtcreator%20>

### JANUARY 2024

**School Board Member Week in Nebraska - January 21-28**

<https://members.nasbonline.org/events/school-board-member-week>

**Legislative Issues Conference - January 21-22 - Lincoln**

<https://members.nasbonline.org/events/legislative-issues-conference>

**Board President's Retreats - January 28-29 - Norfolk**

<https://members.nasbonline.org/events/board-president-retreat>

**FEBRUARY 2024**

**Board President's Retreats - February 4-5 – Kearney**

<https://members.nasbonline.org/events/board-president-retreat>



## **Latest 'Board Notes' – Monthly Newsletter**

<https://members.nasbonline.org/news-resources/board-notes-newsletter>

([www.NASBonline.org](http://www.NASBonline.org) - News & Resources - Board Notes)

- *Learning, Leading & Lasting Impressions*
- *The Annual Passing of the Gavel*
- *At The Board Table*
- *ALICAP Recognizes its Annual Award Winners*
- *EPIC Tax Referendum & The Use of Public Resources*
- *AI in Education*
- *Training, Networking, Engagement & Events*
- *This Month In ... And Much More!*



## **"Annual Board Calendar Summary"**

View the full detailed calendar at:

<https://members.nasbonline.org/board-leadership/resources>

([www.NASBonline.org](http://www.NASBonline.org) – Board Leadership – Resources)

### **December Board Agenda Items**

In addition to routine agenda items, time sensitive topics include:

- **Advocacy** - Review the 2024 Legislative Session Calendar
- **Student Accountability** - Review the NDE State of Schools Report
- **District/ESU Resources [Budget]** - ESU Annual Financial Report On or before January 31, the ESU Administrator of each ESU will submit to the Commissioner of Education an Annual Financial Report. § 79-1229
- **Board Elections** - Notify the County Clerk/Election Commissioner. On or before February 1, the board must notify the County Clerk of Election Commissioner of the member seats open for the upcoming election.

**\*\*Review the full November Agenda in the 2023 NASB Board Meeting Guide & Annual Board Calendar.**

### **Board Self-Assessment**

Following the board's evaluation of the superintendent or ESU Administrator, consider administering a Board Self-Assessment. This provides an opportunity for board members to self-reflect and collectively consider the effectiveness of the board's governance leadership and working relationship with the superintendent or ESU Administrator. Schedule a board retreat with Marcia or Stacie to review the results and participate in discussion of goals to address the board's identified areas of growth. Please contact Katie Corfield or Marcia Herring at 402-817-0296 to schedule a time to administer the board self-assessment.

## **Board Retreat**

As the new year is fast approaching, it is a perfect time to schedule a board retreat to set goals, discuss the board role and responsibilities, develop board protocols, or customize the retreat to meet the board-superintendent /ESU Administrator vision or needs. Please contact Marcia Herring at 402-817-0296 to schedule your board's next retreat.

## **NASB President Retreats**

**January 28-29, 2024 in Norfolk**

**February 4-5, 2024 in Kearney**

Join the NASB Board Leadership Team in Norfolk and Kearney for the opportunity to engage with fellow or other leadership teams including the board president, aspiring presidents, and superintendents. The agenda will include a leadership activity on Sunday with a social and dinner, and a full agenda on Monday addressing board meeting protocols, Open Meetings Law, policy, committee work, scenarios, goal planning, superintendent evaluation, and more. Stay tuned for more information regarding the registration details.



## **Government Relations & Advocacy**

<https://members.nasbonline.org/government-relations>

(www.NASBonline.org – Government Relations)

The 2024 Legislative Session starts January 3<sup>rd</sup>!



## **This Month In ...**

<https://members.nasbonline.org/news-resources/board-notes-newsletter>

(www.NASBonline.org - News & Resources - Board Notes)

To see a quick glimpse at the various items the NASB is involved in, check out pages 10 & 11 each month in the Board Notes newsletter for "This Month In ..."  
*Advocacy & Government Relations - ALICAP & Insurance - Board Leadership - Data Analytics - Energy Purchasing - Member Engagement - Policy - Search, Strengths & Awards - Technology*



## **Monthly Agenda Video Updates & NASB's Video Resources**

<https://members.nasbonline.org/news-resources/video-library>

(www.NASBonline.org - News & Resources – Video Library)

Monthly Board Agenda videos, Legal Resources, NASB's Live & Learn Series, Member Zoom's, Q&A's with the Governor and Commissioner Blomstedt, EHA Updates, Advocacy breakdowns, and MUCH more!



## **Contact Us**

<https://members.nasbonline.org/about-us>

([www.NASBonline.org](http://www.NASBonline.org) – About Us)

Follow NASB on twitter at [www.twitter.com/NASBonline](http://www.twitter.com/NASBonline) using the hashtag #liveNASB  
and on Facebook at [www.facebook.com/NASBonline](http://www.facebook.com/NASBonline)



## Update on Superintendent Goals

Goal I. Student Performance: Continue the development and initial implementation of the district Instructional Model Framework. (G1.PI3) (G6.PF1)

Goal II. Student Performance: Continue the implementation of the Multi-Tiered Systems of Supports (MTSS-B) model in K-12 is implemented with fidelity to support student learning and social-emotional/ behavior instructional support. (G1.PI3) (G7.PF1.PF2)

Goal III. Facility/Student Performance: Continue the development of a 10 year facility master priority list that addresses maintenance and improvements for existing buildings and grounds and to determine configuration of students to maximize use of facilities and instruction. (G4.PF1)

Goal IV. Continue the development of safety and security practices for Raymond Central Public Schools. (G8.PF1.PF2.PF3.PF4)

**Review Months:** September, December, March, July

Goal I. Student Performance: Continue the development and initial implementation of the district Instructional Model Framework. (G1.PI3) (G6.PF1)

- The model is in draft form. The administrative team plans to finalize by end of Semester 1 and present the model to staff in Semester 2. The current PD work on engagement practices and Classroom Culture are represented within the model.
- The model has been identified and the administration and team of teachers met for a full day to correlate the instructional model with the existing Teacher Performance and Evaluation Framework. The implementation of model will begin second semester.

Goal II. Student Performance: Continue the implementation of the Multi-Tiered Systems of Supports (MTSS-B) model in K-12 is implemented with fidelity to support student learning and social-emotional/ behavior instructional support. (G1.PI3) (G7.PF1.PF2)

- Components of Tier 1 being implemented include: school wide expectations taught and practiced, high quality SEL curriculum being implemented at all levels with high levels of fidelity, all teachers trained, common handbook language for behaviors,
- Components of Tier II being implemented: four small groups working with LMPH at Jr High, individual work with LMPH at all levels,
- The Student Problem Solving Teams are meeting on a consistent basis and formulating strategies to assist students who are not meeting expectations. We are working on the fidelity of the process at the Jr/Sr high level.
- SEL curriculum is being taught at all levels.
- We are using LMPH to do grade level and group instruction at 6-8 level.

Goal III. Facility/Student Performance: Continue the development of a 10 year facility master priority list that addresses maintenance and improvements for existing buildings and grounds and to determine configuration of students to maximize use of facilities and instruction. (G4.PF1)

- Facility Committee has updated the list and presented it to the board of education.

- Schedule of priorities for 2023-24 have been identified
- Distributed and survey to staff and presented the board with information on next steps with school configuration.
- Worked with Facilities Committee to identify the key projects and summer projects for 2023-24.
- Decided to keep configuration of PK the same after reviewing with teachers and key Early Childhood committee members.

Goal IV. Continue the development of safety and security practices for Raymond Central Public Schools. (G8.PF1.PF2.PF3.PF4)

- Continued review and revision of the EOP with input from Nebraska Public Policy Center
- Reunification table talk being developed for January 3
- Reunification kits are in hand.
- Door access control and additional camera for the two elementary campuses.
- Obtaining quotes for the handicap solid surface for playgrounds.

Raymond Central Public Schools  
2023-24 Superintendent Goals

Review Months: September, December, March, July

Superintendent Goals

Goal I. Student Performance: Continue the development and initial implementation of the district Instructional Model Framework. (G1.PI3) (G6.PF1)

- The model is in draft form. The administrative team plans to finalize by end of Semester 1 and present the model to staff in Semester 2. The current PD work on engagement practices and Classroom Culture are represented within the model.
- The model has been identified and the administration and team of teachers met for a full day to correlate the instructional model with the existing Teacher Performance and Evaluation Framework. The implementation of model will begin second semester.

Goal II. Student Performance: Continue the implementation of the Multi-Tiered Systems of Supports (MTSS-B) model in K-12 is implemented with fidelity to support student learning and social-emotional/ behavior instructional support. (G1.PI3) (G7.PF1.PF2)

- Components of Tier 1 being implemented include: school wide expectations taught and practiced, high quality SEL curriculum being implemented at all levels with high levels of fidelity, all teachers trained, common handbook language for behaviors,
- Components of Tier II being implemented: four small groups working with LMPH at Jr High, individual work with LMPH at all levels,
- The Student Problem Solving Teams are meeting on a consistent basis and formulating strategies to assist students who are not meeting expectations. We are working on the fidelity of the process at the Jr/Sr high level.
- SEL curriculum is being taught at all levels.
- We are using LMPH to do grade level and group instruction at 6-8 level.

Goal III. Facility/Student Performance: Continue the development of a 10 year facility master priority list that addresses maintenance and improvements for existing buildings and grounds and to determine configuration of students to maximize use of facilities and instruction. (G4.PF1)

- Facility Committee has updated the list and presented it to the board of education.
- Schedule of priorities for 2023-24 have been identified

- Distributed and survey to staff and presented the board with information on next steps with school configuration.
- Worked with Facilities Committee to identify the key projects and summer projects for 2023-24.
- Decided to keep configuration of PK the same after reviewing with teachers and key Early Childhood committee members.

Goal IV. Continue the development of safety and security practices for Raymond Central Public Schools. (G8.PF1.PF2.PF3.PF4)

- Continued review and revision of the EOP with input from Nebraska Public Policy Center
- Reunification table talk being developed for January 3
- Reunification kits are in hand.
- Door access control and additional camera for the two elementary campuses.
- Obtaining quotes for the handicap solid surface for playgrounds.

Safety Report  
Facilities Report

- The electric bus and the 2023 Bluebird bus should be in before Christmas break.
- Tony is obtaining quotes for safety straps to the two main baskets in the competition gym. At the same time he is going to get quotes on replacing those structures in totality as they are the old style.
- We are obtaining quotes to replace the stage mats in the competition gym. These are threadbare and look bad in such a high traffic area for the community.
- I will be adding new stage curtains to our Master Priority List. This is something to address in the future. Curtains get really mistreated when the stage is part of the competition gym and it is hard to protect the curtains.
- I learned that we are eligible to apply for the next round of Clean Bus grants to obtain an electric bus. BUT, we are not a 'priority' school because our free and reduced numbers are not high enough and the rebates are not as high so the out of pocket cost on an electric bus would be around \$160,000. This is slightly more than the cost of a new diesel. This is the reason that the Facility Committee suggests that we seek bids for a new diesel as opposed to an electric and it gives us time to see if we like the new electric bus.
- Football Field Sound System - I think that we need to get the sound system repaired. Do we move forward with the \$55,000 + item OR do we work with the Foundation to see if they want to fundraise for a new digital scoreboard and sound system for \$272,000.
- I updated the Master Priority Summer Project List to include the softball/baseball field that was not included.

Important Upcoming Dates:

Board Committee Reports

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

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

**Raymond Central Public Schools (District 0161) Board of Education Facility and Transportation Committee**

Monday, December 11, 2023 at 12:00 PM

Zoom Meeting

1800 West Agnew Road

Raymond, NE 68428-9783

Call the Meeting to Order and Note Members Present

The meeting was started via Zoom at Noon. Those present in person include Lynn Johnson and Cathy Burklund. Derek Matulka and Jared Shanahan joined via Zoom and Matt Blanchard was absent. Tony Kobza was also present at committee invitation.

Members Present

DISCUSSION ITEMS:

Ground work at practice softball and baseball field area.

It was noted that the committee had conveyed to the board that we had set aside \$40,000 for this project. The dirt work may end up being more than the originally planned amount but we are awaiting the final invoice for assurance.

Football field sound system

We have three bids on hand but it is still unclear if they are apple to apple bids. We have some questions to be answered on the ScoreVision quote. The committee all agreed that the bid from Electronic Sound was too high to give serious consideration. That leaves us with KCAV and ScoreVision as the two contenders. Tony shared information on how the scoreboards and sound system could be integrated in a much more involved project. The committee agreed that there would need to be assistance from outside agencies to consider the more expensive \$255,000 - \$295,000 scoreboard/sound combination. The hope is that we have a bid in front of the board by January for consideration.

New Bus Order

After learning that the cost of a new electric bus after the rebates will be at least \$160,000 (could be more) and knowing that we are not a priority school, the committee agrees that it would be prudent to purchase a diesel at \$130,000 and wait to see if we even like the way that the electric bus works for us. We hope to have a bid for approval by January or February.

Valparaiso Ball Fields

The committee agrees that we will need to put some resources into the capitol projects that are needed at Valparaiso. VABA has asked that the school contributes 1/3 of the cost of updating the batting cages. They currently have one bid and it is around \$25,000. Tony has asked that they obtain a couple more bids. Other capitol projects at the fields include work to the press box (windows, new entry), painting restrooms, tree trimming, etc. It was suggested that we schedule a meeting with VABA and maybe the city and talk about some of these projects. Derek will hopefully attend as well as Jared, Tony, and Lynn. We did discuss purchasing a portable sound system that we can use for our events at the ball field.

Master Priority List

RECOMMENDATIONS TO THE BOARD

Nothing for December but we should have bid items to approve in January/February on sound system, playgrounds, carpet and heat pumps.

Finance Committee (Blanchard-chair, Breitreutz, Burklund)

Negotiations Committee (Blanchard-chair, Benes, Lange)

Policy Committee (Breitreutz-chair, Benes, Lange)

New Business

Discuss, Consider and Take Necessary Action to approve the Annual Audit

Motion by Lange, second by Matulka to approve the Annual Audit. RCV 6-0. Motion carried.

Discuss, Consider and Take Necessary Action to Approve Multiple Policies as Amended in Series 5000-Students

Motion by Burklund, second by Lange to approve the amended 5000 policies as presented: 5001A-Forms for Health Related Admission Requirements; 5002A-Affidavit and Parent Release; 5003-Assignment of Students: Grade Placement and Transfer of Students; 5006-Option Enrollment; 5007A-Application for Foreign Exchange Student; 5008-Student Attendance; 5010-School Census; 5012-Military Recruiters; 5103-Extracurricular Activity; 5204-Grading System; 5205-Graduation; 5206-Early Completion Plan; 5305-School Dances; 5306-Drug and Alcohol Testing; 5402-Child Abuse and Neglect; 5403-Married Students; 5406-Search and Seizures; 5408-Health Inspections; 5411-Law Violations; 5415-Anti-Bullying Policy; 5417-School Wellness Policy; 5418-Homeless Students; 5419-Use of Restraints and Seclusion; 5421-Student Privacy Protection Policy; 5501-Bus Transportation; 5505-Safe Pupil Transportation Plan; 5601-Asthma and Allergic Reaction Protocol with Waiver of Emergency Response to Life Threatening Asthma. Superintendent Johnson shared that many of the changes in these policies were to make policy and practice consistent. The one policy that has substantial change policy 5103 Student Discipline in Activities. RCV 6-0. Motion carried.

**Admission and Attendance**

Introductory Statement	5000		
Admission Requirements	5001		
Forms for Health Related Admission Requirements	5001A	Immunization rules/regs 2019-2020 (dates)	change as noted
Discontinuance of Enrollment for Children Younger Than Six Years of Age	5002		
Affidavit and Parent Release	5002A	Add notary to Affidavit; remove age 16 and 17 parent release (Legal Counsel does not have) and this is for Children Younger than 6	Changes as noted
Assignment of Students: Grade Placement and Transfer of Students	5003	RC has two extra paragraphs, add pass/fail paragraph, legal counsel 30 credit hours	Changes as noted
Full-time and Part-time Enrollment	5004		
Application of Non-Public School Student for Part-time Enrollment	5004A		
Student Residence, Admission and Contracting for Educational Services	5005		
Option Enrollment	5006	<b>Revised 7/12/2023 - qualifier was added two years ago</b>	
Resolution and Appendix "1" Form	5006A	<b>Revised 10/11/2023</b>	Does legal need to review this?
Foreign Exchange Students	5007		
Application for Foreign Exchange Student	5007A	Eliminate this policy	
Student Attendance	5008	pg. 1 of 4 Not school excused doesn't make sense. pg. 2 of 4 has [Name} instead of RC. Sample letter to county attorney has 2020-2021 school year	This looks good with the changes added.
Attendance Improvement Plan	5008A		
Sample Letter to County Attorney		RC does not have this	Do not add - we get letters from respective district attorneys
Attendance During The School Day (Dismissals and Field Trips)	5009		
School Census	5010	Add Legal References	Changes as noted
Parent-Student Handbook	5011		
Military Recruiters	5012	Update Legal Reference	Changes as noted

**Student Discipline**

Student Discipline	5101	<b>Revised 7/12/2023</b>	pg 13/14 states annually reviewed by cty atny, board and distributed..
Alternative Education Programs or Plans For Expelled Students	5102		

Extracurricular Activity	5103	Changes as noted - Add paragraph about free speech rights
Drug and Substance Use and Prevention	5104	

**Academic Reporting and Progress**

Promotion and Retention	5201	
Student Records	5202	
Notification of Rights Under FERPA	5202A	
Academic Progress	5203	
Grading System	5204	Grading/conversion scales are different; bullet "g" on unexcused absences???
Graduation	5205	<b>Revised 7/12/2023</b> - delete paragraph now in 5206
Graduation Requirements Standard Diploma	5205A	Legal Counsel does not have this but Keep as is
Early Completion Plan	5206	This adds some additional clarification to existing practices.
Make-Up Work	5207	
High School Credit for Middle School Courses	5208	

We are deleting a paragraph as it is now in 5206

We are keeping this as it is.

This adds some additional clarification to existing practices.

**Student Activities**

Association Activities	5301	
Student Organizations	5302	
Student Activities; Hazing, Fund-Raising and Supervision	5303	The Fundraising part is different. This is what is in our teacher handbook and seems to be working.
Selection of Students for Participation in Activities	5304	
School Dances	5305	RC has additional eligibility guidelines
Drug and Alcohol Testing	5306	Legal Counsel does not have

Keep ours as is.

Changes as noted

Change the section regarding restrictions to be more general and refer to other policy.

**Equal Educational Opportunities/Welfare**

Anti-discrimination, Anti-harassment, and Anti-retaliation	5401	
Complaint Form	5401A	
Child Abuse and Neglect	5402	Addition of law enforcement agency and paragraph
Married/ <del>Pregnant</del> Students	5403	Different wording
Corporal Punishment	5405	

Change as noted

Change to adopt the new wording

Use of Surveillance and Search and Seizures	5406	RC has two extra paragraphs	Get rid of the two paragraphs and change the title since surveillance is elsewhere in policy 3231.
Vandalism	5407		
Health Regulations Inspections	5408	RC only had first 2 sentences, insert 4 paragraphs	Eliminate first two sentences and add 4 paragraphs
Communicable Diseases	5409		
Law Violations	5411	ELIMINATE	Eliminate....It is now part of 5101.
Missing Persons	5412		
Requests to Contact Students and Student Interviews by Non-School Personnel	5413		
Identification of Learners with High Ability	5414		No changes
Anti-Bullying Policy	5415	RC gives examples of supports and resources	Eliminate bullet points
Sample Minutes for Bullying Review	5415a	RC does not have this	Not desired
Student Fees Policy	5416	<b>Reviewed with no changes 7/12/2023</b>	
Student Fees	5416A	<b>Reviewed 7/12/2023</b>	
School Wellness Policy	5417	Several changes-see policy	Make changes noted.
School Wellness Policy - Administrative-Regulation	5417	RC does not have this	<del>Do not add-</del>
Homeless Students	5418	Add last paragraph - legal language	Legal language.. should add
Homeless Student Policy - Forms	5418A		
Use of Restraints and Seclusion	5419	<b>Legal Counsel Policy 5421</b>	Make the number change to 5421
Dating Violence	5420		
Student Privacy Protection Policy	5421	<b>Legal Counsel Policy 5419</b>	Make the number change to 5419
Pregnant and Parenting Students	5422		

### Transportation

Bus Transportation	5501	Legal Counsel only has first paragraph	Make changes
Use of School Buses	5503		
Special Education Transportation	5504		
Safe Pupil Transportation Plan	5505	Add bullet #8	Make sure offices and vehicles have a copy
RCPS Safe Pupil Transportation Plan	5506		

### Emergency Protocol

Asthma and Allergic Reaction Protocol with Waiver of Emergency Response to Life Threatening Asthma	5601	RC does not have Waiver - Adopt	Adopt the waiver form as well.
Protocol Medical Form	5601A	Legal Counsel does not have this - Eliminate	Don't add this
Naloxone in School	5602	<b>Revised 7/12/2023</b>	

**Forms for Health Related Admission Requirements**

1. Notice of Requirements for Student Admission - Birth Certificate, Immunization, Physical Examination and Visual Evaluation
2. Immunization - Affidavit of Refusal - For Reason of Religious Conflict
3. Immunization - Affidavit of Refusal - For Reason of Religious Conflict (Alternative: HHS Form)
4. Immunization - Affidavit of Refusal - For Medical Reason (HHS Form)
5. Immunization - Medical Documentation of Varicella (Chickenpox) Disease (HHS Form)
6. Physical Examination or Visual Evaluation - Parent Objection Form
7. Waiver of Physical Examination/Visual Evaluation Requirement (HHS Form)
8. HHS Summary of the School Immunization Rules and Regulations ~~2015-2016~~ 2019-2020
9. Affidavit (For Child to Enroll Early in Kindergarten)
10. Request for Non-Disclosure of High School Personal Information to Institutions of Higher Education and Military Recruiters
11. Section 9528 - Armed Forces Recruiter Access to Students and Student Recruiting Information

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

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

1. A certified copy of the student's birth certificate issued by the state in which the child was born, prior to admission of a child for the first time. Other reliable proof of the child's identity and age, accompanied by an affidavit explaining the inability to produce a copy of the birth certificate, may be used in lieu of a birth certificate. An affidavit is defined as a notarized statement by an individual who can verify the reason a copy of the birth certificate cannot be produced. (Failure to provide the birth certificate does not result in non-enrollment or disenrollment, but does result in a referral to local law enforcement for investigation).
2. Evidence of a physical examination by a physician, physician assistant, or nurse practitioner, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a physical examination.
3. Evidence of a visual evaluation (for school year ~~2015-2016~~ 2019-2020 and each school year thereafter) by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a visual evaluation. The visual evaluation is to consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity.
4. Evidence of protection against diphtheria, tetanus, pertussis, polio, measles, mumps, and rubella, Hepatitis B, Varicella (chicken pox) and Haemophilus Influenzae type b (Hib) and other diseases as required by applicable law, by immunization, prior to enrollment, unless the parent or legal guardian submits a written statement refusing immunization or meets other exceptions established by law (refer to Health and Human Services regulations, 173 NAC 3).
5. On and after July 1, 2010, every student entering the seventh grade shall have a booster immunization containing diphtheria and tetanus toxoids and an acellular pertussis vaccine which meets the standards approved by the United States Public Health Service for such biological products, as such standards existed on January 1, 2009.

Forms to submit objections are available from the school.

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

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

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

This affidavit is submitted for the following child: \_\_\_\_\_.

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

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

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

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

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

**IN WITNESS WHEREOF**, this affidavit is signed and acknowledged this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Affiant

**STATE OF NEBRASKA**            )  
  ) **ss.**  
**COUNTY OF** \_\_\_\_\_ )

The foregoing instrument was acknowledged before me this \_\_\_\_ day of \_\_\_\_\_, 20 \_\_\_\_ by \_\_\_\_\_.

\_\_\_\_\_  
Notary Public

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

**AFFIDAVIT  
Refusal of Immunization of Student for Religious Reasons**

**This Affidavit is being submitted on behalf of:**

\_\_\_\_\_  
*(Name of Student)* \_\_\_\_\_  
*(Birthdate of Student – mm/dd/yyyy)*

**If the student is of the age of majority:**

I, \_\_\_\_\_, of lawful age and being first duly sworn, depose and state as follows:  
*(Name of Affiant/Student)*

Immunization conflicts with the tenets and practice of a recognized religious denomination of which I am an adherent or member or immunization conflicts with my personal and sincerely followed religious beliefs.

**If the student is a minor:**

I, \_\_\_\_\_, as legally authorized representative of  
*(Name of Affiant)*

\_\_\_\_\_, of lawful age and being first duly sworn, depose and state as follows:  
*(Name of Student)*

Immunization conflicts with the religious tenets and practice of a recognized religious denomination of which the student is an adherent or member or immunization conflicts with the student’s personal and sincerely followed religious beliefs.

\_\_\_\_\_  
*(Signature of Affiant)*

**SUBSCRIBED AND SWORN** to before me this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
*(Notary Public)*

**STATE OF NEBRASKA**            )  
  ) **ss.**  
**COUNTY OF** \_\_\_\_\_ )

**REFUSAL OF IMMUNIZATION  
For Medical Reasons**

**As the physician of:**

<i>Child's Last Name</i>	<i>First Name</i>	<i>Age</i>
<i>Birth Date (mm/dd/yyyy)</i>	<i>School</i>	<i>Grade</i>

**I have elected to not immunize this student against the following disease(s):**

♣ *Each disease for which a vaccine **has not** been administered must be checked. Parent guardian must submit dates of immunization for all other diseases.*

- Diphtheria .....
- Tetanus.....
- Pertussis.....
- Polio.....
- Measles (Rubeola).....
- Mumps.....
- Rubella (German Measles).....
- Hepatitis B.....
- Varicella (Chickenpox).....
- Pneumococcal Conjugate.....
- HIB (Haemophilus Influenzae Type b).....

**In my opinion, this immunization would be injurious to the health and well-being of :**

- The student.....
- A member of the student's household or family.....

Comments: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
*Signature of Physician* *Date*



**PARENT OBJECTION TO  
PHYSICAL EXAMINATION OR VISUAL EVALUATION  
(For School Admission)**

I am the parent or guardian of the following children who are enrolling in the beginner grade or seventh grade in Raymond Central Public Schools, or who are transferring from out of state into any grade in Raymond Central Public Schools:

Child No. 1: \_\_\_\_\_

Child No. 2: \_\_\_\_\_

I understand that state law requires that the school be provided with: (1) evidence of a physical examination by a physician, physician's assistant, or nurse practitioner and (2) a visual evaluation by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist. The physical examination and visual evaluation is required to be completed within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade. The visual evaluation is to consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity. No such physical examination or visual evaluation shall be required of any child whose parent or guardian objects in writing.

I hereby object in writing to the:

\_\_\_\_\_ physical examination

\_\_\_\_\_ visual evaluation

(check one or both)

for the above named child(ren). I will not hold [Name] Public Schools responsible for any injury or harm caused by or relating to such refusal to obtain a physical examination of visual evaluation for the above named child(ren).

Dated this \_\_\_\_ day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_  
Parent or Guardian

Legal Reference: Neb. Rev. Stat. sections 79-214(3) and 79-220



**Department of Health and Human Services  
Waiver of Physical Examination/Visual Evaluation Requirement**

\_\_\_\_\_  
School Name (if desired)

*Note to Parent/Guardian: please complete and return to the school health office if you wish to have your child waived from these requirements as allowed by Nebraska law. If you have questions, please contact the school nurse or the school office. Thank you.*

\_\_\_\_\_  
As a Parent/Guardian of – Student Name

\_\_\_\_\_  
Student ID#

I object to the following requirements for school entry as legislated in Nebraska Revised Statutes 79-214 and 79-220.

Check which apply:

- Physical examination by a licensed physician, physician assistant, advanced nurse practitioner within six months prior to school entry. *(Applies to: Kindergarten or beginner grade, out of state transfers to any grade, and seventh grade.)*
- Visual evaluation by a licensed physician, physician assistant, advanced nurse practitioner, or vision professional (optometrist or ophthalmologist) within six months prior to school entry. *(Applies to: Kindergarten or entry grade and out of state transfer to any grade.)*

I understand that I may request information to assist me in receiving information about reduced-cost vision examination as required by NRS 79-220.

I understand provisions in the law allow me to waive the requirement for this examination by my signed statement.

SIGN HERE \_\_\_\_\_  
Signature of Parent/Guardian Date

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Summary of the School Immunization Rules and Regulations  
For 2015-2016 School Year**

Student Age Group	Required Vaccines
Ages 2 through 5 years enrolled in a school based program not licensed as a child care provider	4 doses of DTaP, DTP, or DT vaccine 3 doses of Polio vaccine 3 doses of Hib vaccine or 1 dose of Hib given at or after 15 months of age 3 doses of pediatric Hepatitis B vaccine 1 dose of MMR or MMRV given on or after 12 months of age 1 dose of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. 4 doses of pneumococcal or 1 dose of pneumococcal given on or after 15 months of age
Students entering school (Kindergarten or 1 <sup>st</sup> Grade depending on the school district's entering grade)	3 doses of DTaP, DTP, DT, or Td vaccine, one given on or after the 4 <sup>th</sup> birthday 3 doses of Polio vaccine 3 doses of pediatric Hepatitis B vaccine or 2 doses of adolescent vaccine if student is 11-15 years of age 2 doses of MMR or MMRV vaccine, given on or after 12 months of age and separated by at least one month 2 doses of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. If the child has had varicella disease, they do not need any varicella shots.
Students entering 7 <sup>th</sup> grade	Must be current with the above vaccinations AND receive 1 dose of Tdap (contain Pertussis booster)
Students transferring from outside the state at any grade	Must be immunized appropriately according to the grade entered.

Source: Nebraska Immunization Program, Nebraska Department of Health and Human Services. . For additional information, call 402-471-6423.

The School Rules & Regulations are available on the internet: [http://dhhs.ne.gov/Pages/reg\\_t173.aspx](http://dhhs.ne.gov/Pages/reg_t173.aspx) (Title 173: Control of Communicable Diseases - Chapter 3; revised and implemented 2011)  
 Updated 01/26/2018

**AFFIDAVIT**  
*(For Child to Enroll Early in Kindergarten)*

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

I am the parent or guardian of \_\_\_\_\_ (Child’s name). The Child’s date of birth is \_\_\_\_\_. The Child will reach the age of five years on or after August 1 and on or before October 15 of the current school year.

I elect to enroll the Child this school year and hereby affirm (check or initial appropriate provision for early enrollment):

\_\_\_ the Child attended kindergarten in another jurisdiction in the current school year; or

\_\_\_ the family anticipates relocation to another jurisdiction that would allow admission within the current year; or

\_\_\_ the Child is capable of carrying the work of kindergarten which can be demonstrated through a recognized assessment procedure approved by the board.

IN WITNESS WHEREOF, this affidavit is signed and acknowledged this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

Affiant

**STATE OF NEBRASKA** )  
 ) **ss.**  
**COUNTY OF** \_\_\_\_\_ )

The foregoing instrument was acknowledged before me this \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_  
by\_\_\_\_\_.

Notary Public

**Request For Non-Disclosure of  
High School Student Personal Information  
To Institutions of Higher Education or Military Recruiters**

I hereby request that the name, address, and telephone listing of \_\_\_\_\_  
(name of student), a high school student at [Name] Public Schools, not be released without prior parental  
consent to: (check one, both, or none)

\_\_\_ institutions of higher education

\_\_\_ military recruiters

Signed by: \_\_\_ Student \_\_\_ Parent (Check One)

\_\_\_\_\_ Signature/Date

\_\_\_\_\_ Print Name

\_\_\_\_\_ Address

\_\_\_\_\_ City/State/Zip Code

*Note to students/parents: This certificate can be signed by either student or a parent. The provision of this form does not reflect the position of [Name] Public Schools that the request for non-disclosure should or should not be made.*

“SEC. 9528. ARMED FORCES RECRUITER ACCESS TO STUDENTS AND STUDENT RECRUITING INFORMATION.

“(a) POLICY. -

“(1) ACCESS TO STUDENT RECRUITING INFORMATION. - Notwithstanding section 444(a)(5)(B) of the General Education Provisions Act and except as provided in paragraph (2), each local educational agency receiving assistance under this Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, addresses, and telephone listings.

“(2) CONSENT. - A secondary school student or the parent of the student may request that the student’s name, address, and telephone listing described in paragraph (1) not be released without prior written parental consent, and the local educational agency or private school shall notify parents of the option to make a request and shall comply with any request.

“(3) SAME ACCESS TO STUDENTS. - Each local educational agency receiving assistance under this Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students.

20 USC 7908.

**AFFIDAVIT**  
*(For Child Age 6 to Not Attend School)*

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

I am the parent or guardian of \_\_\_\_\_ (Child's name). The Child's date of birth is \_\_\_\_\_. The Child has or will reach the age of six prior to January 1 of the current school year, but will not reach age seven prior to January 1 of the current school year.

I elect to not enroll the Child in an accredited school this school year and hereby affirm (check or initial appropriate exception for attendance):

\_\_\_\_\_ the Child is participating in an education program that the parent or guardian believes will prepare the child to enter grade one for the following school year; or

\_\_\_\_\_ the parent or guardian intends for the Child to participate in a school which has elected or will elect pursuant to law not to meet accreditation or approval requirements and the parent or guardian intends to provide the Commissioner of Education with a statement pursuant to section 79-1601(3) on or before the child's seventh birthday.

**Dated** this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

\_\_\_\_\_  
Parent or Guardian

**STATE OF NEBRASKA** \_\_\_\_\_ )

\_\_\_\_\_ ) **ss.**

**COUNTY OF** \_\_\_\_\_ )

The foregoing instrument was acknowledged before me this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_ by \_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_  
Notary Public

**PARENT RELEASE**

***(For Children Age 16 and 17 to Discontinue Enrollment)***

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

I am the parent or guardian of \_\_\_\_\_ (Child's name). The Child's date of birth is \_\_\_\_\_. The Child has reached the age of 16 and has not reached the age of 18.

I hereby release the Child from continued enrollment in school. The Child is disenrolled from school effective \_\_\_\_\_ (insert date; if none stated, disenrollment is effective immediately).

**NOTICE: Once disenrollment occurs by Parent Release, any future enrollment or reenrollment must be approved by the Superintendent.**

Dated this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Parent or Guardian

**Disenroll to Attend Homeschool**

I am the parent or guardian of \_\_\_\_\_ (Child's name).

I elect to disenroll the Child from an accredited school this school year and hereby affirm that I intend for the Child to participate in a school which has elected or will elect pursuant to law not to meet accreditation or approval requirements (a homeschool) and will provide the Commissioner of Education with a statement confirming such homeschool status.

\_\_\_\_\_  
Parent or Guardian

\_\_\_\_\_  
Date

## **Assignment of Students: Grade Placement and Transfer Students**

### Assignment of Students

It shall be the responsibility of the administration to determine academic placement decisions involving students, including situations where students transfer into Raymond Central Public Schools from other educational settings. The District reserves the right to make the most appropriate grade level placement, class placement and teacher assignment for students which best fulfills the needs of the students and the school district.

### Grade Level Placement and Credits

Students who enter the District shall be required to present transfer documents and such records as the administration determines appropriate, indicating grade placement, courses completed, and special needs or accommodations, and may be required to complete an achievement test to determine appropriate placement.

Placement decisions will consider whether the student is transferring from a school which is accredited or approved. An “accredited” or “approved” school is one which was accredited or approved by the Nebraska Department of Education and, for schools from other states, is a school which is accredited or approved by that state’s department of education, meeting requirements which are the same or equivalent as those of the Nebraska Department of Education.

### Transfers from Accredited or Approved Schools

Students transferring from accredited or approved schools will initially be placed in the next grade level above that which the student last successfully completed, or for transfers during the school year, in the same grade level as the student was at prior to the transfer. Credits earned at an accredited or approved school will be accepted by the Raymond Central Public Schools. A student who enrolls during the school year shall be given the opportunity to earn full credit for the courses in which the student is enrolled if the student is able to demonstrate mastery of the subject matter and/or completion of course requirements, other than attendance, at a level required for other students to receive credit who have been enrolled throughout the period for which the credit is to be granted. The administration may use a review of transcripts from prior schools attended, standardized tests, assessments, and/or teacher evaluations of student competency in the subject matter to make such a determination.

### Transfers from Non-Accredited or Approved Schools

Students transferring from schools which are not accredited or approved (e.g., home schools) will be placed at a grade level to be determined by the administration based on consideration of the following factors:

1. Student’s chronological age.
2. Transcript review
3. Testing (achievement test data; diagnostic test data; and/or criterion referenced test data)
4. Teacher evaluation of student competency

Credits earned at a school which is not accredited or approved will not be accepted by the Raymond Central Public Schools. However, the administration may, in its discretion and subject to regulatory requirements, grant a student credits towards meeting graduation requirements for core curriculum courses (not elective courses) completed by the student in a non-accredited or non-approved school if the student is able to demonstrate mastery of the subject matter and completion of course requirements, other than attendance, at a level required for other students to receive credit and to demonstrate that the student has received instruction in such course(s) comparable to that which the student would have received by attending an accredited or approved school. The administration may use a review of transcripts from prior

schools attended, standardized tests, assessments, and/or teacher evaluations of student competency in the subject matter to make such a determination. The same criteria will be used for determining whether to grant credit to such a student who enrolls during the year.

When students transfer to Raymond Central Public Schools, the course title is cross-referenced with the course title/description of Raymond Central Public Schools. On the Raymond Central Public Schools' transcript, a transferred course will be notated from the school that it is being transferred. The transferred course must meet the requirements of the Raymond Central Public School's course offering.

The Guidance Counselor and the Principal monitor credits successfully earned and any course being transferred from another school.

#### Class Rank and Graduation

It shall be the responsibility of the High School Principal to determine academic grade point average, class rank and eligibility for graduation, subject to review by the Superintendent.

Grade point average (G.P.A.) shall be maintained for the 9th through 12th grades. Courses taken prior to 9th grade are not considered for G.P.A. purposes.

The grade that was obtained from the accrediting school will be assigned to those courses in which students are granted credit when they begin attending Raymond Central Public Schools.

Class rank is maintained for the 9th through 12th grades. Class rank is based on the Raymond Central Public Schools G.P.A. To be considered for class ranking and any honors or awards which are based on class rank or G.P.A. (e.g., Valedictorian), students must complete a minimum of four semesters of attendance at Raymond Central Public Schools. To receive a diploma from Raymond Central Public Schools students must complete at least 56 30 credit hours of courses taken at Raymond Central Public Schools and students who have transferred from a school which is not accredited or approved must earn a minimum of two years' credit in an approved or accredited senior high school, grades 10-12, with the final semester's credit being earned in this school district.

Legal Reference: Neb. Rev. Stat. §§ 79-526 and 79-729;  
Title 92, Nebraska Administrative Code, Chapter 10 and February 1993 "NDE Position Statement Regarding Reintegration of Rule 13 Students to Accredited Schools"

Date of Adoption: April 20, 2009

## **Option Enrollment**

### **A. Process and Time Lines to Option In**

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

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

### **Provisions for Waiver of Application Deadline**

The application deadline will be waived by the School District for applications to option into the Raymond Central Public School District, provided that the application contains a release approval from the resident district, **is filed at least 5 days before the beginning date of a semester** and satisfies any other requirements of law. Further, the application deadline shall not be waived if the application is for enrollment in any program, class, grade level or school building or in any special education programs operated by this School District which have been determined by the School District to be at capacity in accordance with the capacity standards (Appendix "1"), and no waiver of the deadline shall be made for such an application regardless of whether such capacity determinations are declared invalid for any reason.

### **B. Rejection of Applications; Reasons**

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

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

2. **Timeliness**: An option enrollment application shall be rejected in the event the application is not filed on or before the April 1<sup>st</sup> immediately preceding the school year in which enrollment is sought, and the filing deadline has not been waived.
3. **Previous Option Enrollment**: An option enrollment application shall be rejected in the event the student has previously filed an option enrollment application for enrollment in any School District and has had such application accepted, unless a statutory exception to the "one-time" rule is applicable to the student's circumstance.
4. **Other Reasons**: An option enrollment application may be rejected in the event the Superintendent, the Superintendent's designee, or the School District determines: The application is not submitted on a form prescribed by the State Department of Education, is not completely and accurately filled in, is not received within the time required by law, or any additional information requested to be

supplied is not supplied to the School District within the time lines indicated; or in the event acceptance of the application is not required by law. Matters which are legally prohibited from being considered as standards for acceptance or rejection of applications (including “previous academic achievement, athletic or extracurricular ability, disabilities, proficiency in the English language, or previous disciplinary proceedings” and further including, without limitation, race, national origin, and gender) shall not be considered as reasons for acceptance or rejection.

C. Priority of Acceptance

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

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

D. Determination of Capacity

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

E. Releases for Options Out

**Provisions for Release**

A request for release of a resident student of the Raymond Central Public School District who submits an enrollment option application after March 15 or any other statutory deadline will be granted unless the release shall not be granted if the administration is considering or has recommended expulsion of the student at the time the application is filed, and the administration determines it is appropriate to complete the expulsion process.

F. Notification of Acceptance or Rejection

In the case of an application to option enroll into the Raymond Central Public School District, the Superintendent or the Superintendent’s designee shall notify, in writing, the parent or legal guardian of the student and the resident school district whether the application is accepted or rejected on or before April 1 or, in the case of an application submitted after March 15, within sixty days after submission.

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

#### G. Applications Subsequent to Relocations or Mergers

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

1. the student relocated to a different resident school district after February 1, or
2. the student's option school district merged with another district effective after February 1, and
3. the application is for attendance during the immediately following and subsequent school years.
- 4.

#### H. Status of Option Student

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

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

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

#### I. Information Regarding Schools, Programs, Policies and Procedures.

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

Legal Reference: Neb. Rev. Stat. §§ 79-232 to 79-246

Date of Adoption: July 15, 2013

Date of Revision: July 12, 2023

**Legal Counsel does not have this - Eliminate**

Raymond Central Public Schools  
**APPLICATION FOR FOREIGN EXCHANGE STUDENT**

**PART 1—Student Information**

Student's Name: _____	DOB: _____	<i>Note:</i> Student must be at least 16 and not older than 19 as of September 1st of the school year of enrollment.
Country of Citizenship: _____		
Parent's Names: _____ (Father) _____ (Mother)	Address: _____ _____ _____	Telephone (s): _____ _____ E-mail: _____
School year the student intends to attend: _____		
School the student expects to attend: _____		
Grade level the student expects to be placed: _____		
<i>(Note: Student must not have graduated from high school or an equivalent educational institution prior to enrollment)</i>		
The student is or will be entering the United States on an F-1 visa: <input type="checkbox"/> Yes <input type="checkbox"/> No		
Special Needs/Concerns: _____		

**PART 2—Foreign Exchange Program Information**

Name of Organization: _____	Name of Local Representative: _____
Address: _____ _____	Telephone (s): _____ _____ E-mail: _____
The foreign exchange program is on the current Advisory List of International Educational Travel and Exchange Programs that is maintained by The Council on Standards for International Educational Travel: <input type="checkbox"/> Yes <input type="checkbox"/> No	
We agree that the local representative of the foreign exchange program will confer with the High School Principal or designee throughout the Student's attendance in the District on a schedule to be determined by the Principal: <input type="checkbox"/> Yes <input type="checkbox"/> No	

**PART 3—Host Family Information**

Name of Host Family: _____ (Father) _____ (Mother)	<i>Note:</i> The host family must be residents of the District and the Student must reside in the District during the period of time the Student is enrolled in the District.
Address: _____ _____	Telephone (s): _____ _____ E-mail: _____

**PART 4—Application Requirements**

1. Attached to this application is the following documentation to establish that the student has adequate financial support: \_\_\_\_\_  
\_\_\_\_\_
2. Attached to this application is the following documentation to establish that the student is or will be covered by health insurance: \_\_\_\_\_
3. Attached to this application is the student's complete transcript. We provide the following brief

explanation of the transcript: \_\_\_\_\_  
\_\_\_\_\_

4. Attached to this application is the following documentation to establish that the student has adequate proficiency in the English language to function in a regular classroom and not require English-as-a-second-language instruction: \_\_\_\_\_  
\_\_\_\_\_

5. Student wishes to receive a high school diploma from Raymond Central Public Schools:    Yes    No  
If "Yes" the student must make application to the Principal prior to the beginning of the school year and must fulfill all of the District's regular high school graduation requirements. Otherwise, a foreign exchange student completing the twelfth grade in the District will be recognized with a school certificate for satisfactory attendance and participation.

Date \_\_\_\_\_ Applicant(s) \_\_\_\_\_

Date \_\_\_\_\_ Applicant(s) \_\_\_\_\_

-----

(FOR SCHOOL USE)  
**Decision on Application**

Decision:    Accepted  
   Not Accepted

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_\_ Applicant(s) \_\_\_\_\_

Note: If accepted, admission is subject to receipt of documentation to meet requirements related to immunization, physical examination and visual evaluation. A certified copy of birth certificate or acceptable substitute (other reliable proof of child's identity and age with an affidavit explaining the inability to produce a birth certificate) must be submitted within 30 days of enrollment.

**Do Not Add This**

[Date]

[Insert Name of County Attorney of the County in which the principal office of the school district is located]

[Insert Address]

**RE: Attendance Policy; Requested Collaboration**

Dear [Name of County Attorney]:

Section 79-209 requires school districts to “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.”

Enclosed is a draft of the revised policy that we intend to submit to the Board of Education for adoption. Please review the policy and give me any suggested changes you may have. If you would like to meet to discuss the policy in person, please contact me at [insert phone number].

We need to get the new policy in place prior to the beginning of the 2020-2021 school year. As such, I request that you contact me with regard to the policy at your earliest opportunity.

Sincerely,

[Superintendent Name], Superintendent

[Name] Public Schools

Enclosure: Attendance and Excessive Absenteeism Policy

## **Student Attendance**

### **Attendance Policy and Excessive Absenteeism**

Regular and punctual student attendance is required. The administration is responsible for developing further attendance rules and regulations, and all staff are expected to implement this policy and administrative rules and regulations to encourage regular and punctual student attendance. The Principals and teachers are required to maintain an accurate record of student attendance.

#### **A. Attendance and Absences.**

1. **Circumstances of Absences - Definitions.** The circumstances for all absences from school will be identified as School Excused or Not School Excused. Absences should be cleared through the Principal's office in advance whenever possible. All absences, except for illness and/or death in the family, require advance approval.
  - a. **School Excused.** Any of the following circumstances that lead to an absence will be identified as a *School Excused* absence, provided the required attendance procedures have been followed:
    - (1) Impossible or impracticable barriers outside the control of the parent or child prevent a student from attending school. The parent must provide the school with documentation to demonstrate the absence was beyond the control of the parent or child. This could include, but is not limited to documented illness, court, death of a family member, or suspension.
    - (2) Other absences as determined by the principal or the principal's designee.
  - b. **Not School Excused.** Absences that are not school excused may result in a report to the county attorney and may be classified as follows:
    - (1) Parent acknowledged absences are those in which the parent communicated with the school in the prescribed manner that the child is absent and is the parent's responsibility for the extent of the school day. This includes, but is not limited to, illness, vacations, and medical appointments.
    - (2) Other absences are those in which the parent has not communicated a reason for the student's absence.
2. **Absence Procedure.** In its Student Information System, the District may identify many different codes that provide greater definition to the circumstances of a child's absence, but all of the codes need to be identified to parents and students as fitting into one of the above defined absence circumstances.

A student will not be allowed to enter class after an absence until an admit slip, based upon a written or verbal parental excuse, is issued by the Principal's office.

Two school days will be allowed to make up work for each day missed, with a maximum of 10 days allowed to make up work.

3. Mandatory Ages of Attendance. A child is of mandatory age if the child will reach age 6 prior to January 1 of the then-current school year and has not reached 18 years of age.

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

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

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

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

The exit interview shall be personally attended by:

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

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

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

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

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

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

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

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

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

When a student continues thereafter to have absences which are Not School Excused and the absences are of concern due to the effect of the absences on the student's academics, the student's attendance history, the time of the school year, the reasons for the absences, or other circumstances, one or more meetings will be held between the school (a school attendance officer, a school administrator or his or her designee, and/or a social worker), the child's parent or guardian, and the child, when appropriate, to address the barriers to attendance. The result of the meeting or meetings shall be to develop a collaborative plan to reduce barriers identified to improve regular attendance. The plan shall consider, but not be limited to:

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

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

6. Reporting Excessive Absenteeism to the County Attorney.

The school may report to the county attorney of the county in which the person having control of the student resides when the school has documented the efforts to address excessive absences, the collaborative plan to reduce barriers identified to improve regular attendance has not been successful, and the student has accumulated more than **10 per semester** or twenty (20) absences per year (**or other amount as determined in consort with county attorney**). The school shall notify the child's family in writing prior to making the referral to the county attorney. Illness that makes attendance impossible or impracticable shall not be the basis for referral to the county attorney. A report to the county attorney may also be made when a student otherwise accrues excessive absences as herein defined.

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

Date of Adoption: July 19, 2010

Date of Revision: October 14, 2020

**School Census**

The Superintendent shall take such steps as necessary to take a complete school census every year and file the census in accordance with state and local laws.

Legal Reference: Neb. Rev. Stat. Sec. 79-524  
Neb. Rev. Stat. Sec. 79-528  
Neb. Rev. Stat. Sec. 79-578  
NDE Rule 8.604

Date of Adoption: April 20, 2009

**Military Recruiters**

The District will provide access to routine directory information to each student in a high school grade upon a request made by a military recruiter, unless the student's parent or guardian has submitted a written request that the student's information not be shared with a military recruiter. The District will provide military recruiters with the same access to a student in a high school grade as the District provides to postsecondary educational institutions or to prospective employers of such students.

If a parent or guardian does not want his or her student's information to be provided to a military recruiter, the parent must submit a written request to the Superintendent.

Legal Reference: **Neb. Rev. Stat. § 79-2,156 LB-575 (2019)**

Date of Adoption: July 8, 2019

## **Extracurricular Activity**

### **Section 1 Extracurricular Activity Philosophy**

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

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

#### **Safety**

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

#### **Warning for Participants and Parents**

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

### **Section 2 Extracurricular Activity Code of Conduct**

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

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

### **Scope of the Code of Conduct**

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

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

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

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

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

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

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

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, bullying, harassment or similar conduct in a manner that constitutes a substantial interference with school or extracurricular activity purposes or making any communication that a reasonable person would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property, repeated damage or theft involving property or setting or attempting to set a fire of any magnitude.

4. Causing or attempting to cause personal injury to any person, including a school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect another person shall not constitute a violation.
5. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from a student or making a threat which causes or may be expected to cause a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (including personal safety or security devices, such as tasers, mace and pepper spray, unless a District administrator gives prior approval) or that has the appearance of a weapon, or bringing or possessing any explosive device, including fireworks, on school grounds or at a school function or event, or in a manner that is unlawful or contrary to school activity rules.
7. Engaging in selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.
8. Public indecency.
9. Sexual assault or attempting to sexually assault any person. Engaging in sexual conduct, even if consensual, on school grounds or at a school function or event.
10. Engaging in any activity forbidden by law which constitutes a danger to other students, interferes with school purposes or an extracurricular activity, or reflects a lack of high ideals.
11. Repeated violation of any of the school rules.
12. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
13. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to a school employee, school volunteer, or student. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion.
14. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school or of an extracurricular activity; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
15. Willfully violating the behavioral expectations for those students riding [Name] Public Schools buses or vehicles used for activity purposes.
16. Failure to report for the activity at the beginning of the season. Reporting for one activity may count as reporting on time if there is a change in activity within the season approved by the coach or the supervisor.
17. Failure to participate in regularly scheduled classes on the day of an extracurricular activity or event.

18. Failure to attend scheduled practices and meetings. If circumstances arise to prevent the participant's attendance, the validity of the reason will be determined by the coach or sponsor. Every reasonable effort should be made to notify the coach or sponsor prior to any missed practice or meeting.
19. All other reasonable rules or regulations adopted by the coach or sponsor of an extracurricular activity shall be followed, provided that participants shall be advised by the coach or sponsor of such rules and regulations in writing.
20. Failure to comply with any rule established by the Nebraska School Activities Association, including, but not limited to, the rules relating to eligibility.

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

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

### **Drug and Alcohol Violations.**

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

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

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

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

In these situations, a violation would not exist if the alcohol is in the control of a parent or guardian or other responsible adult (age 21 or older) such that students are not allowed to access the alcohol. A violation would also not exist if the student did not know or have a reasonable basis to know that alcohol would be present, and the student leaves the location where the alcohol is present as soon the student could safely do so. (Students are expected to leave immediately, but are not to do so in a manner that would endanger them. For example, you are not to leave in a car being driven by a person who has been drinking just to get away from the alcohol party immediately when there is no other way to get home. Instead, you should call for a safe ride home and, while waiting, clearly distance yourself from the alcohol).

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

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

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

Drugs, Alcohol and ~~Illegal Performance Enhancing Substances.~~ An activity participant who violates these rules (~~other than steroids~~) shall be prohibited from participating in any extracurricular activity for the following minimum periods:

1. First Violation/Offense: ~~45~~ 30 days. ~~This may be reduced to 15 days with participation in a chemical dependency program.~~
2. Second Violation/Offense: 6 month ~~Any Subsequent Offense: One calendar year.~~
3. Any Subsequent Violation/Offense: One calendar year
4. \*Reduction for Self-Reporting: If the student has self-reported, the first violation shall be reduced to ~~24~~ 15 days for the first violation. A commensurate reduction (approximately one-half, as determined by the administration) for a second or subsequent violation shall be given for self-reporting.
5. \*Reduction for Participation in Chemical Dependency Program: If the student and parents agree to participate in a school-approved program for chemical dependency, the consequence will be reduced to only the next activity in which the student was to participate (including at least one contest) in the case of a first violation, and to a commensurate reduction (approximately 80%, as determined by the administration, for a second or subsequent violation). The program must be administered by a certified alcohol and drug abuse counselor and be approved by the school authorities. The student will need to successfully complete the approved chemical dependency program. Proof of successful completion of program must be submitted in writing to the Activities Director. Failure to participate and successfully complete the approved chemical dependency program may cause the participating student to be suspended from extracurricular activities for one calendar year. All costs associated with the program are to be borne by the student/parent or guardian.
6. More Serious Violations: In the event of more serious drug or alcohol violations, such as students engaging in use of especially serious drug offenses (cocaine, meth, etc.) or procuring alcohol for minors, the consequence of the violation is not limited by the foregoing, and may be established in the good discretion of the administration.

(\* Only one reduction can be utilized per violation/offense.)

~~Steroid Offenses. A student who possesses, dispenses, delivers, or administers anabolic steroids shall be prohibited from participating in any extracurricular activity for the following minimum periods:~~

1. ~~First Violation:~~ 30 consecutive days.
2. ~~Second or Any Subsequent Offense:~~ One calendar year.

When Suspensions Begin. All suspensions begin with the next scheduled activity in which the student is a participant, after the determination by school officials of the sanction to be imposed; provided that the school officials shall have the discretion to establish a time period for the suspension that makes the suspension have a real consequence for the student. During a suspension, participants may be required or permitted to practice at the sole discretion of the coach or activity sponsor. Suspensions in the Spring will

be carried over to the Fall when the suspension has not been fully served or when determined appropriate for the suspension to have a real consequence for the student.

Letters and Post-Season Honors. A student who commits a Code of Conduct violation is:

1. Eligible to letter, provided the student meets the criteria of the coach or sponsor.
2. Not eligible to receive honors during the sport or activity in which they are participating at the time of the offense and/or in sports or activities in which they have been suspended due to a code violation. The coach/sponsor, with the Athletic Director's approval, may make an exception where the student has self-reported or otherwise demonstrated excellence in character allowing for such honors.

Self-Reporting. A student who violates the Code of Conduct must self-report. The self-report must be made to: the principal, athletic director, or the head coach or sponsor of an activity in which the student participates. The student's parent or guardian may initiate the self-reporting process, but the student will be later required to give a written statement of the self-report. The self-report must be made earlier of: (1) before the end of the next school day after the conduct occurred and (2) before participation in an extracurricular or co-curricular activity.

In making a self-report, the student must identify the events that took place, what conduct the student engaged in, and any witnesses to the student's conduct, and will be required to put this information in a written statement. In the event the student has received a criminal citation, charge, or ticket, and proclaims innocence of a violation, the student will be required to self-report such offense and provide information as to why they should be found innocent, not as it relates to the criminal offense, but as it relates to the Code of Conduct.

All students are expected to be honest and forthright with school officials. In the event the coach or activity sponsor or any school administrator asks a student participant for information pertaining to compliance (or lack of compliance) by the student or other student participants with the Code of Conduct or eligibility conditions for participation in activities, the student is expected to fully, completely, and honestly provide the information. Students may be disciplined for a failure to be honest and forthright.

Determining a Violation Has Occurred. A violation of the Code of Conduct will be determined to have occurred based on any of the following criteria:

1. When a student is cited by law enforcement and school officials have a reasonable basis for determining that grounds for the issuance of the citation exist.
2. When a student is convicted of a criminal offense. Conviction includes, without limitation, a plea of no contest and an adjudication of delinquency by the juvenile court.
3. When a student admits to violating one of the standards of the Code of Conduct.
4. When a student is accused by another person of violating one of the standards of the Code of Conduct and school officials determine that such information is reliable.
5. When school officials otherwise find sufficient evidence to support a determination that a violation has occurred.

Procedures for Extracurricular Discipline. The following procedures are established for suspensions from participation in extracurricular activities:

1. Investigation. The school official(s) considering the suspension will conduct a reasonable investigation of the facts and circumstances and determine whether the suspension will help the student or other students, further school purposes, or prevent an interference with a school purpose.

2. Meeting. Prior to commencement of the suspension, the school official considering the suspension or their designee will provide the student an opportunity to give the student's side of the story. The meeting for this purpose may be held in person or via a telephone conference.
  - a. The student will be given oral or written notice of what the student is accused of having done, an explanation of the evidence the school has, and the opportunity to explain the student's version. Detail is not required where the activity participant has made a self-report or otherwise admits the conduct. Names of informants may be kept confidential where determined to be appropriate.
  - b. The suspension may be imposed prior to the meeting if the meeting can not reasonably be held before the suspension is to begin. In that case the meeting will occur as soon as reasonably practicable. The student is responsible for cooperating in the scheduling of the meeting.
3. Notice Letter. Within two school days (two business days if school is not in session), or such additional time as is reasonably necessary following the suspension, the Athletic Director or the Athletic Director's designee will send a written statement to the student and the student's parents or guardian. The statement will describe the student's conduct violation and the discipline imposed. The student and parents or guardian will be informed of the opportunity to request a hearing.
4. Informal Hearing Before Superintendent. The student or student's parent/guardian may request an informal hearing before the Superintendent. The Superintendent may designate the Athletic Director or another administrator not responsible for the suspension decision as the Superintendent's designee to conduct the hearing and make a decision.
  - a. A form to request such a hearing must be signed by the parent or guardian. A form will be provided with the notice letter or otherwise be made available by request from the Principal's office.
  - b. The request for a hearing must be received by the Superintendent's office within five days of receipt of the notice letter.
  - c. If a hearing is requested:
    - i. The hearing will be held within ten calendar days of receipt of the request; subject to extension for good cause as determined by the Superintendent or the Superintendent's designee.
    - ii. The Superintendent or the Superintendent's designee will notify the participants of the time and place of the hearing a reasonable time in advance to allow preparation for the hearing.
    - iii. Upon conclusion of the hearing, a written decision will be rendered within five school days (ten calendar days if school is not in session). The written decision will be mailed or otherwise delivered to the participant, parents or guardian.
    - iv. A record of the hearing (copies of documents provided at the hearing and a tape recording or other recordation of the informal hearing) will be kept by the school if requested sufficiently in advance of the hearing by the parent/guardian.
5. No Stay of Penalty. There will be no stay of the penalty imposed pending completion of the due process procedures
6. Opportunity for Informal Resolution. These due process procedures do not prevent the student or parent/guardian from discussing and settling the matter with the appropriate school officials at any stage.

### **Section 3      Attendance**

Student participants are expected to meet the following attendance expectations:

1. Attend school regularly. Students who have "excessive absences" as determined under the school's attendance policy are ineligible to participate in extracurricular activity contests or performances. Students who have four or more unexcused absences in the semester of participation will be ineligible to participate in extracurricular activity contests or performances.

2. Be on time for all scheduled practices, contests and departure for contests. In the event a participant is unable to attend a practice or contests the participant should contact the coach or sponsor in advance.
3. On the day of a contest, performance or other activity, be in attendance for the full day. A student who is not in attendance the full day is ineligible for the contest, performance, or activity.

Exceptions may be made for extenuating circumstances, such as doctor/dentist appointments or family emergencies. The exception must be approved by the Principal or Athletic Director.

Every attempt should be made to be in attendance the day of a contest. Sleeping in to rest up for the game will not be considered an extenuating circumstance, nor will going home ill and then returning to play in the contest later that day.

#### **Section 4 Academic Standards**

Participation in extracurricular school activities is encouraged and desirable for all students. At the same time, the primary mission and responsibility for each student is to establish a firm academic foundation. A student participating in extracurricular school activities must show evidence of sincere effort towards scholastic achievement. To be eligible for participation in extracurricular activities, students must:

1. Be enrolled in at least ~~25~~ 20 credit hours in the semester of participation.
2. Maintain passing grades in all courses. A student who is not passing one or more classes at progress reporting times will be ineligible to participate in extracurricular activity contests or performances if the grade remains below passing one week after progress reporting time. The student will remain ineligible until the student is passing all classes.
3. Maintain an overall "C" average to participate in extracurricular activities, except school dances.
4. Academic requirements do not apply to:
  - a. Instructional field trips which are a part of the scheduled course learning experience; or
  - b. Activities or events which are a part of the student's grade requirements.

Eligibility criteria for part-time students is governed by Policy 5004, NSAA bylaws, and state law.

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

Date of Adoption: April 20, 2009

Date of Revision: July 12, 2023

**Grading System**

The grading system of Raymond Central Public Schools shall be as follows:

1. Grading periods of approximately nine (9) weeks shall be used four (4) times per year.
2. Achievement marks shall be given on a numerical basis for all grades 4-12, with the marks of 69 or lower considered a failure. A special grading report for the K-3, on a different basis, shall be used.
3. The grading and conversion scale are as follows:

A	94-100	B+	91-93	C+	83-85	D+	75-77	NC	Below 70 (Failing)
		B	88-90	C	80-82	D	73-74	I	Incomplete
		B-	86-87	C-	78-79	D-	70-72	S	Satisfactory
								U	Unsatisfactory

4. For all other grading reports received on transfer students, the Superintendent and/or principal shall convert these to an approximately equal grade on our system.
5. Staff members have latitude over grading practices but must adhere to prescribed utilization of summative and formative grading prescribed by principal. ~~may use whatever method they determine professionally appropriate in the day to day grading, but~~ Grade reports shall be prepared and based on numerical values. Each staff member, however, must be able to defend their grading practices. The following criteria should be used in determining the numerical value of the grade.
  - a. Grades reflect attainment of the desired learning standard(s).
  - ~~b. Class participation.~~
  - c. Mental ability of student in relation to the total class and required work.
  - d. Evidence the student is exceeding the class requirements and delving further.
6. On excused absences of secondary students, they shall be allowed two (2) days for each day missed to complete work assigned. After this period elapses, all work not handed in or completed may receive a zero. ~~have the grade adjusted.~~
  - ~~g. On unexcused absences, all work assigned shall receive a zero, or a grade assigned for class participation shall also receive a zero, and also possibility of a disciplinary action.~~
7. All grade reports will contain the numerical grade for each subject, as well as the following: absences, tardiness, comments (if instructor desires).

Date of Adoption: April 20, 2009

## **Graduation**

To participate in commencement exercises or receive a Raymond Central Public Schools diploma a student must fully complete all requirements for graduation prior to the official commencement exercises, and complete other administrative requirements or conditions. Students who graduate from Raymond Central Public Schools must attend eight (8) semesters and successfully complete 240 hours of credit. The total graduation requirements must include the following core curriculum:

- **English** – 45 credits  
Required classes: ENG 9, ENG 10, ENG 11, ENG 12 or SCC Comp I/II / Lit, Personal Communications or Competitive Speech
- **Math** – 30 credits  
Must culminate Geometry or higher
- **Science** – 30 credits  
Required classes: Physical Science, Biology
- **Social Science** – 45 credits  
Required classes: Geography, World History, American History, American Government, Economics
- **Physical Education/Health** – 10 credits  
Required class: Health
- **Business/Technology** – 15 credits  
Required class: Every student must complete at least one five-credit high school course in personal finance or financial literacy prior to graduation
- **Family & Consumer Science** – 5 credits  
Includes completion of Senior File
- **Fine Arts** – 10 credits
- **Electives** – 50 credits  
10 credits from Vocational or Fine Arts

~~The eight semester attendance requirement may upon appeal to the Board of Education by the second semester of their junior year, be waived by the Board of Education for those students who:~~

- ~~Have met all the graduation required course work and who wish to pursue higher levels of education during the second semester of the senior year, or~~
- ~~Students who have completed all coursework, have registered for fall entry into post high school education and can show cause that full time employment has been secured to gain finances for post high school education costs.~~

## **Special Education**

Students who have an IEP (Individualized Education Plan) according to Public Law (PL) 94-142 and Nebraska Department of Education (NDE) Rule 51 may receive Special Education services. Following are the graduation options that are offered to Special Education students. The program is arranged so that the qualified student receives individual instruction based upon his/her needs. Each student is mainstreamed as much as possible. The student is provided assistance with regular education classes and receives remedial

instruction for material in a specific area.

1. Standard Diploma 240 hours - a student completed the required credits
  - It is recommended that the IEP team review and document that all requirements for receipt of a signed, regular high school diploma have been met.
2. Certificate of Attendance - the student completed or progressed toward IEP/transition goals, but not the standard course of study.
  - It is recommended that graduation be addressed in all transition plans. Plans for graduation should be considered in the development of the course of study and reviewed annually.
  - A student on a Certificate of Attendance path shall receive a pass/fail grade for any courses where the curriculum is modified.
  - The receipt of a signed, regular diploma terminates the service eligibility of students with special education needs.
  - It is recommended that all diplomas awarded by a school district be identical in appearance, content and effect, except that symbols or notations may be added to individual student's diplomas to reflect official school honors or awards earned by students.
  - A student who receives a document such as a certificate of attendance, unsigned diploma, or blank folder is eligible to continue receiving special education services until receipt of a signed, regular diploma or until the end of the school year in which the student turns 21.

Legal Reference: Neb. Rev. Stat. Sec. 79-729  
Neb. Rev. Stat. Sec. 79-3003  
NDE Rule 10

Date of Adoption: April 20, 2009

Date of Revision: July 12, 2023

**Early Completion Plan**

Raymond Central Public Schools supports the concept of early completion as a means of accelerating students toward the achievement of lifetime plans, particularly to pursue higher levels of education. The following guidelines have been established for students to be eligible for early completion. The failure to meet any of the criteria or time lines listed in the policy may cause the student to become ineligible for early completion.

- (1) A student will be allowed to transfer in a maximum of twenty (20) hours from educational courses taken outside the Raymond Central Public School District. These courses must have prior approval by the high school principal in order to be used to meet the graduation requirements of the Raymond Central Public Schools. Students transferring into Raymond Central Public Schools may transfer in hours that are listed on their official Transcript.
- (2) A student will be able to use only five (5) hours of transfer credit in any one subject matter area.
- (3) Students must meet all completion requirements established by the Board of Education in order to be eligible for completion as well as the credit hour requirements in each specific subject matter area.
- (4) Application for early completion must be requested, in writing, to the high school principal by November 1 of the applicant's Junior year of high school. The application must be accompanied by a written plan of action stating the reasons why the student is requesting early completion. The application must contain the signatures of the applicant's parents/parent/guardian to verify parental approval of early completion.
- (5) Along with the application, the applicant must submit three (3) letters of recommendation supporting the student's request for early completion. These three (3) letters of recommendation must contain one (1) letter from the high school counselor, along with two (2) letters from other secondary staff members.
- (6) The Board of Education will make the final decision in regards to an applicant's early completion. The applicant and his or her parents/guardian must be present at this meeting in order for the board to take action.
- (7) Once given approval, the applicant will have until February 1 of the applicant's Senior year to notify the high school principal of the applicant's decision in regards to participating in the regularly scheduled graduation ceremony. The applicant must also attend one (1) Commencement practice in order to participate in the Commencement ceremony. No early graduation ceremonies will be provided for a student who opts for the early completion route.
- (8) A student who decided to opt for early completion is not eligible to participate in school sponsored activities following the last day the student attends classes. The effective date for participation will end with the last day that the student is enrolled in classes. The only school activity that the applicant is eligible for will be the regularly scheduled graduation ceremony.

Date of Adoption: [Insert Date]

### School Dances

A school sponsored dance is a school activity subject to all provisions of the Student Activity Code, and is a privilege available to students meeting all requirements for participation.

**General Rules of Student Conduct at Dances.** In addition to all rules of student conduct in the Student Handbook, students attending dances shall adhere to the following rules of conduct:

1. **Who Can Attend:** Only students of Raymond Central Public Schools and their guests may attend.
  - a. Students currently attending Raymond Central High School or another Nebraska high school who have not been restricted from attending extracurricular activities at Raymond Central High School or their own school are generally considered appropriate dates or invited guests.
  - b. Persons who are younger than 15 or older than 19 years of age and not attending high school are generally considered to not be appropriate dates or invited guests for our school dances.
  - c. Some school dances may be restricted to students attending specified grade levels at Raymond Central Public Schools. For any dances at the middle school level, only students attending Raymond Central Public Schools in the grade(s) for which the dance is being held may attend.
  - d. Students who have been suspended from school or from extracurricular activities may not attend if the activity is during time of suspension.
  - e. The school reserves the right to exclude persons who may or do cause a disruption or detract from the event. Dates or invited guests not attending our school are expected to follow the same rules of conduct which apply to our students.
  - f. Rules for dances may restrict students and their guests from leaving dance until the dance ends without written parental permission on a form provided.
  - g. Students or their guests who engage in inappropriate behavior, whether on or off of the dance floor, may be asked to leave.
2. **Prohibited Substances:** Alcoholic beverages, illegal drugs, and tobacco (including electronic nicotine delivery systems) are prohibited. Anyone using these or showing the effects of use will not be allowed admission or, if discovered after admission, be removed from the dance. Their parents may be contacted.

Students and their dates may be required to submit to a breathalyzer prior to gaining entrance. Those who choose not to submit to a breathalyzer will not gain entrance. Law enforcement will be contacted if there is reasonable suspicion that the student or a student's date is under the influence of alcohol or drugs.

3. **Appropriate Attire:** Students and their guests must meet the dress code requirements established for each dance. Teachers or administrators will make the final decision as to whether or not a student's attire is appropriate. Students will be asked to change unacceptable items, which may mean that the student may have to return home to change the inappropriate clothing. It is advisable to check in advance of the dance with the Principal or staff sponsor for the event if you are uncertain about your attire.

**Eligibility for Selection as Royalty.** Nomination and selection as royalty for school sponsored dances is an honor awarded by students to those of their peers that exemplify the highest standards of integrity and achievement. Students nominated for dance royalty must have demonstrated through their conduct, academic achievement and activities that they have represented, and will represent themselves, their classmates, and their school in a manner which reflects outstanding effort, commitment to their school and fellow students, and integrity and good citizenship in the school and in the community. The students

selected to be the “royalty” for Homecoming and Prom or any other school sponsored dance or activity shall meet the general standard as determined by the administration.

3. Specific Dance Eligibility and Selection Requirements:

a. Homecoming King and Queen:

- Only a senior girl shall be eligible to be Queen and only a senior boy shall be eligible to be King.
- To be eligible, a candidate must agree to attend the Homecoming Dance and Coronation Ceremonies and represent the school properly.
- The queen and king will be chosen from the qualified nominees by secret vote of the student body during Homecoming week. ~~Crowning will be held at the fall sports event deemed to have the largest attendance.~~ Administration shall determine the venue for the crowning.

b. Prom King and Queen:

- Only a senior girl shall be eligible to be Queen and a senior boy shall be eligible to be King. The candidates may not have been previously selected as royalty at another school sponsored dance.
- To be eligible, a candidate must agree to attend the Homecoming Dance and Coronation Ceremonies and represent the school properly.
- The queen and king will be chosen from the qualified nominees by secret vote of the Junior Class.

Date of Adoption: April 20, 2009

Date of Revision: June 10, 2019

## **Drug and Alcohol Testing**

### 1. Need for Random Testing.

The Board of Education is responsible for maintaining discipline, health and safety. The Board recognizes that student substance abuse presents a continuing challenge and a danger to the student population as a whole. The Board is committed to maintaining school sponsored activity programs in a safe, healthy and secure environment. The Board is further committed to being proactive in ensuring that students who participate in extracurricular activities represent the District in a positive manner.

### 2. Eligibility for Random Testing.

Students who participate in school sponsored competitive extracurricular activities at the high school (Grades 9-12) level are eligible for random testing. School sponsored competitive extracurricular activities are activities which are sponsored or approved by the Board, but are not offered for credit towards graduation, and which involve competition, comparison, or judging of the individuals or groups with other individuals or groups as part of selection or participation. School sponsored competitive extracurricular activities include, but are not limited to, athletic programs, cheerleading, dance team, band, Student Council, National Honor Society, academic teams, One-Act, choir, Quiz Bowl, FBLA, FFA, and Speech Team.

Any student participating in school sponsored competitive extracurricular activities during the school year must submit a completed Consent to Test Form on or before the first scheduled Fall contest date. The form must be signed by the student and the student's parent or guardian.

Failure to submit a completed Consent to Test Form will result in ineligibility for participation in school sponsored competitive extracurricular activities. If a student submits a form after the deadline, the student will be required to serve the equivalent of a 1st offense of a positive test. This will go into effect during the initial activity(s) that the student participates in and will NOT take the place of a 1st offense. If a student transfers into the district, that student will have ten (10) school days from his/her start date to submit the Consent to Test Form to the school.

If a student who submits his/her form after the deadline has a positive test result later in the year, that student will still serve a 1st offense consequence.

Students remain eligible for testing from the date the Consent to Test Form is turned in until a Drop Form is completed, or until the student graduates or is otherwise no longer enrolled in the District. A student for whom a Drop Form has been submitted shall be ineligible for participation in school sponsored competitive extracurricular activities for 12 months from the date the Drop Form is submitted. Students have a fourteen (14) calendar day grace period for reconsideration of a Drop Form. Students' names will remain in the pool for the duration of the fourteen (14) calendar days.

Students who are not participants in a school sponsored competitive extracurricular activity may volunteer for participation in the testing program by submitting a completed Consent to Test Form.

### 3. Testing Procedure.

#### a. Random Testing.

A confidential testing schedule will be created by the Superintendent or designee, or an outside testing organization, to ensure that the testing of eligible students is conducted in a manner that is

random and not predetermined. To maintain confidentiality and to maintain the integrity of the randomness of this program, the students eligible for testing will be identified by a unique personal identifier that does not make the student known to persons other than the school officials who are directly involved in the testing program. The Superintendent or designee shall coordinate the random testing schedule and procedures with the outside testing organization.

No less than twenty percent (20%) of the pool of eligible students will be tested each school year. The Superintendent shall have the authority to determine the percentage to test, subject to the minimum 20% level, dependent on the nature and extent of the prevailing problem with drug usage in the school community from time to time. Testing will take place throughout the school year as determined by the Superintendent and outside testing organization.

b. Collection.

The District may contract with an outside testing organization to perform the random testing. The testing collection process will be conducted in a manner that protects student privacy, will also guard against tampered specimens and ensure an accurate chain of custody of the specimen. To the extent the testing involves the collection of urine, an adult monitor is to wait outside a closed restroom stall and listen for the normal sounds of urination. The Superintendent is authorized to develop and implement rules and procedures to maintain the integrity of the collection process, along with any rules or procedures requested or required by an outside testing organization.

c. Testing.

The outside testing organization shall handle, store, and test samples in accordance with industry standards and best practices for ensuring samples are tested accurately. Nonnegative results require confirmation testing from the lab for a lab confirmed positive. This result will then be sent on to the medical review officer for further analysis. The medical review officer is a licensed physician who has their MRO certification and can medically review the drug test result and if positive, determine if the student has a prescription for the substance and is taking it as prescribed or does not have a prescription and is abusing the drug. The testing organization shall provide sufficient information to the Superintendent upon reasonable request.

4. Confidentiality.

All activities related to the testing policy will be carried out in accordance with the requirements of the Family Educational Rights and Privacy Act (FERPA), the Protection of Pupil Rights Amendment (PPRA), the Health Insurance Portability and Accountability Act (HIPAA), and any other applicable confidentiality laws.

Test results will be shared only with staff who have a legitimate educational interest in having access to the information, on a “need to know” basis. Test results will not be turned over to any law enforcement authority in the absence of a court order, subpoena, or other legal process requiring such. An outside testing organization will only be permitted to communicate test results and procedures with those individuals designated by the Superintendent.

Test results will be kept in confidential files separate from the students’ other records. The test results will be destroyed when no longer needed for individual student situations or for the overall testing program.

### 5. Consequences for Positive Tests.

Any of the following shall be considered to be a positive test result:

- A confirmed positive alcohol or drug test as determined by the outside testing organization;
- Refusal to participate in testing when selected, including the submission of a Drop Form upon being requested to be tested; and/or
- Tampering with the specimen collection process; and/or
- A student or parent admitting that the student tested positive, admitting to the student's recent consumption of a banned substance, or the student admitting that he/she would test positive due to recent consumption of a banned substance.

The following shall result from a positive test result:

- The student's parents or guardians will be contacted and a meeting will be held to discuss the positive test result, with the object of collaborating on a plan to assist the student in avoiding future substance abuse.
- The student's privilege of participating in extracurricular activities will be restricted **as described elsewhere in board policy and/or student handbook.**

The parents or guardians are responsible for the costs of the rehabilitation program, which includes the substance abuse counseling and follow-up testing described above.

Positive results will not lead to the imposition of any academic consequence or disciplinary action, other than the above described limitations on the privilege to participate in extracurricular activities.

### 6. Appeal Procedures.

In the event a student or the student's parents or guardians wish to challenge a positive test result, the student and parents or guardians may meet with the Activities Director to discuss the test and results. However, the results of the random test by the outside testing organization's tests will not be changed. The meeting with the Activities Director may involve ways to support the student moving forward.

**Consent to Test Form**

I fully understand that my performance as a student and the reputation of my school are dependent, in part, on my conduct as an individual. I hereby agree to accept and abide by the standards, rules and regulations set forth by the Board of Education of Raymond Central Public Schools, the administration, and the coaches and sponsors for the activities in which I participate.

I consent to and authorize Raymond Central Public Schools to conduct a drug and alcohol test if my number is drawn from the random pool. I also authorize the release of information concerning the results of such tests to designated District personnel.

I understand that this form remains in effect until the submission of an Activity Drop Form or graduation and/or withdrawal from the District.

_____	_____
Student Name (print)	Parent or Guardian (print)
_____	_____
Student Name	Parent or Guardian
_____	_____
Date	Date

I plan to participate in one or more of the following school sponsored competitive extracurricular activities:

\_\_\_ I am volunteering to be placed in the testing pool.

### Activity Drop Form

I, \_\_\_\_\_, wish to withdraw from \_\_\_\_\_

I will submit this form to the Athletic Director. My name will be withdrawn from the testing pool 14 days after the date this is received by the Athletic Director.

Completing this form will pertain to all school sponsored competitive extracurricular activities. I understand, by withdrawing, I can no longer participate in any school sponsored competitive extracurricular activities, and I may not receive recognition as a member of these activities or athletic programs. I may re-enter the testing pool after a period of one (1) calendar year by filling out a new Consent to Test Form.

I UNDERSTAND THAT I HAVE 14 DAYS TO RECONSIDER THE DECISION AND RE-ENTER THE POOL.

_____	_____
Student Name (print)	Parent or Guardian (print)
_____	_____
Student Name	Parent or Guardian
_____	_____
Date	Date

**Child Abuse and Neglect**

School employees shall promptly report to the appropriate law enforcement agency and the principal when they have reasonable cause to believe that a child has been subjected to abuse or neglect, including sexual abuse, or circumstances which reasonably would result in abuse or neglect. The principal will report the matter ensure that the report has been made to the proper law enforcement agency or other agency as required by law.

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

Legal Reference: Neb. Rev. Stat. § 28-711

Date of Adoption: April 20, 2009

**Married/Pregnant Students**

Married students shall have the same educational opportunities in this school system as unmarried students. There shall be no discrimination on the basis of sex, marital status of any person, or the condition of being a parent. To enforce this prohibition, aggrieved persons shall use the District's anti-discrimination policies.

~~Further, school-age children who are pregnant, whether married or unmarried, shall be allowed to remain in school, and services for them shall be made a regular part of the school system. Any variation from their continuing in regular school classes shall be based upon their assessed needs. A pregnant girl may remain in her regular school program as long as her physical and emotional condition permits.~~

Legal Reference: Neb. Rev. Stat. §§ 79-2,114 to 79-2,124  
20 U.S.C. § 1681 (Title IX)

Date of Adoption: April 20, 2009

## Use of Surveillance and Search and Seizures

### **Legal Counsel does not have these first 2 paragraphs**

~~The Board authorizes the use of video cameras and similar devices on District property, and the use of searches on school property, for the purposes of ensuring the health, welfare and safety of all staff, students and visitors, safeguarding District facilities and equipment, and maintaining student discipline and an appropriate educational and work environment.~~

~~Video cameras and similar devices may be used in locations and times deemed appropriate by the Superintendent or Superintendent's designee. The District shall notify users of the facilities through appropriate mechanisms, such as postings or student/parent and staff handbooks, that video surveillance may occur on District property. Video recordings and similar records may become a part of a student's educational record or a staff member's personnel record. Only employees or contractors authorized by the Superintendent shall view or erase video surveillance recordings; in no event shall students be designated or allowed to view or erase video surveillance recordings.~~

When it is determined based on searches that a person has violated a Board policy, administrative regulation, building rule, student conduct rule or personnel expectation, or the law, the person shall be subject to appropriate disciplinary action and a report to law enforcement may be made.

Student lockers, desks and other such property are owned by the school. The school exercises exclusive control over school property. Students should not expect privacy regarding items placed in or on school property because school property is subject to search at any time by school officials. Periodic, random searches of student lockers may be conducted at the discretion of the administration.

The following procedures will be used for conducting searches:

1. School officials may conduct a search if there is a reasonable basis to believe that the search will uncover evidence of a crime or rule violation. The search must be conducted in a reasonable manner under the circumstances.
2. Random searches of student lockers, desks, and other similar school property provided for use by students may be conducted at the discretion of the administration.
3. Drug or alcohol tests may be conducted on students based on reasonable suspicion.
4. Drug or alcohol tests may be conducted on a random basis for students participating in extracurricular activities, provided that: a) the student gave consent for testing in advance (attendance at or participation in the extracurricular activity may be withheld in the absence of consent), b) the testing actually be random, c) that the testing procedures limit any intrusion on student privacy, and provide for an appropriate level of confidentiality and accuracy, and d) that the response to positive tests take into consideration student safety and compliance with laws related to reporting and releasing students to law enforcement.
5. School officials may search offices and storage devices provided to or used by employees where permitted by law, such as where reasonable grounds exist for suspecting that a search will turn up evidence that the employee has committed work-related misconduct, or that a search is necessary for a non-investigatory work-related purpose, such as to retrieve a file.

6. Searches of the District's computer system may be conducted at the discretion of the administration at any time.

The following procedures will be used for the removal of personal property:

1. Illegal items or other items reasonably determined to be a threat to the safety of others or a threat to educational purposes may be seized by school officials. Any illegal drugs, firearm or dangerous weapon shall be confiscated and delivered to law enforcement as soon as practicable. A personal safety or security device (such as a taser, mace or pepper spray) not previously approved by the Administration constitutes a "dangerous weapon."
2. Items which have been or are reasonably expected to be used to disrupt or interfere with the educational process may be removed from student possession.

The District is not responsible for the security or safety of personal property which employees, students, or other building users may bring to school.

Legal Reference: Neb. Rev. Stat. Sec. 28-1204.04 (firearms)

Date of Adoption: April 20, 2009

Date of Revision: June 10, 2020

**Health Regulations-Inspections**

~~The school will screen students as prescribed by the Department of Health. Such screening results shall be made available to parents.~~

The school district shall cause every child under its jurisdiction to be separately and carefully inspected, except as otherwise provided by law, to ascertain if such a child is suffering from (1) defective sight or hearing, (2) dental defects, or (3) other conditions as prescribed by the Department of Health and Human Services (“Department”). Such inspections shall be conducted on a schedule prescribed by the Department and shall be based on current medical and public health practice. In lieu of conducting the inspections, the school board may employ regularly licensed physicians to make such inspections.

If such inspection determines that any child has defective sight or hearing, dental defects, or other condition for which screening is required, the school shall notify the parent of the child in writing of such condition and explain to the parent the necessity of professional attendance for such child.

Whenever a child apparently shows symptoms of any contagious or infectious disease, such child shall be sent home immediately or as soon as safe and proper conveyance can be found and the school board shall be at once notified. Such students may be excluded from school as provided in the Student Discipline Act.

A child shall not be required to submit to an inspection required by this policy if his or her parent or guardian provides school authorities with a statement signed by a physician, a physician assistant, or an advanced practice registered nurse practicing under and in accordance with his or her respective credentialing act or other qualified provider as identified by the Department’s applicable rules and regulations, stating that such child has undergone such required inspection within the past six months. A child shall submit to any required inspection for which such a statement is not received.

Legal Reference: Neb. Rev. Stat. §§ 79-248 and 79-249

**Neb. Rev. Stat § 79-264**

Neb. Rev. Stat. § 79-526

Date of Adoption: April 20, 2009

**Legal Counsel did not have this policy - Eliminate...It is now part of 5101****Law Violations****Reporting Student Law Violations:**

1. ~~Cases of law violations or suspected law violations by students will be reported to the law enforcement and to the student's parents or guardian as soon as possible.~~
2. ~~When a Principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the Principal or other school official will take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken. An exception applies when a minor has been taken into custody as a victim of suspected child abuse; in that event the Principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.~~
3. ~~In an effort to demonstrate that student behavior is always subject to possible legal sanctions regardless of where the behavior occurs it shall be the policy of the Raymond Central Public Schools to notify the proper legal authorities when a student engages in any of the following behaviors on school grounds or at a school sponsored event:
  - a) ~~Knowingly possessing illegal drugs or alcohol.~~
  - b) ~~Assault.~~
  - c) ~~Vandalism resulting in significant property damage.~~
  - d) ~~Theft of school or personal property of a significant nature.~~
  - e) ~~Automobile accident.~~
  - f) ~~Any other behavior which significantly threatens the health or safety of students, staff or other persons or which is required by law to be reported.~~~~

~~When a principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse, in which case the principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.~~

Legal Reference: Neb. Rev. Stat. §§ 79-293 and 79-294

Date of Adoption: April 20, 2009

**Anti-Bullying Policy**

One of the missions of the District is to provide a physically safe and emotionally secure environment for students and staff.

The administration and staff are to implement strategies and practices to reinforce and encourage positive behaviors by students. Positive behaviors include non-violence, cooperation, teamwork, understanding, and acceptance of others.

The administration and staff are to implement strategies and practices to identify and prevent inappropriate behaviors by all students, including anti-bullying education for all students. Inappropriate behaviors include bullying, intimidation, and harassment. Bullying means any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by the school being used for a school purpose by a school employee or designee, or at school-sponsored activities or school-sponsored athletic events.

**Legal Counsel does not have this:**

~~Raymond Central has implemented a variety of supports and resources for students and staff. The following are examples, however, not an exhaustive list:~~

- ~~● Anonymous reporting app~~
- ~~● GoGuardian - Student Device Management Software~~
- ~~● K-12 Anti-Bullying Curriculum for Students~~
- ~~● 5th Grade Kindness Retreat~~
- ~~● Trauma-Informed Care Training for staff~~
- ~~● Mental Health First Aid Training for Staff~~
- ~~● 6-12 Onsite Mental Health Therapist (2 days per week)~~
- ~~● Project Harmony training for School Counselors~~

The school district shall review the anti-bullying policy annually.

Legal Reference: Neb. Rev. Stat. § 79-2,137  
Student Discipline Act, Neb. Rev. Stat. §§ 79-254 to 79-296  
NDE February 2003 State Board Action; Reaffirmed December 2005

Date of Adoption: April 20, 2009  
Date of Revision: June 14, 2021

**RC does not have this - Not desired**

## **MEETING NOTICE**

The Board of Education of [Name] Public Schools will meet in regular session on [month/date], 20\_\_, at \_\_:\_\_ p.m. in the [location/address], Nebraska. The meeting will include the holding of a public hearing to discuss, consider, and receive input on the student fee policy and the parental involvement policy. An agenda for the meeting and public hearings, which shall be kept continually current, is readily available for public inspection at the Superintendent's office during normal business hours.

[NAME] PUBLIC SCHOOLS

## AGENDA

The following is the agenda for the meeting of the Board of Education to be held on [month/date], 20\_\_ in the [location/address], Nebraska.

1. Call meeting to order and announce location of Open Meetings Act poster.
2. Approval of Agenda and Changes to Agenda.
3. Reading and approval of minutes:  
  
Discuss, consider and take all necessary action to approve minutes of prior meeting(s).
4. Reading and approval of board bills:  
  
Discuss, consider and take all necessary action to approve receipts, expenditures and payment of bills submitted by the administration.
5. Treasurer's Report
6. Board Committee Reports
7. Administration's Reports
8. Public Comment
9. Action Items
  - A. Student Fees Policy:
    - i. Review of the amount of money collected from students pursuant to, and the use of waivers provided in, the student fee policies of the District for the 20\_\_-20\_\_ school year.
    - ii. Hold Public Hearing to discuss, consider, and receive input on a proposed Student Fee Policy. The public will be given the opportunity to present information and opinions on a proposed Student Fee Policy.
    - iii. Discuss, consider, and take action to adopt a Student Fee Policy and to suspend the two reading policy.
  - B. Parental Involvement Policy:
    - i. Hold Public Hearing to discuss, consider, and receive input on the Parental Involvement Policy. The public will be given the opportunity to present information and opinions on a proposed Parental Involvement Policy.
    - ii. Discuss, consider, and take action to either alter the Parental Involvement Policy and then adopt the policy as altered, or to reaffirm the Parental Involvement Policy.

C. Bullying Policy:

- i. Review bullying policy.
- ii. Discuss, consider, and take action to adopt an amended Bullying Policy, if determined appropriate.

D. Attendance Policy:

- i. Review attendance policy.
- ii. Discuss, consider, and take action to adopt an amended Attendance Policy, if determined appropriate.

E. Multicultural Review:

- i. The administration provided the annual status report to the board of education.
- ii. The board conducted the periodic assessment of the multicultural education program.

004.01F5

10. Time/Date next meeting

11. Motion to Adjourn

**NOTICE:**

**COPY OF OPEN MEETINGS ACT:** The Board of Education makes 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. The Act is posted on the wall of the meeting room.

**INSTRUCTIONS FOR THOSE WHO WISH TO SPEAK DURING PUBLIC FORUM:**

**Getting Started:** When it is your turn to speak during the public forum portion of the agenda, please come forward to the table situated immediately in front of the Board, sign your name and address on the sign-in sheet and state your name to the Board of Education.

**Time Limit:** You may speak only one time and must limit comments to 5 minutes or less.

**Personnel or Student Topic:** If you are planning to speak about a personnel or student matter involving an individual, please plan to have first addressed the concerns initially to the administration for consideration. Board members will generally not respond to any questions you ask or comments you may make about individual staff members or students. You are cautioned that slanderous comments are not protected just because they are made at a Board meeting.

**General Rules:** Please remember that this is a public meeting for the conduct of the business of the Board of Education. Offensive language, personal attacks and hostile conduct will not be tolerated.

BY: [NAME] PUBLIC SCHOOLS

**MINUTES OF THE MEETING OF THE BOARD OF**

**EDUCATION OF [NAME] PUBLIC SCHOOLS**

A meeting of the Board of Education of [Name] Public Schools was convened in open and public session on [month/date], 20\_\_, at \_\_:\_\_ p.m. in the [location/address], Nebraska. The roll was called and the following Board members were present or absent:

Present: \_\_\_\_\_  
Absent: \_\_\_\_\_

Notice of the meeting was given in advance by publication and/or posting in accordance with the Board approved method for giving notice of meetings. Notice of this meeting was given in advance to all members of the Board of Education. The Secretary of the Board maintains a list of the news media requesting notification of meetings and advance notification to the listed media of the time and place of the meeting and the subjects to be discussed at this meeting. Availability of the agenda was communicated in the publicized notice and a current copy of the Agenda was maintained as stated in the publicized notice. All proceedings of the Board of Education, except as may be hereinafter noted, were taken while the convened meeting was open to the attendance of the public.

I. Call Meeting to Order. The meeting was duly called to order.

Announcement of Open Meetings Act Posting

At the beginning of this meeting, the Chairperson announced and informed the public that a current copy of the Open Meetings Act is posted on the wall of the meeting room and directed the public to its location.

II. Approval of Agenda. Motion was made by \_\_\_\_\_ and seconded by \_\_\_\_\_ to approve the agenda as provided. After discussion and on roll call vote, the Board voted as follows:

Voting for: \_\_\_\_\_  
Voting against: \_\_\_\_\_  
Not Voting: \_\_\_\_\_

The motion carried.

III. Reading and approval of minutes. Motion was made by \_\_\_\_\_ and seconded by \_\_\_\_\_ to approve the minutes of the regular meeting of the Board of Education held on [insert date of last meeting]. After discussion and on roll call vote, the Board voted as follows:

Voting for: \_\_\_\_\_  
Voting against: \_\_\_\_\_  
Not Voting: \_\_\_\_\_

The motion carried.

IV. Action Items

A. Student Fees Policy.

- i. The administration presented a review of the amount of money collected from students pursuant to, and the use of waivers provided in, the student fee policies of the District for the 20\_\_-20\_\_ school year.
- ii. A public hearing was held to discuss, consider, and receive input on a proposed Student Fee Policy. The public was given the opportunity to present information and opinions on the proposed Student Fee Policy.
- iii. Motion was made by \_\_\_\_\_ and seconded by \_\_\_\_\_ that the Student Fees Policy for the 20\_\_-20\_\_ school year, inclusive of Appendix “1,” be adopted and that the two reading policy be suspended for purposes of this action.

After discussion and on roll call vote, the Board voted on the Motion as follows:

Voting for: \_\_\_\_\_.  
Voting against: \_\_\_\_\_.  
Not Voting: \_\_\_\_\_.

The motion carried.

B. Parental Involvement Policy.

- i. A public hearing was held to discuss, consider, and receive input on the Parental Involvement Policy. The public was given the opportunity to present information and opinions on the Parental Involvement Policy.
- ii. Motion was made by \_\_\_\_\_ and seconded by \_\_\_\_\_ that the Board’s current Parental Involvement Policy be re-adopted without alteration.

After discussion and on roll call vote, the Board voted on the Motion as follows:

Voting for: \_\_\_\_\_.  
Voting against: \_\_\_\_\_.  
Not Voting: \_\_\_\_\_.

The motion carried.

C. Bullying Policy.

- i. The Bullying Policy was reviewed by the Board. No action was taken.

D. Attendance Policy.

- i. The Attendance Policy was reviewed by the Board. No action was taken.

V. Time/Date next meeting. The next meeting of the Board is scheduled for [insert date] 20\_\_ at \_\_:\_\_ p.m.

VI. Motion to Adjourn. Motion was made by \_\_\_\_\_ and seconded by \_\_\_\_\_ to adjourn the meeting at \_\_\_\_\_ o'clock p.m. on July \_\_, 20\_\_.

Voting for: \_\_\_\_\_.

Voting against: \_\_\_\_\_.

Not Voting: \_\_\_\_\_.

The motion carried.

The meeting was duly adjourned.

DATED this \_\_ day of \_\_\_\_\_, 20\_\_.

[NAME] PUBLIC SCHOOLS

BY: \_\_\_\_\_  
President

ATTEST:

\_\_\_\_\_  
Secretary

## **School Wellness Policy**

A mission of the Raymond Central Public School District is to provide curriculum, instruction, and experiences in a health-promoting school environment to instill habits of lifelong learning and health. Therefore, the Board adopts the following School Wellness Policy.

### 1. District Wellness Committee

#### ***Committee Role and Membership***

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

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

#### ***Leadership***

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

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

#### ***Implementation Plan***

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

This wellness policy and the **WellsAT assessment progress reports** can be found at the District’s website.

#### ***Recordkeeping***

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

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

### ***Annual Notification of Policy***

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

### ***Triennial Progress Assessments***

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

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

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

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

The District will actively notify households/families of the availability of the triennial progress report via the District website and district-wide communications.

### ***Revisions and Updating the Policy***

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

### ***Community Involvement, Outreach and Communications***

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

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

### 3. Nutrition

#### *School Meals*

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

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

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, State, and Federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutrition standards.)
- ~~Use locally sourced produce when available.~~
- Promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques:
  - ~~The lunchroom is branded and decorated in a way that reflects the student body.~~
  - Whole fruit options are displayed in attractive bowls or baskets (instead of chafing dishes or hotel pans).
  - Sliced or cut fruit is available daily.
  - Daily fruit options are displayed in a location in the line of sight and reach of students.

- Prepackaged salads or salad bar is available to all students.
- All available vegetable options have been given creative or descriptive names.
- Daily vegetable options are bundled into all grab-and-go meals available to secondary students.
- All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
- White milk is placed in front of other beverages in all coolers.
- Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
- Nutrition education is incorporated into the school day.
- Students are engaged in growing food (for example: gardening, seed planting, farm tours, etc.).
- Self-serve spices and seasonings are available to students to add flavor to vegetables.
- A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
- Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
- Student artwork is displayed in the service and/or dining areas
- Daily announcements are used to promote and market menu options.

### ***Staff Qualifications and Professional Development***

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

<https://professionalstandards.fns.usda.gov/>

### ***Water***

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

### ***Competitive Foods and Beverages***

The District is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g. "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at [www.foodplanner.healthiergeneration.org](http://www.foodplanner.healthiergeneration.org).

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

carte options in cafeterias, vending machines, school stores and snack or food carts.

### ***Celebrations and Rewards***

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

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

### ***Fundraising***

All foods and beverages sold through fundraisers to students on the school campus during the school day must meet or exceed the USDA Smart Snacks in Schools nutrition standards. Additionally, all foods sold by students through any fundraiser are strongly encouraged to meet or exceed the USDA Smart Snacks in Schools nutrition standards. The District will make available to parents and teachers a list of healthy fundraising ideas or comparable resources.

### ***Nutrition Promotion***

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

- Nutrition messages will be added to the monthly newsletter to include photos of the cafeteria offerings and resources for the standards required for school meals.
- The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through:
  - Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and
  - Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards.

### ***Nutrition Education***

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

- Is designed to provide students with the knowledge and skills necessary to promote and protect

their health;

● ~~School Enrichment Kits (SEK) provided by the University of Nebraska Extension;~~

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

### ***Essential Healthy Eating Topics in Health Education***

The District will include in the Health Education Curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

### ***Food and Beverage Marketing in Schools***

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about

nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

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

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

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards. (Note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that it is financially possible over time so that items are in compliance with the marketing policy.)
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

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

#### 4. Physical Activity

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

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

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

### ***Physical Education***

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

- All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.
- All elementary students in each grade will receive physical education for at least 60-89 minutes per week throughout the school year.
- All secondary students (middle and high school) are required to take the equivalent of one academic year of physical education.
- The District’s physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment tool) and will use criterion-based reporting for each student.

### ***Essential Physical Activity Topics in Health Education***

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

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

- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

### ***Recess (Elementary)***

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

Outdoor recess will be offered when weather and other conditions make it feasible for outdoor play. In the event that recess must be held indoors, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

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

### ***Classroom Physical Activity Breaks (Elementary and Secondary)***

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

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

### ***Active Academics***

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

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

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

### ***Before and After School Activities***

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

aftercare, intramurals or interscholastic sports.

### ***Active Transport***

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

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

### 5. Other Activities that Promote Student Wellness

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

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

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

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

### ***Community Partnerships***

The District will develop, enhance, or continue relationships with community partners (e.g. hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

### ***Community Health Promotion and Family Engagement***

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

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

### ***Staff Wellness and Health Promotion***

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

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

### ***Professional Learning***

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

### ***Glossary***

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

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

**Triennial** - recurring every three years.

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

Date of Adoption: April 20, 2009

Date of Revision: April 10, 2019

RC does not have this - do not add

### **Administrative Regulation for School Wellness Policy**

#### **Additional Wellness Goals, Nutrition Guidelines and Implementation Plan**

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

#### **Nutrition Education Activities to Promote Student Wellness**

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

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

**Physical Activities to Promote Student Wellness**

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

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

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

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

### **Other School Activities to Promote Student Wellness**

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

1. **Extracurricular Programs:** The District will offer athletic and other activity programs subject to and in compliance with the bylaws of the Nebraska School Activities Association. Secondary school students will be offered the opportunity to participate in intramural sports activities commensurate with their interests and school resources.
2. **After-School Facility Uses:** The school's physical activity facilities (playground, gym) will be made available to use by students outside the normal school day, subject to other competing uses and safety and risk management considerations.
3. **Advertising:** The administration will monitor advertising that occurs in the school and endeavor to limit messages that promote foods of minimal nutritional value.

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

### **Nutrition Guidelines**

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

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

1. Conditions for School Meals:
  - a. Scheduling meals. Lunch periods will be scheduled at times when students are in need of nutrition (e.g., in the middle of their school day). Students will be provided adequate time to eat. In general students will, upon arrival in the cafeteria, have at least 10 minutes to eat breakfast and 15 minutes to eat lunch.
  - b. Conditions for meals. Efforts shall be made to establish comfortable and relaxed eating conditions. The factors to promote these conditions will be a clean, orderly environment, pleasant food services staff, adequate seating, enforcement of student conduct rules and adequate supervision.
2. Selection of School Meals:
  - a. School Meals: School meals shall at a minimum meet nutrition requirements established by state and federal law. The school food service staff is to offer meals that are of a nutritional value higher than that required. Emphasis is on good menu planning principles that offer healthy food choices including lean meats, a variety of fruits and non-fried vegetables daily, whole grains once each week, and low-fat or nonfat milk daily. Locate these choices where they are readily accessible to students. Limit portion sizes of desserts and fried foods.

- b. Ala carte selections: Elementary students are to be offered balanced meals. Elementary students are not to be sold individual food or beverage selections except for limited portions of low-fat foods, no-fat milk, fruits, and non-fried vegetables. Middle School and High School students may be sold foods and beverages a la carte provided the a la carte items do not include foods of minimal nutritional value and that the offerings include fruits, non-fried vegetables, and healthy beverages (waters and 100% fruit juices).
3. Student's Meals From Home: Students will be discouraged from sharing food and be prohibited from sharing foods brought from home. Parents will be encouraged via health promotional materials to make healthy choices for student lunches.
4. Closed Campus. To encourage students to eat a nutritious lunch, students will not be permitted to leave school during the school day for the purpose of lunch. Exceptions: Students may leave at lunch time if they will be eating lunch at home, with parent permission. Juniors and Seniors may leave campus for lunch, even if they will not be eating lunch at home, with parent permission. Students who leave campus for lunch may not bring any purchased meals or other food back to school. The administration may grant special exceptions to the closed campus rule as needed (e.g., for students with special dietary needs).
5. Vending machines:
  - a. Vending machines will not be available for student use at any school for the period of ½ hour before and ½ hour after breakfast and lunch periods.
  - b. Elementary school students: Vending machines with foods of minimal nutritional value will not be available to use by elementary school students at any time during the school day.
  - c. Middle school students: Vending machines with foods of minimal nutritional value will not be available to use by middle school students for the period of 1 hour before and 1 hour after breakfast and lunch periods.
  - d. High school students: Vending machines with foods of minimal nutritional value will not be available to use by high school students for the period of 1 hour before and 1 hour after breakfast and lunch periods.
  - e. Promotion of Healthy Choices: At least one vending machine in each school building shall include healthy choices (e.g., water, 100% fruit juices, low-fat/non-fat milk, animal crackers, granola bars, whole-grain fruit bars, pretzels, nuts, plain trail mix).
6. Foods available during the school day:
  - a. Water: Students will be allowed access to water during the school day. Water fountains are available. Educators may in their discretion allow students to bring water bottles to classes. Students will not be permitted to bring soda pop or other drinks or food to class.
  - b. Food rewards. Food will not be used as rewards. No foods are to be provided by the school or school staff during instructional time except: healthy foods, foods provided for instructional purposes (e.g., cultural

programs, FCS classes, and foods given in accordance with a special education student's IEP).

c. Classroom Celebrations:

- i. Staff is not to offer students foods of minimal nutritional value for classroom celebrations.
- ii. Parents are to be encouraged to bring healthy foods for classroom celebrations.

7. Fund-raising:

- a. School clubs are not to sell food for the period of ½ hour before and ½ hour after breakfast and lunch periods.
- b. Student clubs are encouraged to not sell foods of minimal nutritional value as part of fund-raising efforts.
- c. Each activity sponsor shall report to the Principal the percentage of total fund-raising receipts from sales of foods of minimal nutritional value as of the end of each school year.

8. School activities/events:

- a. Athletes: Student athletes serve as role models. Coaches are to encourage healthy eating by student athletes. The coaches' conduct rules may limit consumption of foods of minimal nutritional value by their athletes during their sport season.
- b. Concessions: Concession stands will include healthy food choices. Efforts will be made to reduce offerings of foods of minimal nutritional value.

9. Definition of Foods of Minimal Nutritional Value: For purposes of this regulation, "foods of minimal nutritional value" has the same meaning as in the federal regulations for the National School Lunch program. Foods of minimal nutritional value are as follows:

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

Specific foods of minimal nutritional value are:

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

(4) Certain Candies -- Processed foods made predominantly from sweeteners or artificial sweeteners with a variety of minor ingredients which characterize the following types:

- (i) Hard Candy -- A product made predominantly from sugar (sucrose) and corn syrup which may be flavored and colored, is characterized by a hard, brittle texture, and includes such items as sour balls, fruit balls, candy sticks, lollipops, starlight mints, after dinner mints, sugar wafers, rock candy, cinnamon candies, breath mints, jaw breakers and cough drops.
- (ii) Jellies and Gums -- A mixture of carbohydrates which are combined to form a stable gelatinous system of jelly-like character, and are generally flavored and colored, and include gum drops, jelly beans, jellied and fruit-flavored slices.
- (iii) Marshmallow Candies -- An aerated confection composed of sugar, corn syrup, invert sugar, 20 percent water and gelatin or egg white to which flavors and colors may be added.
- (iv) Fondant -- A product consisting of microscopic-sized sugar crystals which are separated by thin film of sugar and/or invert sugar in solution such as candy corn, soft mints.
- (v) Licorice -- A product made predominantly from sugar and corn syrup which is flavored with an extract made from the licorice root.
- (vi) Spun Candy -- A product that is made from sugar that has been boiled at high temperature and spun at a high speed in a special machine.
- (vii) Candy Coated Popcorn. -- Popcorn which is coated with a mixture made predominantly from sugar and corn syrup.

10. Definition of Healthy Foods: For purposes of this regulation, “healthy foods” means foods that are not foods of minimal nutritional value, and that are low in fats, sodium and sugars, and high per serving in the nutrients which are needed to meet Reference Daily Intakes.

## Homeless Students

### A. General Policy Statement

The District shall ensure that homeless children and youths shall have equal access to the same free, appropriate public education, including public preschool education, as provided to other children and youths.

### B. Definitions

“School of Origin” shall mean the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including preschool. School of origin shall also include any designated receiving school for the next grade level for all feeder schools when a student completes the final grade level served by the school of origin.

“Homeless children and youths” shall mean any individuals who lack a fixed, regular, and adequate nighttime residence; and includes:

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children who qualify as homeless because they are living in circumstances described in (1-3).

“Unaccompanied youth” shall mean a homeless child or youth not in the physical custody of a parent or guardian.

### C. School Stability

1. School Selection: Each school shall presume that keeping a homeless child or youth enrolled in the child’s or youth’s school of origin is in the child’s or youth’s best interest, except when doing so is contrary to the request of the child’s or youth’s parent or guardian or, in the case of an unaccompanied youth, the youth.

To overcome the presumption that a child or youth should remain in his/her school of origin, the school shall consider student-centered factors including: the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child’s or youth’s parent or guardian or, in the case of an unaccompanied youth, the youth.

2. Enrollment: Once the school is selected in accordance with the child’s or youth’s best interest, that child or youth shall be immediately enrolled even if the child or youth is unable to produce records normally required for enrollment including, but not limited to, previous academic records, immunization or other health records, proof of residency or has missed any application or

enrollment deadlines during any period of homelessness.

3. Transportation: If the child or youth continues to attend his or her school of origin, transportation shall be provided promptly even if there is a dispute pending regarding which school is in the child's or youth's best interest to attend. Transportation will continue to be provided to and from the school of origin for the remainder of any academic year during which the child or youth becomes permanently housed.

#### D. Records

Any record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless child or youth shall be maintained:

1. Such that all records are available, in a timely fashion, when a child or youth enrolls in a new school or school district;
2. Any information about a homeless child's or youth's living situation shall be treated as a confidential student education record, and shall not be deemed to be directory information; and
3. In a manner consistent with the Federal Education Rights and Privacy Act.

#### E. Services

The Local Education Agency Liaison shall identify an appropriate staff person to be the Local Educational Liaison (LEL) for all homeless children and youth attending school in the District. The LEL responsibilities shall include, but are not limited to:

1. Ensure homeless children and youth are identified through outreach and coordination activities including coordination with the Nebraska Department of Education Homeless Education Liaison, community, and school personnel responsible for education and related services to homeless children and youths;
2. Receive appropriate time and training in order to carry out the duties required by law and this policy;
3. Ensure homeless families and homeless children and youths are referred to health care, dental, mental health, substance abuse, housing and any other appropriate services;
4. Ensure that homeless children and youths:
  - a. Are enrolled in school which includes attending classes and participating fully in school activities;
  - b. Have a full and equal opportunity to meet the same challenging State academic standards as other children and youths;
  - c. Receive individualized counseling from counselors to prepare and improve their readiness for college, including college selection, application, financial aid, and on-campus support.
  - d. Unaccompanied youths are informed of their status as independent students under the Higher Education Act of 1965 and may obtain assistance from the LEL to receive verification of such status for purposes of the Free Application for Federal Student Aid.

5. Ensure that public notice of the educational rights and available transportation services of the homeless children and youths is disseminated in locations frequented by parents or guardians of such youths and unaccompanied homeless youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form that is easily understandable.
6. Ensure the dispute resolution process identified below is carried out in accordance with the law and district policy.

F. Dispute Resolution

1. The dispute procedure must be available for disputes over eligibility, as well as school selection or enrollment.
2. In the event of a dispute regarding where a child or youth should enroll, the child or youth shall be immediately enrolled in the school in which enrollment is sought pending final resolution of the dispute, including all available appeals. The district shall immediately provide the child's parent or guardian or, in the case of an unaccompanied youth, a written explanation of the decision made regarding the school selection including the right to appeal such decision. Said writing shall be provided in a manner and form understandable to such parent, guardian, or unaccompanied youth and also include the LEL contact information. The LEL shall carry out the dispute resolution process within 30 calendar days from the date of said writing pursuant to 92 Nebraska Administrative Code 19-005.02.
3. Appeals: Any parent, guardian or other person having legal or actual charge of a homeless child or youth that is dissatisfied with the decision of a school district after the dispute resolution process may file an appeal with the Commissioner within thirty calendar days of receipt of the decision by following the process in 92 Nebraska Administrative Code 19-005.03 and 19-005.03C.

A party may appeal the decision of the Commissioner or designee by filing a Petition with the State Board of Education within thirty (30) calendar days of the receipt of the decision. Refer to NDE, Rule 19, Section 005.03C for further details.

[https://www.education.ne.gov/legal/webrulespdf/CLEAN19\\_2016.pdf](https://www.education.ne.gov/legal/webrulespdf/CLEAN19_2016.pdf)

Legal Reference: Neb. Rev. Stat. § 79-215  
Nebraska Department of Education Rule 19  
McKinney-Vento Homeless Assistance Act, 42 USC §§ 11431, et seq.  
Every Student Succeeds Act

Date of Adoption: April 20, 2009

Date of Revision: June 14, 2017

## **Use of Restraints and Seclusion**

This policy sets forth the requirements, restrictions and procedures related to the use of physical restraints and seclusions at Raymond Central Public Schools.

### **Definitions**

1. **Physical Restraint.** Physical restraint means one or more persons using a physical hold to restrict a student's freedom of movement as a response to student behavior. A light touching of a student while conducting a physical escort or a touching to provide instructional assistance is not a physical restraint for purposes of this Guidance.
2. **Seclusion.** Seclusion is the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving as a response to student behavior. Seclusion is distinguishable from an in-school suspension, in which other students or adults may be present. While students are required to remain in the in-school suspension area, the students are not physically prevented from leaving.

### **Physical Restraint**

1. **When Physical Restraint May be Used.** Physical restraint may be used in the following circumstances:
  - To prevent a student from completing an act that would result in injury to the student or others when there is a substantial risk that the student would commit the act.
    - A verbal threat by a student does not present a substantial risk that a student would commit an aggressive act unless the student also demonstrates the ability and intent to carry out the threat.
    - Destruction of or damage to property does not present a substantial risk of personal injury unless personal injury would be caused as a result of the destructive act (for example, throwing sharp or heavy objects when others are present, or the person whose property is about to be destroyed is likely to react physically if the person's property were destroyed). (Note: If a student is about to destroy or damage property, the act of grasping the student's arm or leg solely to prevent the striking, throwing or kicking of the item is not prohibited).
  - To move a student to a seclusion room, or to remove a student to another location because the student is creating a substantial disruption to others, in circumstances where the student is unable to be moved or removed without the use of physical restraint; and
  - In circumstances where the student's IEP or a Behavioral Plan provides for the use of physical restraint in circumstances other than the foregoing. If it is anticipated that physical restraint may need to be used with a special education student, the IEP team is to discuss and include use of physical restraint in the student's IEP if the IEP team determines use of physical restraint to be appropriate. (Note: IEPs or Behavioral Plans should not provide for such physical restraint except in those circumstances where the professional staff determines that non-aversive or positive intervention strategies would not be effective).

#### **Physical restraint may not be used:**

- When a known medical or psychological condition contraindicates its use.
- As a form of punishment.

2. Conditions. Use of physical restraint shall take into consideration the safety and security of the student:
  - In determining whether a student who is being physically restrained should be removed from the area where such restraint was initiated, the staff shall consider the potential for injury to the student, the student's privacy interests, and the educational and emotional well-being of other students in the vicinity.
  - If physical restraint is imposed upon a student whose primary mode of communication is sign language or an augmentative mode, the student shall be permitted to have his or her hands free of restraint for brief periods, unless staff determines that such freedom appears likely to result in harm to the student or others.
3. Timeline. Physical restraint is to be used only as long as necessary to resolve the reason for which it was initiated.
4. Training. Physical restraint shall be applied only by individuals who have received systematic training that includes all the elements described below. An individual who applies physical restraint shall use only techniques in which he or she has received such training within the preceding two (2) years.

Training with respect to physical restraint may be provided either by the School District or by an external entity and shall include, but need not be limited to:

- Appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship-building, and the use of alternatives to restraint;
- A description and identification of dangerous behaviors on the part of students that may indicate the need for physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
- The simulated experience of administering and receiving a variety of physical restraint techniques, ranging from minimal physical involvement to very controlling interventions;
- Instruction regarding the effects of physical restraint on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
- Instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and
- Demonstration by participants of proficiency in administering physical restraint. An individual may provide training to others in a particular method of physical restraint only if he or she has completed training in that technique that meets the foregoing requirements within the preceding one-year period.

### Seclusion

1. When Seclusion May be Used. Seclusion may be used in the following circumstances:
  - When a student's behavior is so out of control that the student's behavior creates a risk of injury to the student or others;
  - When a student's behavior is so out of control that the student is causing a substantial disruption to school activities and there is no other technique and no other place the student may be moved to prevent continued disruption;
  - When a student's behavior is so out of control that the student is unable to engage in educational activities and there is no other technique that could reasonably be employed to allow the student's emotions to cool down and engage in appropriate behaviors and educational activities; and
  - The student has an IEP or a Behavioral Plan which provides for the use of seclusion in circumstances other than the foregoing. If it is anticipated that seclusion may need to be used with a special education student, the IEP team is to discuss and include use of seclusion in the student's IEP if the IEP team determines use of seclusion to be appropriate. (Note: IEPs or Behavioral Plans should not provide for use of seclusion except in those circumstances where the professional staff

determines that non-aversive or positive intervention strategies would not be effective).

Seclusion may not be used:

- When a known medical or psychological condition contraindicates its use.
- As a form of punishment.

2. Conditions. Use of seclusion shall take into consideration the safety and security of the student. Enclosures used for seclusion, other than enclosures used on a temporary basis, shall:

- Have the same ceiling height as the surrounding room or rooms and be large enough to accommodate not only the student being isolated but also any other individual who is required to accompany that student.
- Be constructed of materials that cannot be used by students to harm themselves or others, be free of electrical outlets, exposed wiring, and other objects that could be used by students to harm themselves or others, and be designed so that students cannot climb up the walls (including walls far enough apart so as not to offer the student being isolated sufficient leverage for climbing).
- If an enclosure used for isolated time out is fitted with a door, the door shall either be a steel door or a wooden door of solid-core construction. If the door includes a viewing panel, the panel shall be unbreakable.
- Be designed to permit visual monitoring of and communication with the student sufficient to ensure the student's safety and security. For students who do not communicate verbally, arrangements shall be made to permit the student to periodically communicate the student's needs.
- If a locking mechanism is used on the enclosure, the mechanism shall be constructed so that it will engage only when a key, handle, knob, or other similar device is being held in position by a person, unless the mechanism is an electrically or electronically controlled one that is automatically released when the building's fire alarm system is triggered. Upon release of the locking mechanism by the supervising adult, the door must be able to be opened readily.

The procedures for use of seclusion include:

- An adult who is responsible for supervising the student shall remain within close proximity of the enclosure.
- The adult responsible for supervising the student must periodically check on the student visually if possible.

3. Timeline. A student shall not be kept in seclusion for more than 20 minutes after the student ceases presenting the specific behavior for which isolated time out was imposed or any other behavior for which isolated time out would be an appropriate intervention.
4. Training. Orientation will be provided to staff members who are anticipated to be involved in the use of seclusion. The orientation shall cover the procedures contained in this Guidance.

### **Documentation and Evaluation**

1. Documentation of Use of Physical Restraint or Seclusion. A written record of each use of seclusion or physical restraint shall be prepared and maintained in the student's temporary record. The student's case manager, if any, shall also maintain a copy of each such record. Each such record shall include:
- The student's name;
  - The date of the incident;
  - The beginning and ending times of the incident;
  - A description of any relevant events leading up to the incident;
  - A description of any interventions used prior to the implementation of physical restraint or seclusion;

- A description of the incident and/or student behavior that resulted in implementation of physical restraint or seclusion;
- A log of the student's behavior during physical restraint or seclusion, including a description of the restraint technique(s) used and any other interaction between the student and staff;
- A description of any injuries (whether to students, staff, or others) or property damage;
- A description of any planned approach to dealing with the student's behavior in the future;
- A list of the school personnel who participated in the implementation, monitoring, and supervision of physical restraint or seclusion;
- The date on which the parent or guardian was notified.

The record shall be completed by the beginning of the school day following the use of seclusion or physical restraint.

2. Notification of Administration. The Superintendent or Superintendent's designee shall be notified of the incident as soon as possible, but no later than the end of the school day on which it occurred.
3. Notification of Parent or Guardian. Within 24 hours after use of seclusion or physical restraint, the Superintendent or Superintendent's designee shall send written notice of the incident to the student's parents or guardians, unless the parent or guardian has provided the District a written waiver of this requirement for notification. The notice shall inform the parent of the date of the incident, a description of the intervention (physical restraint or seclusion) used, and who at the school may be contacted for further information.
4. Evaluation. An evaluation shall be conducted whenever a physical restraint exceeds 15 minutes or results in physical injury, whenever a seclusion exceeds 30 minutes, or use of physical restraint or seclusion is repeated with an individual student during any three-hour period:
  - A certified staff person trained in the use of physical restraint, or knowledgeable about the use of seclusion, as applicable, shall evaluate the situation.
  - The evaluation shall consider the appropriateness of continuing the procedure in use, including the student's potential need for medication, nourishment, or use of a restroom, and the need for alternate strategies (e.g., assessment by a mental health crisis team, assistance from police, or transportation by ambulance).
  - The results of the evaluation shall be committed to writing and copies of this documentation shall be placed into the student's temporary student record and provided to the Superintendent or Superintendent's designee.

Date of Adoption: July 19, 2010

Date of Revision: June 16, 2021

### **Student Privacy Protection Policy**

It is the policy of Raymond Central Public Schools to develop and implement policies which protect the privacy of students in accordance with applicable laws. The District's policies in this regard include the following:

- A. Right of Parents to Inspect Surveys Funded or Administered by the United States Department of Education or Third Parties. Parents shall have the right to inspect, upon the parent's request, a survey created by and administered by either the United States Department of Education or a third party (a group or person other than the District) before the survey is administered or distributed by the school to the parent's child.
- B. Protection of Student Privacy in Regard to Surveys of Matters Deemed to be Sensitive. The District will require, for any survey of students which contain one or more matters deemed to be sensitive (see pg 4 section headed Definition of Surveys of Matters Deemed to be Sensitive), that suitable arrangements be made to protect student privacy (that is, the name or other identifying information about a particular student). For such surveys, the District will also follow the procedures set forth in the section entitled: Notification of and Right to Opt-Out of Specific Events.
- C. Right of Parents to Inspect Instructional Materials. Parents shall have the right to inspect, upon reasonable request, any instructional material used as part of the educational curriculum for their child. Reasonable requests for inspection of instructional materials shall be granted within a reasonable period of time after the request is received. Parents shall not have the right to access academic tests or academic assessments, as such are not within the meaning of the term instructional materials for purposes of this policy.

The procedures for making and granting a request to inspect instructional materials are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal. The building principal, within five school days, shall consult with the teacher or other educator responsible for the curriculum materials. In the event the request can be accommodated, the building principal shall make the materials available for inspection or review by the parent, at such reasonable times and places as will not interfere with the educator's intended use of the materials. In the event there is a question as to the nature of the curriculum materials requested or as to whether the materials are required to be provided, the building principal shall notify the parent of such concern, and assist the parent with forming a request which can reasonably be accommodated. If the parent does not formulate such a request, and continues to desire certain curriculum materials, the parent shall be asked to make their request to the Superintendent.

- D. Rights of Parents to be Notified of and to Opt-Out of Certain Physical Examinations or Screenings. The general policy and practice of the District is to not administer physical examinations or screenings of students which require advance notice or parent opt-out rights under the applicable federal laws, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law; and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act. For physical examinations or screenings which do not fit into the applicable exceptions, the District will follow the procedures set forth in the section entitled: "Notification of and Right to Opt-Out of Specific Events."
- E. Protection of Student Privacy in Regard to Personal Information Collected from Students. The general policy and practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that

information. The District will make reasonable arrangements to protect student privacy to the extent possible in the event of any such collection, disclosure, or use of personal information.

Personal information for purposes of this policy means individually identifiable information about a student including: (1) a student or parent's first and last name, (2) home address, (3) telephone number, and (4) social security number. The term personal information, for purposes of this policy, does not include information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions. This exception includes the following examples: (i) college or postsecondary education recruitment, or military recruitment; (ii) book clubs, magazines, and programs providing access to low-cost literary products; (iii) curriculum and instructional materials used by elementary schools and secondary schools; (iv) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about student, or to generate other statistically useful data for the purpose of securing such tests and assessments, and the subsequent analysis and public release of the aggregate data from such tests and assessments; (v) the sale by student of products or services to raise funds for school-related or education-related activities; (vi) student recognition programs.

- F. Parent Access to Instruments used in the Collection of Personal Information. While the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, parents shall have the right to inspect, upon reasonable request, any instrument which may be administered or distributed to a student for such purposes. Reasonable requests for inspection shall be granted within a reasonable period of time after the request is received.

The procedures for making and granting such a request are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal and shall identify the specific act and the school staff member or program responsible for the collection, disclosure, or use of personal information from students for the purpose of marketing that information. The building principal, within five school days, shall consult with the school staff member or person responsible for the program which has been reported by the parent to be responsible for the collection, disclosure, or use of personal information from students. In the event such collection, disclosure, or use of personal information is occurring or there is a plan for such to occur, the building principal shall consult with the Superintendent for determination of whether the action shall be allowed to continue. If not, the instrument for the collection of personal information shall not be given to any students. If it is to be allowed, such instrument shall be provided to the requesting parent as soon as such instrument can be reasonably obtained.

#### Annual Parental Notification of Student Privacy Protection Policy

The District shall provide parents with reasonable notice of the adoption or continued use of this policy and other policies related to the student privacy. Such notice shall be given to parents of students enrolled in the District at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies.

#### Notification to Parents of Dates of and Right to Opt-Out of Specific Events

The District shall directly notify the parents of the affected children, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when any of the following activities are scheduled, or are expected to be scheduled:

1. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. (Note: the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the

- purpose of marketing or for selling that information);
2. Surveys of students involving one or more matters deemed to be sensitive in accordance with the law and this policy; and
  3. Any nonemergency, invasive physical examination or screening that is required as a condition of attendance; administered by the school and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student or of other students. (Note: the general practice of the District is to not engage in physical examinations or screenings which require advance notice, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions to the advance notice requirement and parent opt-out right: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law, and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act).

Parents shall be offered an opportunity in advance to opt their child out of participation in any of the above listed activities. In the case of a student of an appropriate age (that is, a student who has reached the age of 18, or a legally emancipated student), the notice and opt-out right shall belong to the student.

#### Definition of Surveys of Matters Deemed to be Sensitive

Any survey containing one or more of the following matters shall be deemed to be sensitive for purposes of this policy:

1. political affiliations or beliefs of the student or the student's parent;
2. mental or psychological problems of the student or the student's parent;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating or demeaning behavior;
5. critical appraisals of other individuals with whom the student has close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or
7. Religious practices, affiliations, or beliefs of the students or the student's parent;
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

#### Mental Health Assessment or Service

The District shall obtain informed consent from the parent of each child who is under 18 years of age to participate in any mental-health assessment or service that is funded under the Every Student Succeeds Act ("ESSA"). Before obtaining the consent, the District shall provide the parent written notice describing in detail such mental health assessment or service, including the purpose for such assessment or service, the provider of such assessment or service, when such assessment or service will begin, and how long such assessment or service may last.

Legal Authorities: Every Student Succeeds Act; Protection of Pupil Privacy Amendment, 20 U.S.C. Sec. 1232h and 34 CFR Part 98; Family Educational Rights and Privacy Act, 20 U.S.C. Sec.1232g; Neb. Rev. Stat. Sec. 79-530 to 79-533

Date of Adoption: August 10, 2016

**Student Privacy Protection Policy**

It is the policy of Raymond Central Public Schools to develop and implement policies which protect the privacy of students in accordance with applicable laws. The District's policies in this regard include the following:

- A. Right of Parents to Inspect Surveys Funded or Administered by the United States Department of Education or Third Parties. Parents shall have the right to inspect, upon the parent's request, a survey created by and administered by either the United States Department of Education or a third party (a group or person other than the District) before the survey is administered or distributed by the school to the parent's child.
- B. Protection of Student Privacy in Regard to Surveys of Matters Deemed to be Sensitive. The District will require, for any survey of students which contain one or more matters deemed to be sensitive (see pg 4 section headed Definition of Surveys of Matters Deemed to be Sensitive), that suitable arrangements be made to protect student privacy (that is, the name or other identifying information about a particular student). For such surveys, the District will also follow the procedures set forth in the section entitled: Notification of and Right to Opt-Out of Specific Events.
- C. Right of Parents to Inspect Instructional Materials. Parents shall have the right to inspect, upon reasonable request, any instructional material used as part of the educational curriculum for their child. Reasonable requests for inspection of instructional materials shall be granted within a reasonable period of time after the request is received. Parents shall not have the right to access academic tests or academic assessments, as such are not within the meaning of the term instructional materials for purposes of this policy.

The procedures for making and granting a request to inspect instructional materials are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal. The building principal, within five school days, shall consult with the teacher or other educator responsible for the curriculum materials. In the event the request can be accommodated, the building principal shall make the materials available for inspection or review by the parent, at such reasonable times and places as will not interfere with the educator's intended use of the materials. In the event there is a question as to the nature of the curriculum materials requested or as to whether the materials are required to be provided, the building principal shall notify the parent of such concern, and assist the parent with forming a request which can reasonably be accommodated. If the parent does not formulate such a request, and continues to desire certain curriculum materials, the parent shall be asked to make their request to the Superintendent.

- D. Rights of Parents to be Notified of and to Opt-Out of Certain Physical Examinations or Screenings. The general policy and practice of the District is to not administer physical examinations or screenings of students which require advance notice or parent opt-out rights under the applicable federal laws, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law; and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act. For physical examinations or screenings which do not fit into the applicable exceptions, the District will follow the procedures set forth in the section entitled: "Notification of and Right to Opt-Out of Specific Events."
- E. Protection of Student Privacy in Regard to Personal Information Collected from Students. The

general policy and practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. The District will make reasonable arrangements to protect student privacy to the extent possible in the event of any such collection, disclosure, or use of personal information.

Personal information for purposes of this policy means individually identifiable information about a student including: (1) a student or parent's first and last name, (2) home address, (3) telephone number, and (4) social security number. The term personal information, for purposes of this policy, does not include information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions. This exception includes the following examples: (i) college or postsecondary education recruitment, or military recruitment; (ii) book clubs, magazines, and programs providing access to low-cost literary products; (iii) curriculum and instructional materials used by elementary schools and secondary schools; (iv) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about student, or to generate other statistically useful data for the purpose of securing such tests and assessments, and the subsequent analysis and public release of the aggregate data from such tests and assessments; (v) the sale by student of products or services to raise funds for school-related or education-related activities; (vi) student recognition programs.

- F. Parent Access to Instruments used in the Collection of Personal Information. While the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, parents shall have the right to inspect, upon reasonable request, any instrument which may be administered or distributed to a student for such purposes. Reasonable requests for inspection shall be granted within a reasonable period of time after the request is received.

The procedures for making and granting such a request are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal and shall identify the specific act and the school staff member or program responsible for the collection, disclosure, or use of personal information from students for the purpose of marketing that information. The building principal, within five school days, shall consult with the school staff member or person responsible for the program which has been reported by the parent to be responsible for the collection, disclosure, or use of personal information from students. In the event such collection, disclosure, or use of personal information is occurring or there is a plan for such to occur, the building principal shall consult with the Superintendent for determination of whether the action shall be allowed to continue. If not, the instrument for the collection of personal information shall not be given to any students. If it is to be allowed, such instrument shall be provided to the requesting parent as soon as such instrument can be reasonably obtained.

#### Annual Parental Notification of Student Privacy Protection Policy

The District shall provide parents with reasonable notice of the adoption or continued use of this policy and other policies related to the student privacy. Such notice shall be given to parents of students enrolled in the District at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies.

#### Notification to Parents of Dates of and Right to Opt-Out of Specific Events

The District shall directly notify the parents of the affected children, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when any of the following activities are scheduled, or are expected to be scheduled:

1. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. (Note: the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information);
2. Surveys of students involving one or more matters deemed to be sensitive in accordance with the law and this policy; and
3. Any nonemergency, invasive physical examination or screening that is required as a condition of attendance; administered by the school and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student or of other students. (Note: the general practice of the District is to not engage in physical examinations or screenings which require advance notice, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions to the advance notice requirement and parent opt-out right: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law, and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act).

Parents shall be offered an opportunity in advance to opt their child out of participation in any of the above listed activities. In the case of a student of an appropriate age (that is, a student who has reached the age of 18, or a legally emancipated student), the notice and opt-out right shall belong to the student.

#### Definition of Surveys of Matters Deemed to be Sensitive

Any survey containing one or more of the following matters shall be deemed to be sensitive for purposes of this policy:

1. political affiliations or beliefs of the student or the student's parent;
2. mental or psychological problems of the student or the student's parent;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating or demeaning behavior;
5. critical appraisals of other individuals with whom the student has close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or
7. Religious practices, affiliations, or beliefs of the students or the student's parent;
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

#### Mental Health Assessment or Service

The District shall obtain informed consent from the parent of each child who is under 18 years of age to participate in any mental-health assessment or service that is funded under the Every Student Succeeds Act ("ESSA"). Before obtaining the consent, the District shall provide the parent written notice describing in detail such mental health assessment or service, including the purpose for such assessment or service, the provider of such assessment or service, when such assessment or service will begin, and how long such assessment or service may last.

Legal Authorities: Every Student Succeeds Act; Protection of Pupil Privacy Amendment, 20 U.S.C. Sec. 1232h and 34 CFR Part 98; Family Educational Rights and Privacy Act, 20 U.S.C. Sec.1232g; Neb. Rev. Stat. Sec. 79-530 to 79-533

Date of Adoption: August 10, 2016

### Bus Transportation

Regular bus transportation shall be provided to designated stops on bus routes, outside city limits, within the school district. Occasional exceptions to regular bus schedules shall require prior administrative approval.

Raymond Central Public Schools shall provide free transportation, partially provide free transportation, or pay an allowance for transportation in lieu of free transportation to and from school according to Chapter 79, Article 6 of the Nebraska Education Laws. Regular bus transportation shall be provided to designated stops on bus routes, outside city limits within the school district. Occasional exceptions to regular bus schedules shall require prior administrative approval.

Free transportation may be provided for school activity trips and nominal fees may be charged for field trips as determined appropriate by the administration.

### Activities Bus Route

An Activity Bus Route may be provided for 7<sup>th</sup> and 8<sup>th</sup> grade students only, during designated school sponsored co-curricular seasonal activities, for 7<sup>th</sup> and 8<sup>th</sup> students who are actually participating in that seasonal activity.

### Option Enrollment Transportation

An option student shall not be entitled to transportation except as required by law. The District may enter into an agreement with the parent or guardian of an option student to provide transportation. Any such agreement shall require that the parent or guardian of the option student reimburse Raymond Central Public Schools for such transportation at a determined fee which shall be sufficient to recover the additional costs incurred by Raymond Central Public Schools for such transportation. Fees will be assessed to option students who are picked up/dropped off at their residence, brought to a pick up/drop off point on the regular route (including school to school), or taken to a pick up/drop off community location. Any transportation services provided to an option student may be discontinued in the sole discretion of the administration or School Board, as the School Board does not authorize the granting of a continuing right to transportation to any option student. Two weeks' prior notice of discontinuance of transportation services will be provided when determined by the administration to be practicable.

Transportation for option students will only start under the following conditions: (1) a signed agreement is filed with the Superintendent's office, and (2) fees have been paid up front according to a designated payment schedule option.

### Payment Schedule Options

1. Full Year Payment
2. Semester Payments
3. Three Payments during each Semester

Legal Reference: Neb. Rev. Stat. § 79-611 / NDE Rule 91

Date of Adoption: April 20, 2011

Date of Revision: December 19, 2011

*[Use with ALICAP or Similar SPT Plan]*

### **Safe Pupil Transportation Plan**

The Superintendent or designee shall develop a safe pupil transportation plan to address student safety which addresses the following:

- Weapons;
- Pupil Behavior;
- Terroristic Threats
- Severe Weather;
- Hazardous Materials;
- Medical emergencies;
- Driver/passenger procedures in the event of mechanical breakdowns of the vehicle;
- Procedures in the event the drop-off location is uncertain or appears unsafe to leave students; and,
- A procedure that requires pupil transportation vehicle operators to document and submit to designated school authorities the occurrence of any events covered by the Safe Pupil Transportation Plan that involve the pupil transportation vehicle operated by the driver, or any pupils transported in it.

A copy of the plan shall be placed in each pupil transportation vehicle, kept at each school building, and made available upon request.

Legal Reference: Neb. Rev. Stat. §§ 79-318, 79-602, 79-607 and 79-608;  
Title 92, Nebraska Administrative Code, Chapter 91.

Date of Adoption: April 20, 2009

**Legal counsel does not have - Eliminate****ASTHMA AND ALLERGIC REACTION PROTOCOL****EMERGENCY RESPONSE TO LIFE-THREATENING ASTHMA  
OR SYSTEMIC ALLERGIC REACTIONS (ANAPHYLAXIS)**

**DEFINITION:** Life-threatening asthma consists of an *acute episode of worsening airflow obstruction. Immediate action and monitoring are necessary.* A systemic allergic reaction (anaphylaxis) is a severe response resulting in cardiovascular collapse (shock) after the injection of an antigen (e.g. bee or other insect sting), ingestion of a food or medication, or exposure to other allergens, such as animal fur, chemical irritants, pollens or molds, among others. The blood pressure falls, the pulse becomes weak, **AND DEATH CAN OCCUR.** Immediate allergic reactions may require emergency treatment and medications.

**LIFE-THREATENING ASTHMA SYMPTOMS:** Any of these symptoms may occur:

- Chest tightness
- Wheezing
- Severe shortness of breath
- Retractions (chest or neck "sucked in")
- Cyanosis (lips and nail beds exhibit a grayish or bluish color)
- Change in mental status, such as agitation, anxiety, or lethargy
- A hunched-over position
- Breathlessness causing speech in one-to-two word phrases or complete inability to speak

**ANAPHYLACTIC SYMPTOMS OF BODY SYSTEM:** Any of the symptoms may occur within seconds. The more immediate the reactions, the more severe the reaction may become. Any of the symptoms present requires several hours of monitoring.

Skin: warmth, itching, and/or tingling of underarms/groin, flushing, hives

Abdominal: pain, nausea and vomiting, diarrhea

Oral/Respiratory: sneezing, swelling of face (lips, mouth, tongue, throat), lump or tightness in the throat, hoarseness, difficulty inhaling, shortness of breath, decrease in peak flow meter reading, wheezing reaction

Cardiovascular: headache, low blood pressure (shock), lightheadedness, fainting, loss of consciousness, rapid heart rate, ventricular fibrillation (no pulse)

Mental status: apprehension, anxiety, restlessness, irritability

**EMERGENCY PROTOCOL:**

1. **CALL 911**
2. Summon school nurse if available. If not, summon designated trained, non-medical staff to implement emergency protocol
3. Check airway patency, breathing, respiratory rate, and pulse
4. Administer medications (EpiPen and albuterol) per standing order
5. Determine cause as quickly as possible
6. Monitor vital signs (pulse, respiration, etc.)
7. Contact parents immediately and physician as soon as possible
8. Any individual treated for symptoms with epinephrine at school will be transferred to medical facility

**STANDING ORDERS FOR RESPONSE TO LIFE-THREATENING ASTHMA OR ANAPHYLAXIS:**

Administer an IM EpiPen-Jr. for a child less than 50 pounds or an adult EpiPen for any individual over 50 pounds. Follow with nebulized albuterol (premixed) while awaiting EMS. If not better, may repeat times two, back-to-back Administer CPR, if indicated

---

(PHYSICIAN)

---

Date

**Asthma and Allergic Reaction Protocol**

~~*This is a required policy under NDE Rule 59.*~~

The District will adopt and implement the Emergency Response to Life-Threatening Asthma or Systemic Allergic Reactions (Anaphylaxis Protocol as required by the Nebraska Department of Education.

The Superintendent, in conjunction with licensed health personnel, shall establish administrative regulations for the implementation of this policy. The regulations established shall comply with NDE rules regarding the protocol to follow in case of a life-threatening asthma or systemic allergic reaction and use of an EpiPen and albuterol. Also, these shall ensure that each school building will procure and maintain the equipment and medication necessary under the protocol in the case of any student or school staff emergency. Staff training in using the protocol shall occur periodically. Records of such training and occurrences of administering medication under the protocol shall be maintained.

The Emergency Protocol shall be implemented, and the equipment and medication necessary to implement the Emergency Protocol shall be maintained, at each school building while school is in session. For purposes of the Emergency Protocol, the phrase "while school is in session" is defined as the core instructional school day. The "core instructional school day" is defined as that portion of each day school is in session during which teachers are on duty to provide and students are scheduled to receive instruction in the School District's curriculum, generally beginning at 8:00 a.m. and ending at 3:30 p.m. The Emergency Protocol shall not be required to be implemented other than in the school buildings while school is in session, and as such is not required to be implemented at extracurricular activities, on school buses, or during school field trips. Implementation of the Emergency Protocol at such non-mandatory times or places shall be made at the discretion of the administration and shall be subject to the availability of the employees designated or trained in implementation of the Emergency Protocol and the availability of the necessary equipment and medication at such times or places.

The parent or guardian of a student of minority age may sign a waiver requesting that their student not receive emergency treatment under this protocol. Information about the waiver shall be provided to parents in the student handbook.

Legal Reference: NDE Rule 59.006

Cross Reference: Policies on Administration of Medication to Students

Date of Adoption: April 20, 2009

**WAIVER OF EMERGENCY RESPONSE TO LIFE THREATENING ASTHMA OR SYSTEMIC ALLERGIC REACTIONS PROTOCOL**

[Name] Public School District

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

I am aware of the school policy that provides a protocol to be followed by school personnel to administer EpiPen/albuterol to a student when it is determined that the student is suffering a life-threatening asthma or systemic allergic reaction while school is in session. After considering the school policy and the best interests of my child, \_\_\_\_\_, I do not wish to have him/her given or administered albuterol or medication from an Epi-Pen by school personnel under any circumstances for the 20\_\_ - 20\_\_ school year.

DATED: \_\_\_\_\_

\_\_\_\_\_  
Signature of Parent/Guardian/Custodian

DATED: \_\_\_\_\_

\_\_\_\_\_  
Signature of Physician

**DO NOT** return this form **without** a physician's signature supporting your request to remove your child from the protocol.

Discuss and Consider the Review of Board Policies with no changes in Series 5000-Students be noted with Review Date of December 13, 2023

The following 5000 policies were reviewed with no changes: 5000-Introductory Statement; 5001- Admission Requirements; 5002-Discontinuance of Enrollment for Children Younger Than Six Years of Age; 5004-Full-time and Part-time Enrollment; 5004A-Application of Non-Public School Student for Part-time Enrollment; 5005-Student Residence, Admission and Contracting for Educational Services; 5006A-Resolution and Appendix "1" Form; 5007-Foreign Exchange Students; 5008A-Attendance Improvement Plan; 5009-Attendance During The School Day (Dismissals and Field Trips); 5011- Parent-Student Handbook; 5101-Student Discipline; 5102-Alternative Education Programs or Plans For Expelled Students; 5104-Drug and Substance Use and Prevention; 5201-Promotion and Retention; 5202-Student Records; 5202A-Notification of Rights Under FERPA; 5203-Academic Progress; 5205A-Graduation Requirements Standard Diploma; 5207-Make-Up Work; 5208-High School Credit for Middle School Courses; 5301-Association Activities; 5302-Student Organizations; 5303-Student Activities; Hazing, Fund-Raising and Supervision; 5304-Selection of Students for Participation in Activities; 5401-Anti-discrimination, Anti-harassment, and Anti-retaliation; 5401A-Complaint Form; 5405-Corporal Punishment; 5407-Vandalism; 5409-Communicable Diseases; 5412-Missing Persons; 5413-Requests to Contact Students and Student Interviews by Non-School Personnel; 5414- Identification of Learners with High Ability; 5416-Student Fees Policy; 5416A-Student Fees; 5418A- Homeless Student Policy - Forms; 5420-Dating Violence; 5422-Pregnant and Parenting Students; 5503-Use of School Buses; 5504-Special Education Transportation; 5506-RCPS Safe Pupil Transportation Plan; 5602-Naloxone in School.

**Introductory Statement**

The focus of the school system is on the student. The students and their educational development is the central concern of the Board of Education's policies and the administrative regulations.

The Board of Education, within the parameters provided by the patrons of the school district, will attempt to provide adequate facilities and available means to all who wish to learn in the school district.

Date of Adoption: April 20, 2009

### **Admission Requirements**

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

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

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

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

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

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

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

Families who seek early admission of their child into kindergarten must obtain an *Early Entrance to Kindergarten Packet* from the School District Administration.

Parents must fill out the early entrance application forms, which include a parent questionnaire and obtain and attach a reference letter from someone who is well acquainted with the child but not a relative of the child. The person providing this reference should know the child well enough that they can speak with some expertise about the child's attributes and abilities. The reference letter should indicate whether this person recommends the child be schooled with children who will be a year older than the child and, if so, the evidence this person has concerning the child's mental ability, fine and gross motor ability, visual and auditory discrimination, emotional/social development, and communication skills. Suggestions for this reference letter are a preschool teacher, a Sunday school teacher, a day-care provider, or a physician.

The assessment request, reference letter and parent questionnaire must be completed and returned to the District no later than May 25th of the spring before fall enrollment to allow summer assessment to be completed.

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

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

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

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

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

- (1) A certified copy of the student's birth certificate issued by the state in which the child was born, upon admission of a child for the first time, shall be provided within 30 days of enrollment. Other reliable proof of the child's identity and age, accompanied by an affidavit explaining the inability to produce a copy of the birth certificate, may be used in lieu of a birth certificate. An affidavit is defined as a notarized statement by an individual who can verify the reason a copy of the birth certificate cannot be produced. (Failure to provide the birth certificate does not result in non-enrollment or disenrollment, but does result in a referral to local law enforcement for investigation).
- (2) Evidence of a physical examination by a physician, physician assistant, or nurse practitioner, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a physical examination.
- (3) Evidence of a visual evaluation by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist, within six months prior to the entrance of the child into the beginner grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits

a written statement objecting to a visual evaluation. The visual evaluation is to consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity.

- (4) Evidence of protection against diphtheria, tetanus, pertussis, polio, measles, mumps, and rubella, Hepatitis B, Varicella (chicken pox), Haemophilus Influenzae type b (Hib), invasive pneumococcal disease and other diseases as required by applicable law, by immunization, prior to enrollment, unless the parent or legal guardian submits a written statement that establishes that an exception to the immunization requirements are met.
- (5) Every student entering the seventh grade shall have a booster immunization containing diphtheria and tetanus toxoids and an acellular pertussis vaccine which meets the standards approved by the United States Public Health Service for such biological products, as such standards existed on January 1, 2009.

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

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

**Enrollment of Expelled Students** - If a student has been expelled from any public school district in any state, or from a private, denominational, or parochial school in any state, and the student has not completed the terms or time period of the expulsion, the student shall not be permitted to enroll in this school district until the expulsion period from such other school has expired, unless the School Board of this school district in its sole and absolute discretion upon a proper application approves by a majority vote the enrollment of such student prior to expiration of the expulsion period. As a condition of enrollment, the School Board may require attendance in an alternative school, class or educational program pursuant to Nebraska law until the terms or time period of the original underlying expulsion are completed. A student expelled from a private, denominational, or parochial school or from any public school in another state, will not be prohibited from enrolling in the public school district in which the student resides or in which the student has been accepted pursuant to the enrollment option program for any period of time beyond the time limits placed on expulsion, pursuant to the Student Discipline Act, or for any expulsion for an offense for which expulsion is not authorized for a public school student under such Act. For purposes of this policy, the term expulsion or expelled includes any removal from any school for a period in excess of twenty (20) school days.

**Military Families** - If a parent presents evidence to the District of military orders that the military family will be stationed in the State of Nebraska during the current or following school year, the District will enroll preliminarily the parent's students.

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

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

**Discontinuance of Enrollment for Children Younger Than Six Years of Age**

Any person with legal or actual charge or control of a child younger than six years of age prior to the then-current school year, who is enrolled in this school district, may discontinue the enrollment of such child by submitting a written notification to the Superintendent or the Superintendent's designee, indicating that child's name, date of birth, grade level and effective date of discontinuation of enrollment. The notification must be in writing and on a form provided by or acceptable to the Superintendent or the Superintendent's designee containing all information required herein. The form must be dated and signed by a parent or person with legal or actual charge or control of the child. The school district may request written verification or documentation of the person's authority to dis-enroll the child. Upon receipt of required written form and any other required information or documentation, the school district shall note discontinuance of the enrollment on its official records pursuant to state law. Any child dis-enrolled shall not be eligible to re-enroll in this school district until commencement of the next school year, or until the child reaches the age of six prior to the then-current school year, whichever occurs earlier. Any person signing a request for discontinuation of enrollment, acknowledges this policy, procedure and the requirement thereof, and expressly agrees thereto.

Legal Reference: Neb. Rev. Stat. § 79-201

Date of Adoption: April 20, 2009

**APPLICATION OF NON-PUBLIC SCHOOL STUDENT  
FOR PART-TIME ENROLLMENT**

Application Process:

- Step 1: Complete Parts I, II and III of this Application.
- Step 2: Complete the attached “Statement of Person in Legal or Actual Charge or Control of a Child” form.
- Step 3: Complete Part IV of this Application, **if** you checked item (2) (b) (c) or (d) of the “Statement of Person in Legal or Actual Charge or Control of a Child” form.
- Step 4: Sign this Application in the presence of a notary

Note: You may also need to provide the following documents:

- (1) birth certificate
- (2) proof of immunization, proof of physical examination, and proof of visual evaluation, or written objections signed by parent or legal guardian
- (3) durable power of attorney (delegation of parental powers)
- (4) student records from school currently attending and school last attended & release of student records form

**PART I–Student Information**

Student’s Name:	DOB:	Grade Level:
Parent/Guardian’s Name(s):	Address:	Telephone:
School Currently Attending:	School Address:	Telephone:
School Last Attended:	School Address:	Telephone:
Special Needs/Concerns (e.g. health concerns) (information is requested for accommodation planning purposes): _____	Special Education Needs:  ___ Yes ___ No	If “yes” describe needs: _____ _____ _____

**PART II–Part-Time Enrollment Request**

Semester Child seeks to begin attending:	
Course(s) or Program(s) in which Child seeks to enroll:	
If the Course is an Integrated Course (e.g. Algebra II), provide description of courses Child has passed to meet prerequisites:	
State whether the Course or Program is offered in the Child’s School:	
State whether Child is seeking to participate in extracurricular activities; and if so, list the activities:	

**PART III–Expulsion Status**

Has the child been expelled from school (either public or private, and in any state)? \_\_\_Yes \_\_\_No  
 Has the term (time period) of the expulsion been completed? \_\_\_ Yes \_\_\_No  
 If “no,” state the reason for the expulsion and the term (time period) of the expulsion: \_\_\_\_\_  
 \_\_\_\_\_



**OF A CHILD SUBMITTED TO RAYMOND CENTRAL PUBLIC SCHOOLS  
FOR PURPOSES OF SCHOOL ENROLLMENT**

The undersigned state that I am an adult in legal or actual charge or control of *(Child's Name)*: \_\_\_\_\_, a child who resides in this school district at *(Child's Address)*: \_\_\_\_\_

- 1)  I state that I am the child's parent, or
- 2)  I state that I have been entrusted with, or assumed, day-to-day care and full-time supervision of, and responsibility for, the child and have been given the authority to act as parent or guardian in educational matters as established by (check *all* that apply):
  - a)  a court or testamentary appointment as a legal guardian (*attach copy*) and/or
  - b)  a power of attorney delegating such parental powers (*attach copy*) and/or
  - c)  through an in loco parentis designation by a parent in which I have been authorized to stand in the place of the parent in caring for and raising the child (*attach any written documentation of such designation*), and/or
  - d)  through some other set of circumstances (*please explain on a separate sheet*).

I understand that I may be requested to provide additional information regarding this child. The names and current or last known address of the child's parents are:

Mother: \_\_\_\_\_ Address: \_\_\_\_\_ Telephone: \_\_\_\_\_

Father: \_\_\_\_\_ Address: \_\_\_\_\_ Telephone: \_\_\_\_\_

I understand that I will be responsible for, and will be expected to make, decisions regarding education (including, but not limited to, records, discipline, and special education unless otherwise provided under special education laws and regulations), emergency medical care, and other matters for this child while in legal or actual charge or control of this child and I state that I have the authority to take such responsibility and to make such decisions and to so act. I also understand that I will have responsibilities under the state truancy laws to cause this child to attend school.

\_\_\_\_\_  
Signature of Adult in Legal or Actual Charge or Control

\_\_\_\_\_  
Date

\_\_\_\_\_  
Home Address of Adult in Legal or Actual Charge or Control

\_\_\_\_\_  
Home Phone

\_\_\_\_\_  
Daytime Work Address

\_\_\_\_\_  
Daytime Work Phone



## **Full-time and Part-time Enrollment**

### **Full-time Enrollment**

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

Exceptions are permitted only for:

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

### **Part-Time Enrollment of Non-Public School Students**

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

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

1. The primary school for a non-public school student is the student's private, denominational, parochial or home school.
2. Enrollment of a non-public school student in Raymond Central Public Schools is allowed for the purpose of providing enhanced educational opportunities not otherwise available to the non-public school student. It is not to supplant programming of the student's primary school.
3. Non-public school students are not to be given priority over full-time students.
4. Non-public school students are to be enrolled only in programs or courses that are educationally appropriate for the student.
5. Enrollment of non-public school students is not to negatively affect the educational services to be provided to full-time students.

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

#### **A. Non-Public School Student Enrollment Application Procedures.**

1. **Application.** Parent or guardian must submit an Application of Non-Public School Student for Part-Time Enrollment to the principal of the school the student desires to attend.
2. **Deadline for Applications.** The application must be received by August 1<sup>st</sup> preceding the school year the student wishes to enroll.

- a. **Change of Residence Exception:** The application deadline for a student who becomes a resident of the District after the school year has commenced is: 20 calendar days after the student becomes a resident of the District. The principal may delay enrollment until the next following quarter or semester starts, or at such other time as determined to be educationally appropriate.
  - b. **High School Course Exception:** The application deadline for a student who desires to enroll in a second semester high school course is December 1<sup>st</sup>.
3. **Action on Applications.** The principal will review the application and will notify the parent of the approval or denial of the application within 2 weeks of receipt of the application or 2 weeks prior to the start of school or 2 weeks prior to the start of the next semester, whichever is later.
  4. **Appeals.** The parent or guardian may appeal the principal's action to deny their application. Any such appeal must be submitted to the Superintendent within 14 calendar days from the date of the principal's action. The appeal shall be in writing and shall be decided on the basis of the written submission. The Superintendent may request the parent or guardian to provide further explanation or information and the appeal may be denied in the event the parent or guardian fails to fully respond on a timely basis. The Superintendent shall decide the appeal within 10 calendar days of the submission of the appeal. The Superintendent may make a decision later than the 10 days in the event good reason for delay exists. Good reason includes but is not limited to the Superintendent being unable to gather the information the Superintendent determines necessary to make the decision within the decision period.
  5. **Annual Applications.** Part-time enrollment is determined annually. Application must be made each school year. There will be no guarantee that enrollment will continue from one year to the next.

**B. Non-Public School Student Admission**

1. **Admission Requirements.** Students must meet the normal admission requirements. This includes the requirements that the student: be a resident of the District, be of school attendance age and not have graduated or have received a GED.
2. **Admission Process.** Students must complete the normal enrollment process and forms required by the District and/or the building for enrollment of all children. This includes the requirements relating to: birth certificates, immunizations, physical examinations, and visual evaluations.

**C. Non-Public School Student Enrollment Standards**

1. **Maximum Enrollment.** Students may not enroll in more than 2 middle school or high school courses during any one semester. Elementary students may not enroll in programming of greater than 90 minutes of instruction each day.
2. **Capacity Limits.** Enrollment will ordinarily be subject to capacity limits. Any grade level, program, or course which has been determined to be at capacity for option enrollment purposes will not ordinarily be available for non-public school students.
3. **Integrated Courses.** Students must meet prerequisite requirements to be enrolled in a course by appropriate credits earned through an accredited program. The principal may on a discretionary basis allow prerequisite requirements to be satisfied where the student provides reasonable indications that the academic criteria have been met, such as results from achievement tests or other indications of adequate preparation.

4. Educationally Appropriate Programs and Courses. Students will not be allowed to enroll in programs or courses which the school administration determines to not be educationally appropriate for the student. Determination of whether a program or course is educationally appropriate will be made based on the standards the District uses for making academic placement decisions.
5. Selection of Courses. Subject to Paragraphs 1 through 4 of this Paragraph C, and all other applicable provisions of this Policy, non-public school students may select their courses.

D. Non-Public School Student Policies

1. General Standard. Non-public school students who are enrolled part-time are to be subject to the same standards as full-time enrolled students except where appropriate to reflect their part-time status.
2. Building assignment. Students must enroll in the attendance center that serves the student's residence, provided that the administration reserves the authority to make a different attendance center assignment. A student may request assignment to an attendance center other than that of the student's residence under the intra-district transfer procedures.
3. No Partial Part-Time Enrollment. Students must apply for enrollment and attend the entire school year for which enrollment is made or, for high school courses, for the full length of the course. Once enrolled, part-time students will be required to participate in all activities, programs, and tests related to the program or course for which the student is enrolled, including as applicable State or District-wide assessments, as full-time students.
4. Student Conduct Policies. Students enrolled on a part-time basis shall be required to follow all school policies that apply to other students at any time the part-time student is present on school grounds or at a school-sponsored activity or athletic event. This includes the District's student conduct policies. Students enrolled on a part-time basis shall be subject to discipline, including suspension or expulsion, for violation of student conduct rules.
5. Attendance. Students enrolled on a part-time basis are not exempt from the compulsory attendance laws or from the District's attendance policies. Students who engage in excessive absenteeism as defined in Board policy are to be reported under the truancy laws.
6. Presence on School Grounds. Students enrolled on a part-time basis are to be present on school grounds during the school day only at the times required for their attendance in the program or course in which they are enrolled. Exceptions may be made at the discretion of the principal or the principal's designee. Students must sign in and out of the school by following the building level procedure. Students are responsible for being aware of any changes in the school schedule during inclement weather or for other reasons.
7. Transportation. Students enrolled on a part-time basis are not entitled to transportation or transportation reimbursement, unless otherwise required by law. Full-time students will be given first consideration for parking on the high school campus.
8. Academic Honors. Students enrolled on a part-time basis will not be eligible to graduate or receive a diploma from the District or receive academic honors (for example, class rank and honor roll) except to the extent the student meets all requirements of the District's policies for such, including attainment of minimum credits and semesters of attendance.

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

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

Date of Adoption: April 20, 2009  
Date of Revision: July 12, 2023

**Student Residence, Admission and Contracting for Educational Services**

Students shall be admitted to the School District, upon request and without charge, who are:

1. A resident of the School District for purposes of school enrollment. A student is a resident of the School District if the student resides in the School District or at least one of the student's parents resides in the School District.
2. A homeless student. The following definition shall be used to determine which students fit this category:

A homeless individual is one who (1) lacks a fixed, regular, and adequate nighttime residence and (2) has a primary nighttime residence in a supervised publicly or privately operated shelter designed to provide for temporary accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings. The term "homeless" or "homeless individual" does not include any individual imprisoned or otherwise detained by an Act of Congress or State law.

3. Approved for option enrollment into the School District.

Students may be admitted to the School District, or continue in enrollment, where:

1. The student is not a resident of the School District and is a resident of Nebraska. Such enrollment shall be pursuant to a contract between the Boards of Education of the School District and the school district in which the student is a resident and upon the collection of tuition pursuant to such contract. The amount of tuition shall be no less than the average cost per pupil as determined by the previous year's financial report.
2. The student is not a resident of the School District and is a resident of another State. Such enrollment shall be subject to collection of tuition in advance at a rate determined by the School Board. The amount of tuition shall be no less than the average cost per pupil as determined by the previous year's financial report.
3. The student is participating in an approved Foreign Exchange Program.
4. The student is a child of a member of the military on active duty and residing on certain property ceded to the United States and stationed in, near or adjacent to the School District, and children of employees of the federal government residing in Nebraska on national parks or national monuments within the State in, near or adjacent to the School District. Such discretionary admission shall be without charge for tuition.
5. The student's residency in the School District ceases during the school year. In such a case, the student may be allowed to continue attending the School District for the remainder of that school year.

A child who is a ward of the state or court and (1) has been placed in the School District but had resided in a different school district at the time the child became a ward and does not reside in a foster family home, or (2) has been placed in an institution which maintains a State-approved special education program, may be enrolled in the School District to the extent required by law. In such an event, costs of education and transportation are to be paid by the State, but not in advance. The child remains a resident of the school district in which the child resided at the time the child became a ward.

A child who is a ward of the state or court who resides in the School District in a foster family home licensed or approved by the Department of Health and Human Services (“Department”) or a foster home maintained or used by the Department, remains a resident of the school district in which the child resided at the time the child became a foster child. This is subject to a determination being made in accordance with the Foster Care Review Act that the child will not attend such school district. If such a determination is made, the child is deemed to be a resident of the School District and will be admitted as a resident student.

A child who is not a ward of the state or court and who is residing in a residential setting in the School District for reasons other than to receive an education is subject to the following: First, if the residential setting does not maintain an interim-program school, the School District will provide the educational services to the child pursuant to a contract with the school district in which the child resided immediately prior to such placement, as and to the extent required by law. This is subject to the parent or guardian and such other school districts agreeing to have such other school districts provide the educational services. Second, if the residential setting does maintain an interim-program school, the child’s educational services will be provided by the interim-program school without the School District’s involvement. However, the School District may provide educational services to the child pursuant to a contract with the school district in which the child resided immediately prior to such placement.

All admissions are subject to the condition that admission requirements other than residency be satisfied to the extent required by law and that the School District is legally responsible for or authorized to admit the child or provide educational services to the child.

Legal Reference: Neb. Rev. Stat. § 79-215 (residency and admission)  
Neb. Rev. Stat. § 79-215 (children of military or federal employee parent)  
Neb. Rev. Stat. §§ 79-232 to 79-246 (option enrollment)  
42 U.S.C. § 11431 et. seq. (McKinney–Vento Homeless Assistance Act)  
NDE Rule 9

Date of Adoption: June 21, 2010

**RESOLUTION**

**WHEREAS**, the School Board is required by law to adopt by resolution policies and specific standards for acceptance or rejection of option enrollment applications by October 15th for the following school year; and,

**WHEREAS**, the School Board has received and reviewed evidence and information submitted by the administration and other sources and made determinations thereon with respect to standards for acceptance or rejection and with respect to the capacity of this school district to accept option enrollment students based upon available staff, available facilities, projected enrollment, and availability of special education programs for the following school year; and,

**WHEREAS**, the School Board has determined that the educational interests of this school district would be best served by adoption of the resolutions, and the policies and specific standards herein contained.

**NOW, THEREFORE, BE IT RESOLVED** that the Option Enrollment Policy presented to the School Board as Policy 5006, and Appendix "1" to such Policy 5006, should be and the same are hereby adopted, and any previous policy or interpretation or application of the option enrollment program which is or has been inconsistent with the Policy 5006, and Appendix "1" to such Policy 5006, are repealed effective on the date of the passage of this resolution,

**BE IT FURTHER RESOLVED** that all paragraphs, subparagraphs, and portions of words of this Resolution, of Policy 5006, and Appendix "1" to such Policy 5006 are severable and that in the event any of the same are determined to be invalid for any reason, such determination shall not affect the validity of any of the remainder of the same.

**BE IT FURTHER RESOLVED** that policies and specific standards for acceptance or rejection of option enrollment applications should be and are hereby adopted, for applications filed after adoption of this resolution, and are hereinafter set forth:

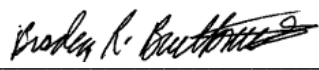
The above Resolution, having been read in its entirety, member Mary Benes moved for its passage and adoption, member Derek Matulka seconded the same. After discussion and on roll call vote, the following members voted in favor of passage and adoption of the above Resolution: Mary Benes, Brad Breitreutz, Cathy Burklund, Bill Lange and Derek Matulka.

The following members voted against the same: none.

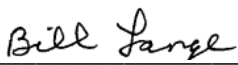
The following members were absent or not voting: Matt Blanchard. The Resolution having been consented to and approved by a majority of the members of the School Board, was declared as passed and adopted by the President at a duly held and lawfully convened meeting in full compliance with the Nebraska open meetings law.

**DATED** this 11<sup>th</sup> day of October, 2023.

**LANCASTER COUNTY SCHOOL DISTRICT 55-0161  
a/k/a RAYMOND CENTRAL PUBLIC SCHOOLS**

By:   
President

Attest:

  
Secretary

### Appendix “1” to Option Enrollment Policy

The following is Appendix “1” to Policy 5006 for the current school year. The Board of Education hereby sets forth the maximum number of option students for the current school year in any program, class, grade level or school building or in any special education programs operated by this school district, based upon available staff, facilities, projected enrollment of resident students, projected number of students with which this school district will contract based on existing contractual arrangements, and availability of appropriate special education programs. Any program, class, grade level, or school building which is at capacity at the time of application is hereby declared unavailable to option students due to lack of capacity.

<b>PROGRAM</b>	<b>SECTION/ BUILDING CAPACITY</b>	<b>PROJECTED ENROLLMENT</b>
Kindergarten	21	42
First	21	43
Second	21	54
Third	22	44
Fourth	23	50
Fifth	23	50
Sixth	65	46
Seventh	65	52
Eighth	65	50
Ninth	70	62
Tenth	70	70
Eleventh	70	55
Twelfth	70	63

\* Special education capacity will be determined on a case-by-case basis in accordance with state law and the available resources as determined by the District’s Director of Special Education or designee.

## **Foreign Exchange Students**

### **A. Participation in Foreign Exchange Opportunities**

1. The Board recognizes the benefits of participating in foreign exchange programs. Such programs increase mutual understanding between the students, staff and citizens of the District and the people of other countries.
2. The District will admit students from foreign nations through foreign exchange programs that are approved by the Superintendent. A foreign exchange program may not be approved unless it is on the current Advisory List of International Educational Travel and Exchange Programs that is maintained by The Council on Standards for International Educational Travel.
3. The District will not admit students on an F-1 visa.
4. The designated school officials for purposes of the foreign exchange program are the Superintendent and the High School Principal.

### **B. Admission of Foreign Exchange Students**

1. The foreign exchange program shall file application forms and related documents with the District by August 1 prior to the beginning of the school year. In order for a foreign exchange student to be admitted to school, the District's acceptance of the application must occur prior to the commencement of the school year. The District retains the right to reject any application.
2. The foreign exchange program shall be responsible for providing the District with all documents and records required by federal and state law and such other documents and records that the District may request. The documentation is to include information to establish that the foreign exchange student has adequate financial support, that the student is covered by health insurance, a complete transcript and a brief explanation of the transcript, and such other documentation that the Superintendent or High School Principal determines appropriate. Foreign exchange students will not be admitted until all such documents and records are received.
3. A maximum of two foreign exchange students will be accepted each school year unless otherwise determined by the Superintendent. To promote a diversity of cultural experiences for students of our District, the foreign exchange students admitted in each school year must not be from the same country.
4. Foreign exchange students must be at least sixteen years old and not older than nineteen years old as of September 1st of the school year in which the student will enroll in the District. Foreign exchange students must not have graduated from high school (or an equivalent educational institution) prior to enrollment in the District.
5. Foreign exchange students must have adequate proficiency in the English language to function in a regular classroom and not require English-as-a-second-language instruction. The foreign exchange program must provide documentation to verify the student's English language proficiency as part of the application process.

6. The host family of the foreign exchange student must be residents of the District.

### **C. Requirements During Attendance in the District**

1. The host family must be residents of the District and the foreign exchange student must reside in the District during the period of time in which the foreign exchange student is enrolled in the District.
2. The local representative of the foreign exchange program is to arrange and attend a meeting with the foreign exchange student, the host family, and the High School Principal or designee prior to the foreign exchange student starting school.
3. The local representative of the foreign exchange program is expected to confer with the High School Principal or designee throughout the foreign exchange student's attendance in the District on a schedule to be determined by the Principal.
4. Foreign exchange students are subject to the same policies, student code of conduct, and attendance requirements that apply to regular students with exceptions appropriate for their status as foreign exchange students including, without limitation, the following: (a) foreign exchange students will not be eligible for student fee waivers; (b) foreign exchange students must be enrolled on a full-time basis; and (c) foreign exchange students are ineligible to take any driver education classes offered by the District. Eligibility for participation in NSAA-regulated activities will be determined based on the Bylaws of the NSAA.

### **D. Academic Matters Involving Foreign Exchange Students**

1. Foreign exchange students will be assigned a grade placement and a class schedule as determined appropriate by the High School Principal or designee. Grade placement will be based upon the District's criteria for students transferring from non-approved schools.
2. Foreign exchange students will be required to enroll in an American literature course and a United States history or a United States government course.
3. Foreign exchange students completing the twelfth grade in the District will be recognized with a school certificate for satisfactory attendance and participation.
4. If a foreign exchange student wishes to receive a District high school diploma, the student must make an application to the Principal prior to the beginning of the school year. To receive a diploma, the student must fulfill all of the District's regular high school graduation requirements.

Legal Reference: 22 U.S.C. § 2451, et seq.  
22 CFR Part 62

Date of Adoption: April 20, 2009

**ATTENDANCE IMPROVEMENT PLAN**

This collaborative plan has been developed as a result of a meeting or meetings held on the following dates: \_\_\_\_\_

Those in attendance included: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The attendees considered the following actions to reduce barriers to improve regular attendance:

1. Illness related to physical or behavioral health of the child:  
 It was determined that the physical or behavioral health of the child is not a barrier to improve regular attendance.  
 The child’s physical or behavioral health poses a barrier to regular attendance. The following actions will be taken in response: \_\_\_\_\_  
 \_\_\_\_\_
  
2. Educational counseling (e.g. curriculum changes):  
 It was determined that educational counseling is not needed to reduce barriers to improve regular attendance.  
 Educational counseling \_\_\_\_\_ has been \_\_\_\_\_ will be provided, consisting of the following:  
 \_\_\_\_\_
  
3. Educational evaluation:  
 It was determined that an educational evaluation is not needed to reduce barriers to improve regular attendance.  
 An educational evaluation \_\_\_\_\_ has been \_\_\_\_\_ will be conducted to assist in determining the specific condition, if any, contributing to the problem of excessive absenteeism. The evaluation will include: \_\_\_\_\_  
 \_\_\_\_\_
  
4. Referral to community agencies for economic services:  
 It was determined that economic services are not needed to reduce barriers to improve regular attendance.  
 The family \_\_\_\_\_ has been \_\_\_\_\_ will be given information about community agencies which may have economic services available to the family, which includes: \_\_\_\_\_  
 \_\_\_\_\_
  
5. Family or individual counseling:  
 It was determined that family or individual counseling is not needed to reduce barriers to improve regular attendance.  
 The family \_\_\_\_\_ has been \_\_\_\_\_ will be given information about family or individual counseling that is available pertaining to: \_\_\_\_\_  
 \_\_\_\_\_
  
6. Assisting the family in working with other community services:  
 It was determined that assistance in working with community services is not needed to reduce barriers to improve regular attendance.  
 The family \_\_\_\_\_ has been \_\_\_\_\_ will be given assistance in working with community services pertaining to: \_\_\_\_\_  
 \_\_\_\_\_

Other actions to be taken:

Action	Responsible Person	Date to Complete

Plan completed by:

---

Signature (title)

---

Signature (title)

---

Signature (title)

---

Signature (title)

---

Signature (title)

---

Signature (title)

---

Date

**Attendance During The School Day (Dismissals and Field Trips)**

Students may not be permitted to leave school prior to the regular dismissal time except by permission of the Principal.

No student may be permitted to leave school prior to the dismissal hour at the request of or in the company of any one other than a school employee, police officer, court official, or parent of the child, unless permission of the parent has been first secured. If any police or court official requests the dismissal of a student, the student's parents should be notified as soon as possible.

Field trips or excursions off school grounds must have the approval of the Principal in advance and administrative requirements may be established for such activities.

Date of Adoption: April 20, 2009

**Parent-Student Handbook**

Each year the Board of Education shall adopt a Parent-Student Handbook. The rules, procedures, and practices adopted in the Parent-Student Handbook shall have the effect of Board Policy and shall control over any earlier-adopted Board policy to the extent of a conflict.

Date of Adoption: April 20, 2009

**Student Discipline**

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

1. Short-Term Suspension: Students may be excluded by the Principal or the Principal's designee from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:
  - a. Conduct that constitutes grounds for expulsion, whether the conduct occurs on or off school grounds; or
  - b. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.

The following process will apply to short-term suspensions:

- a. The Principal or the Principal's designee will make a reasonable investigation of the facts and circumstances. A short-term suspension will be made upon a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
  - b. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what the student is accused of having done, an explanation of the evidence the authorities have, and be afforded an opportunity to explain the student's version of the facts.
  - c. Within 24 hours or such additional time as is reasonably necessary, not to exceed an additional 48 hours, following the suspension, the Principal or administrator will send a written statement to the student and the student's parent or guardian describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken.
  - d. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal or administrator ordering the short-term suspension before or at the time the student returns to school. The Principal or administrator shall determine who in addition to the parent or guardian is to attend the conference. The Principal shall document their attempt to make a reasonable effort to hold a conference with the parent or guardian.
  - e. A student who is on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.
1. Long-Term Suspension: A long-term suspension means an exclusion from school and any school functions for a period of more than five school days but less than twenty school days. A student who is on a long-term suspension shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends a long-term suspension. The notice will include a description of the procedures for long-term suspension; the procedures will be those set forth in the Student Discipline Act.

2. Expulsion:

- a. Meaning of Expulsion. Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period. A student who has been expelled shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends an expulsion. The notice will include a description of the procedures for expulsion; the procedures will be those set forth in the Student Discipline Act.
- b. Suspensions Pending Hearing. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers. If the student is suspended pending the outcome of the hearing, the student may complete classwork and homework, including, but not limited to, examinations missed during the period of suspension. During this period, the student will not be required to attend the alternative programs for expelled students in order to complete classwork or homework.
- c. Summer Review. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year in accordance with law.
- d. Alternative Education: Students who are expelled may be offered an alternative education program that will enable the student to continue academic work for credit toward graduation. A student will not be required to attend the alternative education program in order to complete classwork and homework. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal or another school representative assigned by the Principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.
- e. Suspension of Enforcement of an Expulsion: Enforcement of an expulsion action may be suspended (i.e., “stayed”) for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect. As a condition of such suspended action, the student and parents will be required to sign a discipline agreement.
- f. Students Subject to Juvenile or Court Probation. Prior to the readmission to school of any student who is less than nineteen years of age and who is subject to the supervision of a juvenile probation officer or an adult probation officer pursuant to the order of the District Court, County Court, or Juvenile Court, who chooses to meet conditions of probation by attending

- school, and who has previously been expelled from school, the Principal or the Principal's designee shall meet with the student's probation officer and assist in developing conditions of probation that will provide specific guidelines for behavior and consequences for misbehavior at school (including conduct on school grounds and conduct during an educational function or event off school grounds) as well as educational objectives that must be achieved. If the guidelines, consequences, and objectives provided by the Principal or the Principal's designee are agreed to by the probation officer and the student, and the court permits the student to return to school under the agreed to conditions, the student may be permitted to return to school. The student may with proper consent, upon such return, be evaluated by the school for possible disabilities and may be referred for evaluation for possible placement in a special education program. The student may be expelled or otherwise disciplined for subsequent conduct as provided in Board policy and state statute.
- g. Returning from Expulsion. At the conclusion of an expulsion, the District will reinstate the student and accept non duplicative, grade-appropriate credits earned by the student during the term of expulsion from any Nebraska accredited institution or institution accredited by one of the six regional accrediting bodies in the United States.
- h. Exception for Pre-Kindergarten through Second Grade Students. Notwithstanding the foregoing, no pre-kindergarten through second grade student may be suspended from school, unless the student brings a deadly weapon on school grounds, in a school vehicle, or to a school activity. Instead, the Principal or Principal's designee may implement alternative disciplinary measures on a case-by-case basis if a pre-kindergarten through second grade student engages in misconduct that would otherwise result in a short-term suspension. If a pre-kindergarten through second grade student brings a deadly weapon on school grounds, in a school vehicle, or to a school activity, then the student may be suspended or expelled in accordance with this Policy's disciplinary procedures.
4. Emergency Exclusion: A student may be excluded from school in the following circumstances:
- a. If the student has a dangerous communicable disease transmissible through normal school contacts and poses an imminent threat to the health or safety of the school community; or
  - b. If the student's conduct presents a clear threat to the physical safety of himself, herself, or others, or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education.
- Any emergency exclusion shall be based upon a clear factual situation warranting it and shall last no longer than is necessary to avoid the dangers described above.
- If the emergency exclusion will be for five school days or less, the procedures for a short-term suspension shall be followed. If the Superintendent or his or her designee determines that an emergency exclusion shall extend beyond five days, a hearing is to be held and a final determination made within ten school days after the initial date of exclusion. Such procedures shall substantially comply with the procedures set forth in this policy for a long-term suspension or expulsion, and be modified only to the extent necessary to accomplish the hearing and determination within this shorter time period.
5. Other Forms of Student Discipline: Administrative and teaching personnel may also take actions regarding student behavior, other than removal of students from school, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but are not limited to, counseling of students, parent

conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions. When in-school suspensions, after-school assignments, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures. A failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school.

- B. Student Conduct Expectations. Students are not to engage in conduct which causes or which creates a reasonable likelihood that it will cause a substantial disruption in or material interference with any school function, activity or purpose or interfere with the health, safety, well being or rights of other students, staff or visitors.
- C. Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment. The following conduct has been determined by the Board of Education to have the potential to seriously affect the health, safety or welfare of students, staff and other persons or to otherwise seriously interfere with the educational process. Such conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, and any other lesser forms of discipline. The conduct is subject to the consequence of long-term suspension, expulsion, or mandatory reassignment where it occurs on school grounds, in a vehicle owned, leased, or contracted by the school and being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or an employee's designee, or at a school-sponsored activity or athletic event.
1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
  2. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes or making any communication that a reasonable recipient would interpret as a serious expression of an intent to harm or cause injury to another.
  3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude.
  4. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision.
  5. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations.
  6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks.
  7. Engaging in selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use

of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.

8. Public indecency or sexual conduct.
9. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events.
10. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction.
11. Engaging in any activity forbidden by law which constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion regardless of the time or location of the offense if the conduct creates or has the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off-school grounds to threaten.
12. A repeated violation of any rules established by the school district or school officials if such violations constitute a substantial interference with school purposes.
13. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
14. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, disability, national origin, or religion.
15. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of the student dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
16. Willfully violating the behavioral expectations for riding school buses or vehicles.
17. A student who engages in the following conduct shall be expelled for the remainder of the school year in which it took effect if the misconduct occurs during the first semester, and if the expulsion for such conduct takes place during the second semester, the expulsion shall remain in effect for the first semester of the following school year, with the condition that such action may be modified or terminated by the school district during the expulsion period on such terms as the administration may establish:
  - a. The knowing and intentional use of force in causing or attempting to cause personal injury to a school employee, school volunteer, or student, except if caused by accident, self-defense, or on the reasonable belief that the force used was necessary to protect some other person and the extent of force used was reasonably believed to be necessary, or
  - b. The knowing and intentional possession, use, or transmission of a dangerous weapon other than a firearm.
18. Knowingly and intentionally possessing, using, or transmitting a firearm on school grounds, in a school-owned or utilized vehicle, or during an educational function or event off school grounds, or at a school-sponsored activity or athletic event. This conduct shall result in an expulsion for one calendar year. "Firearm" means a firearm as defined in 18 U.S.C. 921, as that statute existed on January 1, 1995. That statute includes the following statement: "The term 'firearm' means (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any

firearm muffler or firearm silencer; or (d) any destructive device.” The Superintendent may modify such a one year expulsion requirement on a case-by-case basis, provided that such modification is in writing.

Bringing a firearm or other dangerous weapon to school for any reason is discouraged; however, a student will not be subject to disciplinary action if the item is brought or possessed under the following conditions:

- a. Prior written permission to bring the firearm or other dangerous weapon to school is obtained from the student's teacher, building administrator and parent.
- b. The purpose of having the firearm or other dangerous weapon in school is for a legitimate educational function.
- c. A plan for its transportation into and from the school, its storage while in the school building and how it will be displayed must be developed with the prior written approval by the teacher and building administrator. Such a plan shall require that such item will be in the possession of an adult staff member at all times except for such limited time as is necessary to fulfill the educational function.
- d. The firearm or other dangerous weapon shall be in an inoperable condition while it is on school grounds.

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

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

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

- g. Clothing or jewelry that is gang related.
- h. Visible body piercing (other than ears).

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

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

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

## 2. Academic Integrity.

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

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

- b. Definitions: The following definitions provide a guide to the standards of academic integrity:
  - (1) "Cheating" means intentionally misrepresenting the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others. Cheating includes, but is not limited to:
    - (a) Tests (includes tests, quizzes and other examinations or academic performances):
      - (i) Advance Information: Obtaining, reviewing or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test.
      - (ii) Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formula in calculators, or other unauthorized material, devices or information while taking a test except as expressly permitted. For example, except for "open book" tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.
      - (iii) Use of Other Student Answers: Copying or looking at another student's answers or work, or sharing answers or work with another student, when taking a test,

- except as expressly permitted. For example, a student engages in cheating if the student looks at another student's paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student's answers on the test paper.
- (iv) Use of Other Student to Take Test. Having another person take one's place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.
  - (v) Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student's real reason for missing class was because the student was not prepared for the test.
- (b) Papers (includes papers, essays, lab projects, and other similar academic work):
- (i) Use of Another's Paper: Copying another student's paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.
  - (ii) Re-use of One's Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.
  - (iii) Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student's work. For example, a student engages in cheating if the student has a draft essay reviewed by the student's parent or sibling, and the essay is substantially re-written by the student's parent or sibling. Assistance from home is encouraged, but the work must remain the student's.
  - (iv) Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.
  - (v) Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student's real reason for missing class was because the student had not finished the paper.
- (c) Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher's grade book or the school records is a serious form of cheating.
- (2) "Plagiarism" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. Plagiarism includes, but is not limited to:
- (a) Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.
  - (b) Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.

- (3) “Contributing” to academic integrity violations means to participate in or assist another in cheating or plagiarism. It includes but is not limited to allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.
- c. Sanctions: The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:
    - (1) Academic Sanction. The instructor will refuse to accept the student’s work in which the academic integrity offense took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standards, the instructor will assign a grade which the instructor determines to be appropriate for the work.
    - (2) Report to Parents and Administration. The instructor will notify the Principal of the offense and the instructor or Principal will notify the student’s parents or guardian.
    - (3) Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The Principal may recommend sanctions in addition to those assigned by the instructor, up to and including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.
3. Electronic Devices
    - a. Philosophy and Purpose. The District strongly discourages students from bringing and/or using electronic devices at school. The use of electronic devices can be disruptive to the educational process and are items that are frequently lost or stolen. In order to maintain a secure and orderly learning environment, and to promote respect and courtesy regarding the use of electronic devices, the District hereby establishes the following rules and regulations governing student use of electronic devices, and procedures to address student misuse of electronic devices.
    - b. Definitions.
      - (1) “Electronic devices” include, but are not limited to, cell phones, Mp3 players, iPods, personal digital assistants (PDAs), compact disc players, portable game consoles, cameras, digital scanners, laptop computers, and other electronic or battery powered instruments which transmit voice, text, or data from one person to another.
      - (2) “Sexting” means generating, sending or receiving, encouraging others to send or receive, or showing others, through an electronic device, a text message, photograph, video or other medium that:
        - (i) Displays sexual content, including erotic nudity, any display of genitalia, unclothed female breasts, or unclothed buttocks, or any sexually explicit conduct as defined at Neb. Rev. Stat. § 28-1463.02; or
        - (ii) Sexually exploits a person, whether or not such person has given consent to creation or distribution of the message, photograph or video by permitting, allowing, encouraging, disseminating, distributing, or forcing such student or other person to engage in sexually explicit, obscene or pornographic photography, films, or depictions; or,

- (iii) Displays a sexually explicit message for sexual gratification, flirtation or provocation, or to request or arrange a sexual encounter.
- c. Possession and Use of Electronic Devices.
- (1) Students are not permitted to possess or use any electronic devices during class time or during passing time except as otherwise provided by this policy. Cell phone usage is strictly prohibited during any class period; including voice usage, digital imaging, or text messaging.
  - (2) Students are permitted to possess and use electronic devices before school hours, at lunch time, and after school hours, provided that the student does not commit any abusive use of the device (see paragraph (d)(1)). Administrators have the discretion to prohibit student possession or use of electronic devices on school grounds during these times in the event the administration determines such further restrictions are appropriate; an announcement will be given in the event of such a change in permitted use.
  - (3) Electronic devices may be used during class time when specifically approved by the teacher or a school administrator in conjunction with appropriate and authorized class or school activities or events (i.e., student use of a camera during a photography class; student use of a laptop computer for a class presentation).
  - (4) Students may use electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care Plan, or pursuant to a plan developed with the student's parent when the student has a compelling need to have the device (e.g., a student whose parent is in the hospital could be allowed limited use of the cell phone for family contacts, so the family can give the student updates on the parent's condition).
- d. Violations
- (1) Prohibited Use of Electronic Devices: Students shall not use electronic devices for:  
(a) activities which disrupt the educational environment; (b) illegal activities in violation of state or federal laws or regulations; (c) unethical activities, such as cheating on assignments or tests; (d) immoral or pornographic activities; (e) activities in violation of Board or school policies and procedures relating to student conduct and harassment; (f) recording others (photographs, videotaping, sound recording, etc.) or otherwise transmitting images and/or sounds of another person or persons without direct administrative approval and consent of the person(s) being recorded, other than recording of persons participating in school activities that are open to the public; (g) "sexting;" or (h) activities which invade the privacy of others. Such student misuses will be dealt with as serious school violations, and immediate and appropriate disciplinary action will be imposed, including, but not limited to, suspension and expulsion from school.
  - (2) Disposition of Confiscated Electronic Devices: Electronic devices possessed or used in violation of this policy may be confiscated by school personnel and returned to the student or parent/guardian at an appropriate time. If an electronic device is confiscated, the electronic device shall be taken to the school's main office to be identified, placed in a secure area, and returned to the student and/or the student's parent/guardian in a consistent and orderly way.
    - (i) First Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and school principal or assistant principal. The electronic device shall remain in the possession of the school administration until

such time as the student personally comes to the school's main office and retrieves the electronic device.

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

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

- (i) Students found in possession of a "sexting" message shall be subject to a one (1) day suspension from school.
- (ii) Students who send or encourage another to send a "sexting" message shall be subject to a five (5) day suspension from school.

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

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

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

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

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

- F. Specific Rule Items: The following conduct may result in disciplinary action which, in the repeated violations, may result in discipline up to expulsion:
1. Students are not given locker passes, restroom passes or telephone passes to leave a classroom or study hall unless special circumstances arise.
  2. Students in the hallway during class time must have a pass with them.
  3. Gum, candy, seeds, etc. are not allowed in the school building or classrooms. The pop machine is closed until after school and pop is to be drunk outside.
  4. Students are expected to bring all books and necessary materials to class. This includes study halls.
  5. Assignments for all classes are due as assigned by the teacher.
  6. Students are not to operate the mini-blinds or the windows.
  7. Classes are ended by the teacher. Students are not to begin to pack up or leave the class until the dismissal bell has rung or the teacher has dismissed the class.
  8. Students are to be in their seats and ready for class on the tardy bell.
  9. Special classes such as Industrial Technology, Art, P.E., and computer courses will have other safety or clean-up rules that will be explained to students by that teacher which must be followed.
  10. Students are not to bring “nuisance items” to school. A nuisance item is something that is not required for educational purposes and which would cause a distraction to the student or others.
  11. Students are to stand back from the entry steps and doors in the mornings before school and at noon before the bell so that others may pass in and out of the entry doors.
  12. Snow handling is prohibited.

#### G. Law Violations

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

The foregoing reporting standards shall be reviewed annually by the school board on or before August 1 of each year, be annually reviewed in collaboration with the County Attorney each year, be distributed to each student and his or her parent or guardian at the beginning of each school year, or at the time of enrollment if during the school year, and shall be posted in conspicuous places in each school during the school year.

2. When a principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the principal or other school official shall take

immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse, in which case the principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.

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

Date of Adoption: April 20, 2009

Date of Revision: July 12, 2023

**Alternative Education Programs or Plans For Expelled Students**

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

**A. ALTERNATIVE EDUCATION PROGRAM:**

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

**B. EDUCATION PLAN PROGRAM:**

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

- (1) A conference shall be called by a school administrator and held to assist the district in the development of a plan with the participation of a parent or a legal guardian, the student, a school representative, and a representative of either a community organization with a mission of assisting young people or a representative of an agency involved with juvenile justice.
- (2) The plan shall be in writing and adopted by a school administrator and presented to the student and the parent or legal guardian.
- (3) The plan shall:
  - (a) Specify guidelines and consequences for behaviors which have been identified as preventing the student from achieving the desired benefits from the educational opportunities provided,
  - (b) Identify educational objectives that must be achieved in order to receive credits toward graduation,
  - (c) Specify the financial resources of the community programs available to meet both the educational and behavioral objects identified, and
  - (d) Require the student to attend monthly reviews in order to assess the student's progress toward meeting the specified goals and objectives.

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

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

Date of Adoption: April 20, 2009

Date of Revision: July 12, 2023

APPENDIX "1"  
SECTION 79-266(2) PLAN

Student: \_\_\_\_\_

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

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

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

**(b) Educational Objectives**

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

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

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

**(d) Monthly Reviews & Other**

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

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

Adopted by \_\_\_\_\_  
[Administrator]

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

## **Drug and Substance Use and Prevention**

### **Drug-Free Schools**

The District shall implement regulations and practices which will ensure compliance with the Drug-Free Schools and Communities Act and all regulations and rules promulgated pursuant thereto. The District's safe and drug-free schools program is established in accordance with principles of effectiveness as required by law to respond to such harmful effects.

### **Education and Prevention**

The District promotes comprehensive, age appropriate, developmentally based drug and alcohol education and prevention programs, which will include in the curriculum the teaching of both proper and incorrect use of drugs and alcohol for all students in all grades of this School District. Further, the District will have proper in-service orientation and training for all employed staff.

### **Standards of Conduct; Notice to Students and Parents**

Students are to be provided a copy of the standards of conduct for student behavior in the District which prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of any of the school's activities. It shall be the further policy of the District to keep a file showing receipt of standards of conduct and a statement of disciplinary sanctions that may be taken for violations of such standards of conduct. The receipt shall be signed by both student and parent or guardian and returned to the respective Principal. It shall contain in prominent letters the following language:

"RECEIPT SHALL SERVE TO DEMONSTRATE THAT YOU AS PARENT OR GUARDIAN OF A STUDENT ATTENDING RAYMOND CENTRAL PUBLIC SCHOOLS HAVE RECEIVED NOTICE OF THE STANDARDS OF CONDUCT OF THIS DISTRICT EXPECTED OF STUDENTS CONCERNING THE ABSOLUTE PROHIBITION AGAINST THE UNLAWFUL POSSESSION, USE, OR DISTRIBUTION OF ILLICIT DRUGS AND ALCOHOL ON SCHOOL PREMISES OR AS A PART OF ANY OF THE SCHOOL'S ACTIVITIES AS DESCRIBED IN BOARD POLICY OR ADMINISTRATIVE REGULATION. THIS NOTICE IS BEING PROVIDED TO YOU PURSUANT TO P.L. 101-226 AND 34 C.F.R. PART 86, BOTH FEDERAL LEGAL REQUIREMENTS FOR THE DISTRICT TO OBTAIN ANY FEDERAL FINANCIAL ASSISTANCE. YOUR SIGNATURE ON THIS RECEIPT ACKNOWLEDGES THAT YOU AND YOUR CHILD OR CHILDREN WHO ARE STUDENTS ATTENDING THIS DISTRICT FULLY UNDERSTAND THE DISTRICT'S POSITION ABSOLUTELY PROHIBITING THE UNLAWFUL POSSESSION, USE, OR DISTRIBUTION OF ILLICIT DRUGS AND ALCOHOL ON SCHOOL PREMISES OR AS A PART OF THE SCHOOL'S ACTIVITIES AS HEREIN ABOVE DESCRIBED AND THAT COMPLIANCE WITH THESE STANDARDS IS MANDATORY. ANY NON-COMPLIANCE WITH THESE STANDARDS CAN AND WILL RESULT IN PUNITIVE MEASURES BEING TAKEN AGAINST ANY STUDENT FAILING TO COMPLY WITH THESE STANDARDS."

### **Drug and Alcohol Education and Prevention Program of the District Pursuant to the Safe and Drug-Free Schools and Communities Laws and Regulations**

Students are to be provided an age appropriate, developmentally based drug and alcohol education and prevention program. The program educates on the adverse effects of the use of illicit drugs and alcohol, with the primary objective being the prevention of illicit drug and alcohol use by students.

**Drug and Alcohol Counseling, Rehabilitation and Re-entry Programs**

Students are to be provided information concerning available drug and alcohol counseling, rehabilitation, and re-entry programs within sixty miles of the administrative offices of the District or, where no such services are found, within the State of Nebraska. Information concerning such resources shall be presented to all of the students of the District upon request by the counselor.

In the event of disciplinary proceedings against any student for any District policy pertaining to the prohibition against the unlawful possession, use, or distribution of illicit drugs and alcohol, appropriate school personnel shall confer with any such student and his or her parents or guardian concerning available drug and alcohol counseling, rehabilitation, and re-entry programs that appropriate school personnel shall consider to be of benefit to any such student and his or her parent or parents or guardian.

**Safe and Drug-Free Schools-- Parental Notice of Right to Withdraw**

Parents will be notified that, if upon receipt of information regarding the content of safe and drug free school programs and activities other than classroom instruction a parent objects to the participation of their child in such programs and activities, the parent may notify the School District of such objection in writing. Upon the receipt of such notice the student will be withdrawn from the program or activity to which parental objection has been made.

**Standards of Student Conduct Pertaining to the Possession, Use, or Distribution of Illicit Drugs, Alcohol or Tobacco.**

These standards are in addition to standards of student conduct elsewhere adopted by board policy or administrative regulation. The District's standards prohibit the possession, use, or distribution of illicit drugs, alcohol or tobacco (including electronic nicotine delivery systems) on school premises, in school vehicles, or as a part of any of the school's activities on or off school premises. Conduct prohibited at places and activities as hereinabove described shall include, but not be limited to, the following:

1. Possession, use distribution or being under the influence of any controlled substance, including but not limited to marijuana, any narcotic drug, any hallucinogen, any stimulant, or any depressant.
2. Possession of any prescription drug in an unlawful fashion.
3. Possession, use, distribution or being under the influence of alcohol.
4. Possession, use, distribution, or being under the influence of any abusable glue or aerosol paint or any other chemical substance for inhalation, including but not limited to lighter fluid, whiteout, and reproduction fluid, when such activity constitutes a substantial interference with school purposes.
5. Possession, use, or distribution of any look-alike drug or look-alike controlled substance when such activity constitutes a substantial interference with school purposes.
6. Possession, use or distribution of any tobacco product (including electronic nicotine delivery systems).

**Disciplinary Sanctions**

Violation of any of the above prohibited acts will result in disciplinary sanction being taken within the bounds of applicable law, up to and including short term suspension, long term suspension, expulsion, and referral to appropriate authorities for criminal prosecution. In particular, students should be aware that:

1. Violation of these standards may result in suspension or expulsion.
2. Prohibited substances will be confiscated and turned over to law enforcement authorities.
3. The student may be referred for counseling or treatment.
4. Parents or legal guardians will be notified.
5. Law enforcement will be notified.
6. If it appears there is imminent danger to the student, other students, school personnel, or students involved, emergency medical services will be contacted.

**Intervention**

The Raymond Central Public School District does not have the authority or responsibility to make medical or health determinations regarding chemical dependency. However, when observed behavior indicates that a problem exists which may affect the student's ability to learn or function in the educational climate or activity, the school then has the right and responsibility to refer the student for a formal chemical dependency diagnosis based on behavior observed by school staff. The school will issue a statement to all students and employed staff that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful. The school shall make available to students and employed staff information about any drug and alcohol counseling, and rehabilitation and re-entry programs, which are available to students.

**Administration**

The administration is authorized to adopt such administrative rules, regulations or practices necessary to properly implement this policy. Such regulations, rules or practices may vary the procedures set forth herein to the extent necessary to fit the circumstances of an individual situation. Such rules, regulations and practices may include administrative forms, such as checklists to be used by staff to record observed behavior and to determine the proper plan of action.

Date of Adoption: April 20, 2009

Date of Revision: June 10, 2019

**Promotion and Retention**

Students will typically progress annually from grade to grade. A student may be retained at a grade level or be required to repeat a course or program when such is determined in the judgment of the Principal, in consultation with the student's teachers and counselor, to be appropriate for the educational interests of the student and the school's educational program.

Legal Reference: Neb. Rev. Stat. § 79-526

Date of Adoption: April 20, 2009

### **Notification of Rights Under FERPA**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. They are:

1. The right to inspect and review the student’s education records within 45 days of the day the District receives a request for access.

Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask the School District to amend a record that they believe is inaccurate or misleading. They should write to the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses education records without consent to officials of another School District in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Kathleen Styles, Office of the Chief Privacy Officer  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

**Notice Concerning Directory Information**

The District may disclose directory information. The types of personally identifiable information that the District has designated as directory information are as follows:

1. Student's Name, address, telephone listing, and the name, address, telephone listings (if not unlisted), e-mail address and work or other contact information of the student's parent/guardian or other adult acting in loco parentis or with authority to act as parent or guardian in educational matters for the student;
2. School and dates of attendance;
3. Student's current grade;
4. Student's enrollment status (e.g. full-time or part-time);
5. Student's date of birth and place of birth;
6. Student's extra-curricular participation;
7. Student's achievement awards or honors;
8. Student's weight and height if a member of an athletic team;
9. Student's photograph; and
10. School or school district the student attended before he or she enrolled in Raymond Central Public Schools.

Notwithstanding the foregoing, the District does not designate as directory information personally identifiable information from students' education records where the District determines that the disclosure to the potential recipient poses a risk to student safety or well-being, including but not limited to circumstances where the potential recipient is a registered sex offender and the personally identifiable information would permit the potential recipient to communicate with or otherwise contact the student.

A parent or eligible student has the right to refuse to let the District designate information about the student as directory information. The period of time within which a parent or eligible student has to notify the District in writing that he or she does not want information about the student designated as directory information is as follows: two weeks from the time this information is first received. Please contact the Superintendent's office to indicate your refusal to have your child's information designated as directory information.

The District may disclose information about former students without meeting the conditions in this section.

**OPTIONAL**

In addition, notice is further given that FERPA permits the disclosure of personally identifiable information from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the District to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. The District may disclose personally identifiable information from the education records of a student without obtaining prior written consent of the parents or the eligible student;

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the District has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))

- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U.S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the Nebraska Department of Education. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of personally identifiable information to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the District, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the District has designated as "directory information" under §99.37. (§99.31(a)(11))

The District's policy is for education records to be kept confidential except as permitted by the FERPA law, and the District does not approve any practice which involves an unauthorized disclosure of education records. In some courses student work may be displayed or made available to others. Also, some teachers may have persons other than the teacher or school staff, such as volunteers or fellow students, assist with the task of grading student work and returning graded work to students. The District does not either approve or disapprove such teaching practices, and designates such student work as directory information and/or as non-education records. Each parent and eligible student shall be presumed to have accepted this designation in the absence of the parent or eligible student giving notification to the District in writing in the manner set forth above pertaining to the designation of directory information. Consent will be presumed to have been given in the absence of such a notification from the parent or eligible student.

#### **Notice Concerning Designation of Law Enforcement Unit**

The District designates the Saunders County Sheriff's Dept. for Elementary and Lancaster County Sheriff's Dept. for Grades 6-12 as the District's "law enforcement unit" for purposes of (1) enforcing any and all federal, state or local law, (2) maintaining the physical security and safety of the schools in the District, and (3) maintaining safe and drug free schools.

Date of Adoption: June 14, 2017

## **Student Records**

School staff shall maintain student records in compliance with state and federal law.

### **Confidentiality of Student Records**

Student files and other education records shall not be released or divulged except in compliance with state and federal law.

School officials may have access to only those education records in which they have a legitimate educational interest, unless the parent has given written and dated consent for the access. A school official who violates this restriction shall be subject to disciplinary action up to and including termination.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility and effectively provide the function or service for which they are responsible.

A school official for purposes of access to education records is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks.

To the extent permitted by law, contractors, consultants and volunteers may be permitted to have access to education records where they are performing a function or service that would otherwise be done by a school employee. Their access is limited to education records in which they have a legitimate educational interest; which means records needed to effectively provide the function or service for which they are responsible.

### **Student and Parent Access to Student Records**

A parent or guardian of a student or former student, and a student or former student who is eighteen (18) years of age or older, shall be given the opportunity upon request to inspect and review the education records of the student or former student. Non-custodial parents will be provided full and equal access to the education records of his or her child unless there is a court order to the contrary.

### **Maintenance and Destruction**

Student files or records shall be maintained so as to separate academic and disciplinary matters. All disciplinary material in a student's file shall be removed and destroyed after the student's continuous absence from the school for a period of three (3) years.

### **Amendment of Student Records**

Parents and eligible students (a student who has reached 18 years of age or is attending an institution of postsecondary education) have the right to challenge any information contained in the records that they believe is inaccurate, misleading or violates the privacy rights of the student. Such a challenge may be made by making a written request to the Principal to amend the records. If a decision is made not to amend the education records in accordance with the request, the Principal shall inform the parents of the student and the Superintendent. The parent shall be advised of the right to a hearing.

If a hearing is requested, the Superintendent shall conduct a hearing (or delegate the role to another school official who does not have a direct interest in the outcome of the hearing) and provide the parent or eligible student a full and fair opportunity to present evidence relevant to the issues raised in conformance with applicable law.

Legal Reference: Neb. Rev. Stat. §§ 42-364(4) and 42-381; Neb. Rev. Stat. § 43-3001  
Neb. Rev. Stat. §§ 79-2104 and 79-2105; Neb. Rev. Stat. § 79-539  
Neb. Rev. Stat. §§ 84-1201 to 84-1220  
Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g

Date of Adoption: April 20, 2009

**Academic Progress**

The Superintendent will be responsible for implementing a uniform system for appraising and reporting the development of students' academic and behavioral skills.

Communicating student progress to parents shall be the responsibility of the building administrator and the classroom teacher. Written reports of student progress will be made available to parents at the conclusion of each quarter. It is recommended that two parent-teacher conferences or acceptable substitutes be held in both the elementary and junior-senior high school each year. Additional reporting of student progress is encouraged whenever progress or lack of progress is of an unusual nature.

Date of Adoption: April 20, 2009  
Date of Revision: July 13, 2016

<b>Raymond Central Graduation Requirements Standard Diploma</b>		
230 Credits required for Graduation for Class of 2022 and older 240 Credits required for Graduation for Class of 2023 and younger		
<b>Program</b>	<b>Course</b>	<b>Credits</b>
Language Arts  Exceptions: Life Skills Communications per IEP	English 9	10
	English 10	10
	English 11	10
	English 12	10
	+Optional to replace English 12 with SCC Comp and SCC Lit taught by our instructor	
	Personal Communications	5
	+Optional to replace Personal Communications with Competitive Speech per IEP	
		Total Credits 45
Social Studies	Geography	10
	World History	10
	American History	10
	American Government	10
	Economics	5
		Total Credits 45
Math Students will continue on their Math track 30 credits of 3 separate math courses are required  Algebra 1 is to be taken prior to General Math.  Note: University of Nebraska System (UNL) requires 4 years of Math to be accepted. And must be Algebra 1, Geometry, Adv. Algebra and a year that builds on Adv. Alg.	Pre Algebra	10
	Algebra 1	10
	Geometry	10
	Advanced Algebra	10
	PreCalculus	10
	Calculus	10
	General Math	10
Science Students will complete 30 credits of 3 separate science courses. *Physical Science and Biology will be two of them. Students have a choice for the last 10 credits.	*Physical Science	10
	Life Science	10
	*Biology	10
	Earth and Space	10
	Chemistry	10
	Physics	10
	Advanced Biology	10
	Physiology	10
		Total Credits 30
Physical Education/Health *Health is required	*Health	5
	Physical Education and Fitness	5
	Strength and Conditioning	5

<b>Business/Technology</b> Graduating Class of 2022 only needs 5 total credits. *Class of 2023 and younger needs 15 with Computer Apps being 5 credits	*Computer Apps	5
	Information Technology 1	5
	Information Technology 2	5
	Computer Science Principles	10
	Networking	5
	Foundations of Web Design	5
	Introduction to Business	5
	Business Management	5
	Business Law	5
	Accounting 1	10
	Advanced Accounting	10
		<b>Total Credits 15</b>
<b>Family Consumer Science</b>  * Adult Living is a senior required course.	*Adult Living	5
	Fundamentals of Foods and Nutrition	5
	Culinary 1	5
	Culinary 2	5
	Child Development	5
	Early Childhood Educational Services	5
	Early Childhood Practicum	5 or 10
	Home Design and Interior	5
	Textile Construction	5
	Interpersonal Relationships	5
		<b>Total Credits 5</b>
<b>Fine Arts</b> Students are required to complete 10 credits for graduation.	Band	5 or 10
	Choir	5 or 10
	Beginning Art	5 or 10
	Ceramics	5 or 10
	Digital Photography	5 or 10
	Advanced Art	5 or 10
	Drama	5
		<b>Total Credits 10</b>
<h2 style="margin: 0;">Electives</h2> <p style="margin: 0;">50 credits total – 10 credits must be from Fine or Vocational Arts</p> <p style="margin: 0;">Any additional course in a specific subject area outside of required credit hours are considered electives.</p>		
<b>Foreign Language</b> Most college will require 2 consecutive years of a foreign language for acceptance	Spanish 1	10
	Spanish 2	10
	Spanish 3	10
	Spanish 4	10
<b>Agriculture Education</b>  Due to schedule rotations some classes will be offered every other year.	Introduction to Agriculture	5
	Welding	5 or 10
	Advanced Welding	5 or 10
	Small Engines	5
	Metals and Fabrications	5 or 10

	AFNRO	5 or 10
	Crop and Food Science	5
	Agri-Business	5
	Natural Resources	5
	Animal Science	5
	Advance Animal Science	5
	Horticulture	5
	Agri-Leadership	5
	Live Animal Selection & Carcass Evaluation	5
	Plant Science	5
Industrial Technology Due to scheduling, courses are offered on a rotating basis.	Introduction to Industrial Technology	5
	Electricity	5
	Advanced Industrial Technology	5 or 10
	Autobody	5 or 10
	Introduction to Construction	5 or 10
	Construction Projects	10 or 20
	Introduction to Woods	5
	Woods Projects	5
Social Sciences	Psychology	5
	Sociology	5
Language Arts	Creative Writing	5
	Journalism	5 or 10
	Holocaust Literature	5
	Reading	5
	SCC Public Speaking	5

Date of Adoption: June 10, 2020

## **Graduation**

To participate in commencement exercises or receive a Raymond Central Public Schools diploma a student must fully complete all requirements for graduation prior to the official commencement exercises, and complete other administrative requirements or conditions. Students who graduate from Raymond Central Public Schools must attend eight (8) semesters and successfully complete 240 hours of credit. The total graduation requirements must include the following core curriculum:

- **English** – 45 credits  
Required classes: ENG 9, ENG 10, ENG 11, ENG 12 or SCC Comp I/II / Lit, Personal Communications  
or Competitive Speech
- **Math** – 30 credits  
Must culminate Geometry or higher
- **Science** – 30 credits  
Required classes: Physical Science, Biology
- **Social Science** – 45 credits  
Required classes: Geography, World History, American History, American Government, Economics
- **Physical Education/Health** – 10 credits  
Required class: Health
- **Business/Technology** – 15 credits  
Required class: Every student must complete at least one five-credit high school course in personal finance or financial literacy prior to graduation
- **Family & Consumer Science** – 5 credits  
Includes completion of Senior File
- **Fine Arts** – 10 credits
- **Electives** – 50 credits  
10 credits from Vocational or Fine Arts

The eight semester attendance requirement may upon appeal to the Board of Education by the second semester of their junior year, be waived by the Board of Education for those students who:

- Have met all the graduation required course-work and who wish to pursue higher levels of education during the second semester of the senior year, or
- Students who have completed all coursework, have registered for fall entry into post-high school education and can show cause that full time employment has been secured to gain finances for post-high school education costs.

## **Special Education**

Students who have an IEP (Individualized Education Plan) according to Public Law (PL) 94-142 and Nebraska Department of Education (NDE) Rule 51 may receive Special Education services. Following are the graduation options that are offered to Special Education students. The program is arranged so that the qualified student receives individual instruction based upon his/her needs. Each student is mainstreamed as much as possible. The student is provided assistance with regular education classes and receives remedial instruction for material in a specific area.

1. Standard Diploma 240 hours - a student completed the required credits
  - It is recommended that the IEP team review and document that all requirements for receipt of a signed, regular high school diploma have been met.
2. Certificate of Attendance - the student completed or progressed toward IEP/transition goals, but not the standard course of study.
  - It is recommended that graduation be addressed in all transition plans. Plans for graduation should be considered in the development of the course of study and reviewed annually.
  - A student on a Certificate of Attendance path shall receive a pass/fail grade for any courses where the curriculum is modified.
  - The receipt of a signed, regular diploma terminates the service eligibility of students with special education needs.
  - It is recommended that all diplomas awarded by a school district be identical in appearance, content and effect, except that symbols or notations may be added to individual student's diplomas to reflect official school honors or awards earned by students.
  - A student who receives a document such as a certificate of attendance, unsigned diploma, or blank folder is eligible to continue receiving special education services until receipt of a signed, regular diploma or until the end of the school year in which the student turns 21.

Legal Reference: Neb. Rev. Stat. Sec. 79-729  
Neb. Rev. Stat. Sec. 79-3003  
NDE Rule 10

Date of Adoption: April 20, 2009  
Date of Revision: July 12, 2023

**Make-Up Work**

Make-up work for students who are absent from school shall be governed by guidelines developed by the Superintendent or Superintendent's designee. The Guidelines shall state the criteria to be used in determining whether and to what extent the opportunity to complete class work, including examinations, missed during a period of disciplinary suspension will be granted.

The make-up work of students will be counted for course credit when satisfactorily completed according to the guidelines stated below; which are the Superintendent's guidelines, or such other guidelines as approved from time to time by the Superintendent or the Superintendent's designee.

To receive credit for work missed due to excused absences (e.g., personal illness, bereavement or emergency in the family, participation in an approved school activity), the student, upon returning to school, is responsible a) for requesting assignments for make-up work and b) for completing the make-up work on his/her own initiative by the due date. The teacher will provide materials and assistance to a student who is making up work for these reasons.

To receive credit for work missed due to a parent requested prearranged absence (e.g., medical or dental appointment, religious observance, spectator at a school activity, family trip, college visit), the student is responsible a) for requesting assignments for make-up work prior to his/her absence and b) for completing the make-up work on his/her own initiative by the due date.

The date when make-up work is due will be determined by the Principal, with two (2) days being allowed for each day absent up to a maximum of ten (10) days. Students who plan to miss school due to scheduled school activity or a parent requested prearranged absence may request assignments and make arrangements to complete part of all of the work prior to the absence.

At the beginning of each semester, or during the semester for students who enter during the semester, a) the principal will provide students with information about the district regulations for absences and make-up work and b) teachers will explain the procedures students should use for requesting assignments and completing make-up work in their courses.

Students and parents/guardians are advised that equivalent experiences for students who miss class are difficult and sometimes impossible to recreate. Parents/guardians are also advised that testing and summarizing activities often are scheduled at the end of the quarter and the end of the semester; parent requested prearranged absences should be avoided during these times.

**High School Credit for Middle School Courses**

High school credit may be awarded to students in a middle grade course if the course content and requirements are equivalent to a course offered in high school.

Legal Reference: NDE Rule 10.003.05B

Date of Adoption: June 11, 2014

**Association Activities**

The Raymond Central Public School District is a member of the Nebraska School Activities Association which is a voluntary organization of public and parochial schools of Nebraska organized for the purpose of promoting and regulating the competition between schools in what is generally known as the extracurricular activities.

All students participating in extracurricular activities shall follow the rules provided by the Nebraska School Activities Association and rules of Raymond Central Public Schools.

Students who represent Raymond Central Public Schools in any of its allied or extracurricular activities shall practice a high level of citizenship both in school and in community living.

Date of Adoption: April 20, 2009

**Student Organizations**

The Superintendent shall approve formal student organizations, provide adequate supervision, and administer student finances for student organizations and activities. Student organizations, as a vital part of the total education program, should accomplish the following criteria:

1. Extend and reinforce the instructional program.
2. Give students practice in democratic self-government.
3. Develop student morale and support for the school.
4. Honor outstanding student achievement.
5. Provide wholesome social and recreational activities.

Date of Adoption: April 20, 2009

**Student Activities, Hazing, Fundraising and Supervision**

**Secret Organization.** No student shall participate in or be a member of any secret fraternity or secret organization that is in any degree a school organization. Students who violate this rule may be denied any or all school privileges and may be expelled.

**Initiation & Hazing Activities.** Initiations and hazing activities are not permitted. Students who violate this rule may be denied any or all school privileges and may be expelled.

**FUNDRAISING**

Fundraising is the selling of a product, providing a service or activity, or requesting donations of any kind. School fundraising directly funds school programs and student organizations.

Within District policies and regulations, all fundraising activities by school-sponsored groups must have the approval of the building principal. If questions arise about the appropriateness of a given activity, the principal is expected to consult with the Superintendent who, in turn, may seek reactions from the Raymond Central Board of Education.

**General Guidelines:**

- Must have prior building principal approval. Before approval, expenditure purposes must be given to the Principal and Activities Director. School District employees who supervise official school programs or extracurricular activities are directed to not organize, conduct, or involve students in fundraising activities unless the fundraising activity has been approved by the building principal.
- Fundraising activities are to be considered for approval based on the following criteria:
  1. Students will not be exploited for sectarian, political, or commercial purposes.
  2. The project will accomplish the goals for the fundraiser without undue risk of financial loss.
  3. All students will benefit equally or the organization will benefit as specified in advance from fundraising proceeds.
  4. All sales of food and beverages shall comply with District nutrition and wellness policies and regulations.
  5. Organizations will be allowed one fundraiser involving the selling of a product or a good.
  6. The project meets all legal requirements.
- Donations may be sought as part of fundraising efforts.

**Sales and Fundraising in Schools Sales in schools shall be subject to the following guidelines:**

- Students may not be required to participate in fundraising or to provide a donation if raising money is part of a class or curricular project.
- Students will not be required to sell a required amount nor will they be penalized for not selling a required amount (Example: lettering, etc.).
- Students cannot sell products or services during the time they are in class.
- Sales of food or beverages cannot occur during the breakfast and/or lunch period of a regular school day.
- Control of sales before, during and after school is in the hands of school principals or designees who are responsible for maintaining compliance with sales and fundraising policies and regulations.
- All sales of food and beverages shall comply with District nutrition and wellness policies and regulations.

**Management of Funds and Records**

- Must follow strict money collection policies and procedures as outlined by each building and district policy. See Board Policy 3200 Article 3.

- All funds collected must be given by the fundraiser sponsor intact (i.e., cash and checks must be deposited in the same cash/check mix in which they were received) to the building principal or designee for deposit into the School District depository account no later than the next school day following receipt.
- Funds may not be deposited into personal accounts and may not be taken home.
- The fundraiser sponsor shall submit all records related to the fundraising project at the conclusion of the project. The records to be maintained and submitted include:
  1. Fundraiser Approval
  2. Purchase order or procurement card receipt
  3. Invoices and Packing slips
  4. Student checkout sheets
  5. Deposit receipts
  6. Inventory of merchandise and records of credit or receipt for returned merchandise

#### **Fundraising by Outside Organizations**

Outside organizations are non school-funded groups such as parent/teacher organizations, sports booster groups, and commercial enterprises that provide supplementary services to existing school entities. Outside organizations are separate and apart from the School District. Examples of outside organizations are: PTO, Music Boosters, Athletic Boosters, Post Prom Committee, and Parents for Fine Arts.

Legal Reference: Neb. Rev. Stat. §§ 79-2,101 to 79-2103

Date of Adoption: April 20, 2009

Date of Revision: May 13, 2020

**Selection of Students for Participation in Activities**

“Team selection” and “playing time” decisions are the responsibility of the individual coach or sponsor of the activity. Consistent, however, with the purposes of the activities program, the coaches and sponsors shall follow the following established guidelines for team selection and playing time decisions, along with such other guidelines as each individual coach and sponsor may develop which are not inconsistent with these established guidelines:

1. School Representative. Student participants must demonstrate that they can and will represent themselves and their school in a manner which reflects the development of high ideals and appropriate values, which shall include good citizenship in the school and in the community.
2. Success. Student participants must demonstrate that they can make the activity program more successful, both from a standpoint of competitive success and success in promoting a positive school spirit. Characteristics for purposes of these criteria include the student's: (1) talent or skill, (2) desire to improve the student's own skills or talents as well as those of others in the activity, and (3) attitude of respect towards teammates, the coach, the school, and the community.

**Complaint Form**  
**Discrimination, Harassment or Retaliation**

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

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

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

**Students: Building Principal**  
**Employees and Others: Superintendent**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

(1) Description of the complaint:

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

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

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

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

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

Signature: \_\_\_\_\_

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

**Anti-discrimination, Anti-harassment, and Anti-retaliation****A. Elimination of Discrimination.**

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

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

**Students: Building Principal**  
**Employees and Others: Superintendent**

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

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

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

Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, that is sufficiently serious to deny, interfere with, or limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

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

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

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

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

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

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

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

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

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

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

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

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

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

*i. Level 1 (Investigation and Findings):*

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

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

The District will aim to complete its investigation within **ten (10) working days** after receiving a complaint or report, unless extenuating circumstances exist. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional time needed because of the complexity of the investigation, the need for outside experts to evaluate the evidence

(such as forensic evidence), or multiple complainants or victims. If extenuating circumstances exist, the extended timeframe to complete the investigation will **not exceed ten (10) additional working days without the consent of the complainant, unless the alleged victim agrees to a longer timeline.** Periodic status updates will be given to the parties, when appropriate.

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

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

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

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

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

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

*ii. Level 2 (Appeal to the Superintendent):*

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

the designated compliance coordinator. [If the Superintendent is the subject of the complaint, the party will file the appeal directly with the Board.]

*iii. Level 3 (Appeal to the Board):*

If the party is not satisfied with the Superintendent's determination, he or she may file an appeal in writing with the Board of Education **within five (5) working days** after receiving the Superintendent's determination. The Board of Education will review the appeal, the Superintendent's determination, the investigative documentation and decision, and allow the party to address the Board at a Board meeting to present his or her appeal. The party will be allowed to address the Board at the Board's next regularly scheduled Board meeting (unless the Board receives the appeal within one week of the next regularly scheduled Board meeting) or at a time and date agreed to by the Board, designated compliance officer and the party. The Board will issue a written determination about the appeal **within thirty (30) days** after the party addresses the Board. The party who filed the appeal will be sent the Board's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. The Board's determination, and any actions taken, will be final on behalf of the District.

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

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

5. **Training:** The District will ensure that relevant District employees, including but not limited to officials, administrators, teachers, substitute teachers, counselors, nurses and other health personnel, coaches, assistant coaches, paraprofessionals, aides, bus drivers, and school law enforcement officers, are adequately trained so they understand and know how to identify acts of discrimination, harassment, and retaliation, and how to report it to appropriate District officials or employees.
6. **Designated Compliance Coordinators** will be responsible for:
- Coordinating efforts to comply with anti-discrimination, anti-harassment, and anti-retaliation laws and regulations.
  - Coordinating and implementing training for students and employees pertaining to anti-discrimination, anti-harassment and anti-retaliation laws and regulations, including the training areas listed above.
  - Investigating complaints of discrimination (unless the coordinator designates other trained individuals to investigate).
  - Monitoring substantiated complaints or reports of discrimination, as needed (and with the assistance of other District employees, if necessary), to ensure discrimination or harassment does not recur, and that retaliation conduct does not occur or recur.

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

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

7. **Preventive Measures:** The District will publish and widely distribute on an ongoing basis a notice of nondiscrimination (notice) in electronic and printed formats, including prominently displaying the notice on the District's website and posting the notice at each building in the District. The District also will designate an employee to coordinate compliance with anti-discrimination laws (see Designated Compliance Coordinator section, above, for further information on compliance coordinator), and widely publish and disseminate this grievance procedure, including prominently posting it on the District's website, at each building in the District, reprinting it in District publications, such as handbooks, and sending it electronically to members of the school community. The District will provide training to employees and students at the beginning of each academic year in the areas (B.6.a-g) identified in the Training section, above.

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

Date of Adoption: August 15, 2011

Date of Revision: June 16, 2021

**Corporal Punishment**

Corporal punishment is prohibited. No staff member or other agent of the District may use physical force with a student except to the extent such is reasonably necessary for self-defense, the protection of persons or the safe-guarding of property, and only such physical force as is reasonably necessary for such purposes shall be used.

Legal Reference: Neb. Rev. Stat. § 79-295  
NDE Rule 27

Date of Adoption: April 20, 2009

**Vandalism**

Students and their parents shall be responsible for all damage to equipment or school property. This responsibility applies in the matter of books and supplies of all kinds, as well as equipment, buildings and grounds.

Legal Reference: Neb. Rev. Stat. § 79-237

Date of Adoption: April 20, 2009

### **Communicable Disease Control**

Raymond Central Public Schools shall cooperate with county and state health department officials in developing procedures for the control of communicable diseases in the schools. All procedures shall conform to the regulations for communicable disease control set up by the state health department.

In general, a student with a communicable condition will be allowed to attend school in the student's usual class setting only after written approval has been secured from the student's physician stating that the disease is not in a communicable stage. Without such a written statement, a student with a communicable condition is subject to an emergency exclusion. The school reserves the right to consult with a second physician to secure another opinion if a second opinion is deemed necessary by school personnel.

In general, a district employee with a communicable condition will be allowed to work only after securing a physician's written statement indicating that the disease is not in a communicable stage. The school reserves the right to secure an independent second opinion if such is deemed necessary.

### **Students' Communicable Conditions**

1. The school principal and the Student Assistance Team will function as liaisons with the student's physician as necessary, and will coordinate the health management procedures within the school building.
2. The decision to exclude a student from school shall be made by the Superintendent, after consultation with the appropriate building principal. Decisions regarding the type of educational setting for students who are not excluded from classes will be based on the behavior, neurological development and physical condition of the student and the expected type of interaction within others in that setting. Educational plans for these students will be developed by the Student Assistance Team, with the help of parents or guardians and the appropriate medical personnel.
3. The privacy of the student and family must be protected, and knowledge that a student has a communicable condition should be confined to persons with a direct need to know. If it becomes necessary to inform others, these persons will be provided with information concerning necessary precautions, and they will be made aware of confidentiality requirements.
4. Students who present a high risk of disease transmission may be temporarily excluded from school by the administration after consultation with the Student Assistance Team, the student's physician, parents, and/or their representative, school nurse, or the school's physician.
5. A student might be considered at high risk if the student: exhibits behaviors that may spread the disease (e.g., biting, lacks toilet training or is incontinent) or has an open sore that cannot be concealed or hygienically covered, any of which could result in direct spreading of the condition or disease.
6. During the time a student is excluded from the classroom, an appropriate alternative or adjustment to the student's education will be provided. The Student Assistance Team will review long-term cases at least monthly, or more often if necessary.

Employees' Communicable Conditions

1. Any employee who contracts a communicable condition should report the same to the building principal who should, in turn, report to the Superintendent in a confidential manner. The Superintendent shall then consult with the employee and appropriate medical personnel to evaluate the medical and psychological condition of the employee. The Superintendent shall recommend reasonable accommodations so that the employee may continue in employment as long as the employee is physically able to do so.
2. The privacy of the employee must be protected, and knowledge that an employee has a communicable condition should be confined to persons with a direct need to know. If it becomes necessary to inform others, these persons will be provided with information concerning necessary precautions and will be made aware of confidentiality requirements.
3. Employees who present a high risk of disease transmission will be temporarily excluded from work after consultation with appropriate medical authorities.

Date of Adoption: April 20, 2009

**Missing Persons**

A missing person shall mean a person sixteen (16) years or younger reported to any law enforcement agency as abducted or lost.

Upon notification by the Nebraska State Patrol of a missing student, the school will flag the student's records in such a way that any personnel looking at such birth certificate or record shall be alerted to the fact that the birth certificate or record is of a missing person. If the record has been flagged as that of a missing person, and a request for transfer of the student's records is received, school personnel shall not forward such records to the requesting school, but shall instead notify the Principal, who shall notify the Sheriff's Department of the request and that the student is a reported missing person.

Legal Reference: Neb. Rev. Stat. § 79-214  
Neb. Rev. Stat. §§ 43-2001 to 43-2012

Date of Adoption: April 20, 2009

## **Requests to Contact Students and Student Interviews by Non-School Personnel**

### **A. Removals of Students and Interviews of Students**

In dealing with law enforcement officials, Raymond Central Public Schools' employees are not to obstruct government operations or unreasonably refuse or fail to aid a peace officer, but are also to attempt to prevent undue interference with District operations or educational programming.

#### **1. Removals of Students by Law Enforcement Officials**

Law enforcement officers should not be permitted to remove a child from school while the child is properly in attendance, without permission of the child's parent or guardian, except when legally authorized to do so. For purposes of this policy, a law enforcement officer is defined as: sheriffs, coroners, jailers, marshalls, police officers, state highway patrol officers, members of the National Guard on active service by direction of the Governor during periods of emergency, and all other persons with similar authority to make arrests. (Neb. Rev. Stat. §49-801).

Law enforcement officers may in the line of duty require a student to accompany him or her for questioning or detention either with or without an arrest warrant. A peace officer has the lawful authority to take immediate temporary custody of children under the age of 18 with an arrest warrant, or without a warrant or order of the court when:

- (a) the child has violated a state law or municipal ordinance and such child was eleven years of age or older at the time of the violation, and the officer has reasonable grounds to believe such child committed such violation and was eleven years of age or older at the time of the violation;
- (b) the child is seriously endangered in his or her surroundings and immediate removal appears to be necessary for the child's protection;
- (c) the officer believes the child to be mentally ill and dangerous as defined in Neb. Rev. Stat. §71-908 and that the harm described in that section is likely to occur before proceedings may be instituted before the juvenile court;
- (d) the officer has reasonable grounds to believe that the juvenile has run away from his or her parent, guardian, or custodian;
- (e) a probation officer has reasonable cause to believe that a juvenile is in violation of probation and that the juvenile will attempt to leave the jurisdiction or place lives or property in danger;
- (f) the officer has reasonable grounds to believe the juvenile is truant from school. (Neb. Rev. Stat. §§43-418 and 43-248).
- (g) the officer has reasonable grounds to believe the child is immune from prosecution for prostitution under subsection (5) of section 28-801; or
- (h) the child has committed an act or engaged in behavior described in subdivision (1), (2), (3)(b), or (4) of section 43-247 and such child was under eleven years of age at the time of such act or behavior, and the officer has reasonable cause to believe such child committed such act or engaged in such behavior and was under eleven years of age at such time.

If a peace officer or probation officer requests to take custody of a student who is at that time under the control and jurisdiction of Raymond Central Public Schools, the following action is to be taken:

- (a) **Establish Authority to Remove**. The student should be released after appropriate measures are taken and documented to ensure that the officer has the authority to take the student. The form attached as Exhibit "A" to this Policy may be used for this purpose.

- (b) Notify Local Law Enforcement. In some instances there may be orders for custody of a student served by the officers with authority to arrest from outside the jurisdiction of Raymond Central Public Schools. Local law enforcement should be contacted and requested to participate in or monitor the removal.
- (c) Notify Parent of Removal. When a principal or other school official releases a minor student to a peace officer for the purpose of removing the minor from the school premises, the principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor student to the officer and the place to which the student is reportedly being taken. Provided, however, when a minor student has been taken into custody as a victim of suspected child abuse, the principal or other school official is not required to notify the parent or guardian, but shall provide the peace officer with the address and telephone number of the minor student's parents or guardian.

A student should not be released to a private detective or "special police officer" who is not an officer of a Nebraska political subdivision or an officer of an agency of the federal government without consent of the student's parent, guardian or custodian.

## 2. Interviews of Students by Law Enforcement Officials

Law enforcement officers and other law authorities should be urged to contact students for questioning outside the instructional day and off school premises whenever possible. When it is appropriate that such questioning occur, the following guidelines are to be followed:

- (a) Interviews not related to District Events. If an interview of a student is requested during school hours concerning an ongoing investigation of a crime not related to Raymond Central Public Schools, questioning should not take place until the student's parent, guardian or custodian has been contacted and permission is given for such interview. The consent should be documented. The presence of a school employee during the interview is not necessary.
- (b) Interviews Related to District Events. If the investigation relates to an incident which took place on school premises or during instructional time, it is not necessary to obtain consent of the student's parent, guardian or custodian. In these situations, an employee of the District should be present during the interview to ensure that the interview relates only to the incident which took place on school premises or during instructional time or something which is directly related thereto.
- (c) Child Abuse or Neglect. If an investigator represents that an interview is necessary to collect information concerning an allegation of child abuse or neglect or an offense involving a family relation and it is clear that obtaining parental consent for the interview would be impossible or counter-productive, the interview may be conducted without consent of the student's parent, guardian or custodian. In these situations, an employee of Raymond Central Public Schools should be present during the interview to ensure that the interview relates only to those matters.
- (d) Probation Officer Interview. A probation officer assigned to a student by a court may be allowed the opportunity, on request, to interview a student on school premises. In such situations, it is neither necessary nor desirable that a District employee be present during the interview. It also is not necessary to obtain the consent of the parent, guardian, or custodian.

3. Disclosure of Student Records

School employees shall not, in the course of dealing with a peace officer or probation officer, disclose any confidential student records or information from such student records other than in response to a court order or subpoena or as otherwise authorized by state law and the Family Educational Rights and Privacy Act (FERPA).

4. Removals and Interviews by Persons other than Law Enforcement Officials

A person who comes to school premises to interview a student or remove a student prior to the end of the student's instructional day must obtain permission of an administrator or designee.

Permission to remove is not to be granted without consent of the student's parent, guardian or custodian, or a person authorized by the student's parent, guardian or custodian to give such permission.

Permission to interview on subjects not related to school matters is not to be granted unless there is a clearly valid and proper reason for the interview and such is not disruptive to school operations or the student's educational program. Ordinarily such contacts shall be restricted to the student's parent, guardian or custodian or a friend of the family when an emergency or other similar circumstance exists.

Legal Reference: Neb. Rev. Stat. §§ 43-248; 43-418; 79-294; 79-2104  
20 U.S.C. §1232g (FERPA)

Date of Adoption: April 20, 2009  
Date of Revision: June 14, 2014

**AR-5413--Exhibit A**  
**Affidavit and Release to Remove Student**

**Date:** \_\_\_\_\_

The undersigned hereby states and affirms to the Raymond Central Public Schools as follows:

1. That I am duly-appointed and acting peace officer employed by \_\_\_\_\_ and am currently acting within the scope of such employment.
2. That request is hereby made of the Raymond Central Public Schools to deliver to me the following named student: \_\_\_\_\_.
3. That I am entitled to immediate physical custody of said student by virtue of:
  - ( ) Neb. Rev. Stat. 43-248 for the reason that said student (1) violated a state or municipal law in my presence, (2) is believed by me to have committed a felony, (3) is seriously endangered in his or her surroundings and immediate removal appears to be necessary for the student's protection, or (4) is believed to have run away from his or her parent, guardian, or custodian.
  - ( ) There having been issued a valid warrant for such student's arrest, a true copy of which is attached hereto.
  - ( ) There being reasonable grounds for me to arrest such student without a warrant, such grounds being that:
  - ( ) Other (specify) the student being placed under arrest due to following authority:
4. That the undersigned will take immediate action to notify the parent(s), custodian, or legal guardian of said student that said student has been taken into custody and the reason or reasons for said custody.
5. That the undersigned has the legal right to take custody of the student without the consent of said student's parent(s), guardian, custodian, or the Raymond Central Public Schools.
6. That any facts or circumstances set out on the back of this affidavit and release are true and correct and are incorporated herein by reference.

(Give complete description of officer's name  
and position, including badge number)

**AR-5413--Exhibit B**  
**Affidavit to Interview or Question Student**

**Date:** \_\_\_\_\_

The undersigned requests the right to interview or question \_\_\_\_\_, a student of the Raymond Central Public Schools, and hereby states and affirms to the Raymond Central Public Schools as follows:

- ( ) That the undersigned is a duly appointed probation officer acting pursuant to a valid appointment by the \_\_\_\_\_ Court of \_\_\_\_\_ County, Nebraska.
- ( ) That the undersigned is duly authorized by law to investigate allegations of criminal activity and this request is made to facilitate such an investigation.
- ( ) That the undersigned is duly authorized by law to investigate allegations of criminal activity and this request is made to facilitate an investigation of criminal activity which occurred on the school premises.
- ( ) That the undersigned is duly authorized by law to investigate allegations of abuse or neglect as defined in Neb. Rev. Stat. 28-710(3) and this request is made to facilitate an investigation where a family member is alleged to have committed acts of abuse or neglect against the above-named student.
- ( ) That requesting consent to the interview from the child's parent or guardian and notification of child's parent or guardian of the interview would be counter productive, and request is hereby made that the same be kept confidential.

That the additional information, if any, set out on the back of this affidavit is true and correct and is incorporated herein by reference.

(Give complete description of officer's name  
and position, including badge number)

**Identification of Learners with High Ability**

The Board of Education recognizes that the student population includes students with exceptional academic abilities. Efforts to refer and identify learners with high ability will be made at each grade level. Multiple criteria shall be used for identification purposes and identification efforts shall be inclusionary.

Learners with high ability shall be identified in the academic areas of mathematics, science, social studies, and language arts. Identification of learners in grades 3-11 with high ability in the specified academic areas shall be based on the criteria listed below. Students shall meet two of the following criteria to be identified as a learner with high ability.

- 1) Composite total test score of the 95<sup>th</sup> percentile or above on the NRT **OR**, 95<sup>th</sup> percentile or above in math, reading, language arts, science, or social studies; **PLUS** a composite total of 80% or above on the same test.
- 2) A score of above average or higher on a cognitive screening test.
- 3) Teacher nomination.

A listing of students who meet the district criteria for learners of high ability and the areas of high capability of each of those students will be made available to classroom teachers, by the school district administration, within the first quarter of each school year.

Within the first quarter of each school year, the school district administration shall make available to parents or guardians of identified learners with high ability information about how their child has been identified.

The administration shall implement the district wide plan for learners with high ability, as such plan is modified from time to time, in accordance with applicable laws and regulations.

Legal Reference: Neb. Rev. Stat. §§ 79-1106 to 79-1108.03  
NDE Rule 3

Date of Adoption: April 20, 2009

**APPLICATION FOR FEE WAIVER  
AND SHARING INFORMATION CONSENT  
RAYMOND CENTRAL PUBLIC SCHOOLS**

**FEE WAIVER REQUEST**

The Nebraska Public Elementary and Secondary Student Fee Authorization Act allows fee waivers for students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs. The fee waivers give qualifying students the right to not have to pay certain student fees and to be provided with specialized materials or equipment to participate in certain activities. **Specifically, the fee waiver applies to: (1) participation in extracurricular activities, and (2) use of a musical instrument in optional music courses that are not extracurricular activities.** Participation in a free-lunch program or reduced-price lunch program is not required to qualify for free or reduced-price lunches for purposes of this section.

**The Board's Student Fee Policy states:** *Students or their parents must request a fee waiver prior to participating in or attending the activity, and prior to purchase of the materials.* To request a fee waiver, or to decline a fee waiver, complete the following:

- No! I **DO NOT** want a fee waiver for any programs or activities.
- Yes! I **DO** want a fee waiver. I request a fee waiver for the following (Note: Please describe the fee waiver, materials, or equipment requested, and the activity or course; failure to make timely request for a fee waiver for any fees, equipment, material, or instrument not listed may result in a fee waiver not being provided):

Student Name: \_\_\_\_\_

Activity or Course: \_\_\_\_\_

Describe fee waiver or materials or equipment requested, including amount if known:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Activity or Course: \_\_\_\_\_

Describe fee waiver or materials or equipment requested, including amount if known:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Activity or Course: \_\_\_\_\_

Describe fee waiver or materials or equipment requested, including amount if known:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Principal/Designee Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**This form is to be returned to the Principal/Designee.**

**SHARING INFORMATION CONSENT**

To save you time and effort, the information you gave on your Application for Free or Reduced Meals may be shared with other programs for which your children may qualify. **For the fee waiver program, we must have your permission to share your Application for Free or Reduced Meals information in order to confirm your eligibility for a fee waiver. However, in no event will the manner in which you complete the consent form change whether your child gets free or reduced price meals.**

- No! I **DO NOT** want information from my Application for Free or Reduced Meals share for purposes of the fee waiver program.
- Yes! I **DO** want school officials to share information from my Application for Free or Reduced Meals with appropriate school officials for purposes of the student fee waiver program and any other program that would benefit student(s).

Child's Name \_\_\_\_\_ School \_\_\_\_\_

Student Identification Number \_\_\_\_\_

Printed Name \_\_\_\_\_

Address \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

**For more information, you may call your school Principal.**

*Original to Superintendent*

Once this fee waiver application form is turned into the school completed correctly, the school will verify the student's free and reduced lunch status. The School will also review the items on the Application to insure consistency with the School Board's policy. The fee waived items for your student are covered by the district as long as your student is actively participating in fund raising (where applicable) and contributing to their activity.

<b>Elementary Program</b>	<b>General Description of Fee or Material</b>	<b>\$ Amount of Fee (Anticipated or Maximum) or Specific Material Required</b>
K-5 Technology Fee	For utilization of technology devices	\$20.00
Physical Education classes	Appropriate clothing (non-specialized attire)	Tennis shoes and white socks, running shorts, T-shirt
Art classes and special projects or events	Appropriate clothing (non-specialized attire)	Old shirt for painting; other clothing which may get paint on it or otherwise be damaged.
Music-Optional band Courses	Musical instruments	Musical instruments and accessories (reeds, valve oil, drum sticks, lyres, flip folders, slide grease, reed guards, cleaning swabs, mouthpiece brushes, pad savers, ligatures, and a "gig bag", etc.) Limited instruments available for use by any student.
Music Honor Choir	Coordinating group attire	TBD
Classroom supplies	General supplies, such as writing instruments (pens, pencils, crayons, markers), notebooks, etc.	None--necessary classroom supplies will be made available by the school. Students will be responsible for the replacement cost of damaged or lost supplies. Students are encouraged but not required to bring items from class supply lists.
Field Trips	Transportation and admission costs of field trips	None--costs of school sponsored, class-related field trips will be paid for by the school. Parents may be encouraged but not required to pay for field trip costs of up to \$5.00 per student for each field trip to defray costs. (With administrative approval, the requested donation may be up to \$100.00 for special field trips.) Meals on field trips will be at the expense of the student. School lunches will be provided as needed for free-reduced lunch eligible students.
Summer school courses	Classes offered during the summer, or at night, if any	\$25.00 to \$200.00 per class.
Copies	Use of school copiers (except for one copy of the student file, which will be provided without charge).	Ten cents (\$0.10) per page when charges apply.
<b>6-12 Program</b>	<b>General Description of Fee or Material</b>	<b>\$ Amount of Fee (Anticipated or Maximum) or Specific Material Required</b>
6-12 Technology Fee	For utilization of technology devices	\$20.00
Physical Education Classes	Appropriate clothing (non-specialized attire)	Tennis shoes and white socks, running shorts, T-shirt
Art Classes, Science Classes, and FCS Classes	Appropriate clothing (non-specialized attire). Goggles-1 pair provided per year. If lost or damaged, students are required to purchase a new pair.	Old shirt for painting; other clothing which may get paint on it or otherwise be damaged; protective clothing for shop classes; approved protective goggles for science classes.

Art Class Beginning	Art Supplies	\$10.00/Semester
Art Class Advanced	Art Supplies	\$15.00/Semester
Art Independent Study	Art Supplies	\$15.00/Semester
Ceramics	Materials for projects	\$25.00/Semester
Digital Photography	Materials for projects	\$20.00/Semester
Foods I/Textiles/Culinary I&II	Materials for projects	\$25.00/Semester
Drama Class		\$10.00
Competitive Speech Class		\$25.00/Semester
Agriculture and Industrial Technology Classes		
Ag Ed Labs	Supplies	\$20.00/Semester
Crop & Food Science	Supplies and materials	\$15.00/Semester
Horticulture/Plant Science	Seed and materials	\$15.00/Semester
Metal Fabrication	Metal and materials	\$25.00/Semester
Welding	Metal and materials	\$30.00/Semester
Industrial Tech Labs	Wood and other materials	\$30.00/Semester
Introduction to Construction	OSHA Fee and materials	\$45.00/Semester
Construction Projects	Wood and materials	\$30.00/Semester but may vary based on individual projects up to \$120.00
Autobody Class	Equipment	\$30.00/Semester
Classroom supplies	General supplies, such as writing instruments (pens, pencils, crayons, markers), notebooks, etc.	None--necessary classroom supplies will be made available by the school. Students will be responsible for the replacement cost of damaged or lost supplies. Students are encouraged but not required to bring items from class supply lists.
Advanced Math or Science Classes	Specialized calculators	Some calculators will be available at school. If lost or damaged, a replacement fee will be assessed at a rate paid by the school. Students are encouraged but not required to purchase such equipment for their personal use.
College Now	Tuition and fees for college courses taken for credit	Any postsecondary education costs are to be paid directly by students to the college.
Dual Credit-Secondary Education Classes taught by Raymond Central Staff	Tuition and fees for college courses taken for credit	\$ xx Tuition \$ xx Book Fee Payments will be made prior to the start of the course.
End of year lost or damaged books	Damage fee or replacement cost	Fees and fines up to \$5.00 for damaged books. Lost books or ruined books are charged replacement cost.
Yearbooks - Optional	School Book	Yearbooks are published and made available for purchase every year. Cost is generally \$50.00.
College entrance tests and preparation	Prep programs & tests	Costs of college entrance tests or prep courses, such as ACT preparation tutoring, PSAT test, and ACT test, are optional and to be paid directly to the private companies involved.

Summer school courses	Classes offered during the summer or at night, if any	\$50.00 to \$200.00 per class
Locker usage	Use of school locker	Student will be responsible for replacement or repair cost to damaged locker.
<b>Extracurricular &amp; Athletic Programs</b>	<b>General Description of Fee or Material</b>	<b>Dollar Amount of Fee (Anticipated or Maximum) or Specific Material Required</b>
Activity Fee for participants grades 7-12	Participation fee will also cover admission to events	\$40.00/annually for anyone participating in the following activities: Baseball, Softball, JH&SH Basketball, JH&SH Cross Country, JH&SH Football, JH&SH Track, JH&SH Volleyball, JH&SH Wrestling, Soccer, Cheerleading, Dance Team, JH&SH Speech & Debate, Competitive Drama (One Act)
Athletic Physicals	NSAA required athletic physicals	Cost varies; payable directly to student's physician or clinic.
Equipment and attire	<p>Students are responsible for required equipment and attire appropriate to the sport or activity which are not provided by the school, and are responsible for any optional clothing, equipment, or other items associated with the sport or activity. Uniform items are checked out to students. If lost or damaged, students will be assessed fees in the amount of replacement cost.</p> <p>Basketball Football Speech Golf Track Volleyball Wrestling Baseball Cheer/Dance</p>	<p>Required items include athletic undergarments (supporter, bra, socks and undershirts), practice attire, including shorts, shirts, socks and shoes suitable for the activity, and dress attire suitable for team travel. Optional items for which students are responsible include: personal athletic bags, hair ties, sweat bands, non- required gloves, towels, forearm pads and personal medical devices (braces, orthopedic inserts, etc.). Additional required items for particular sports or activities include:</p> <p>No additional No additional Dress attire; copies of research Golf bag &amp; clubs No additional Kneepads Headgear Hat &amp; glove Shoes, approved uniforms (top &amp; skirt; jacket), poms and other accessories up to \$1,200.00</p>
Camps and clinics Travel meals Locker use	Registration and other costs of camps/clinics. Equipment and attire.	Students are responsible for the cost of all clinics, camps and conditioning programs. Any personal items purchased at camps or clinics, such as t-shirts, shall be at the student's expense.
Travel meals Locker use	Meals Padlock for locker	

Marching Band and Musical Groups (optional)	Band Dry Cleaning Band Repair/Rental	\$11.00 \$50.00 Students will be responsible for supplying their own musical instruments and accessories and for their own uniforms. Uniforms for the marching band will be supplied by the school.
Choir Class	Dry Cleaning Robes	\$12.00
Music Optional Show Choir	Coordinating group attire	Students will pay for outfits selected by the group. Cost will be based on selection at a maximum of \$325.00.
<b>Clubs/Organizations</b>  All organizations FFA FBLA Spanish Club Mock Trial SkillsUSA	State & National dues, meals and activities. Clothing/camps	Annual dues not to exceed \$50.00 per club.  \$25.00 \$25.00 \$8.00 \$10.00 \$25.00
Dance Squad	Admission to events	\$10.00 per play or activity
Social & Recognition Activities	Admission to prom, homecoming, etc.	Up to \$25.00 per event
Class dues		Each of the six secondary classes may assess its members an amount not to exceed \$50.
Picture packets	Optional - Pictures are still taken for use in school yearbook.	Students purchase packets as desired and pay directly to photo company.
Senior recognition assessment	Optional graduation activities	Participation in class activities attendant to graduation (such as being part of the composite picture, special yearbook pages, etc.) is not required in order for students to
Trips	Transportation, lodging, meals, admission to events, etc.	For the extracurricular and options trip - students are responsible for costs of school sponsored trips where the trip is an extracurricular activity. The maximum costs of such trips will be \$2,000.00 per student. If the trip is not school sponsored, the costs of the trip are not subject to this policy and no fee waivers will apply. A trip is not school sponsored if: it is not supervised or administered by the school, attendance on the trip does not count towards graduation credit or grade advancement, and participation on the trip is voluntary for students.
* Cooperative Programs		Fees are established by the host school and paid to the host school.

### **Student Fees Policy**

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

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

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

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

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

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

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

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

- (ii) Damaged or Lost Items. Students are responsible for the careful and appropriate use of school property. Students and their parents or guardians will be held responsible for damages to school property where such damage is caused or aided by the student and will also be held responsible for the reasonable replacement cost of school property which is placed in the care of and lost by the student.
  - (iii) Materials Required for Course Materials. Students are permitted to and may be encouraged to supply materials for course projects. Some course projects (such as projects in art and shop classes) may be kept by the student upon completion. In the event the completed project has more than minimal value, the student may be required, as a condition of the student keeping the completed project, to reimburse the District for the reasonable value of the materials used in the project. Standard project materials will be made available by the District. If a student wants to create a project other than the standard course project, or to use materials other than standard project materials, the student will be responsible for furnishing or paying the reasonable cost of any such materials for the project.
  - (iv) Music Course Materials. Students will be required to furnish musical instruments for participation in optional music courses. Use of a musical instrument without charge is available under the District's fee waiver policy. The District is not required to provide for the use of a particular type of musical instrument for any student.
  - (v) Parking. Students may be required to pay for parking on school grounds or at school-sponsored activities, and may be subject to payment of fines or damages for damages caused with or to vehicles or for failure to comply with school parking rules.
3. Extracurricular Activities-Specialized equipment or attire. Extracurricular activities means student activities or organizations which are supervised or administered by the District, which do not count toward graduation or advancement between grades, and in which participation is not otherwise required by the District. The District will generally furnish students with specialized equipment and attire for participation in extracurricular activities. The District is not required to provide for the use of any particular type of equipment or attire. Equipment or attire fitted for the student and which the student generally wears exclusively, such as dance squad, cheerleading, and music/dance activity (e.g. choir or show choir) uniforms and outfits, along with T-shirts for teams or band members, will be required to be provided by the participating student. The cost of maintaining any equipment or attire, including uniforms, which the student purchases or uses exclusively, shall be the responsibility of the participating student. Equipment which is ordinarily exclusively used by an individual student participant throughout the year, such as golf clubs, softball gloves, and the like, are required to be provided by the student participant. Items for the personal medical use or enhancement of the student (braces, mouth pieces, and the like) are the responsibility of the student participant. Students have the responsibility to furnish personal or consumable equipment or attire for participation in extracurricular activities or for paying a reasonable usage cost for such equipment or attire. For musical extracurricular activities, students may be required to provide specialized equipment, such as musical instruments, or specialized attire, or for paying a reasonable usage cost for such equipment or attire.

4. Extracurricular Activities-Fees for participation. Any fees for participation in extracurricular activities are further specified in Appendix "1." Admission fees are charged for extracurricular activities and events.
5. Postsecondary Education Costs. Students are responsible for postsecondary education costs. The phrase "postsecondary education costs" means tuition and other fees only associated with obtaining credit from a postsecondary educational institution. For a course in which students receive high school credit and for which the student may also receive postsecondary education credit, the course shall be offered without charge for tuition, transportation, books, or other fees, except tuition and other fees associated with obtaining credits from a postsecondary educational institution.
6. Transportation Costs. Students are responsible for fees established for transportation services provided by the District as and to the extent permitted by federal and state laws and regulations.
7. Copies of Student Files or Records. The Superintendent or the Superintendent's designee shall establish a schedule of fees representing a reasonable cost of reproduction for copies of a student's files or records for the parents or guardians of such student. A parent, guardian or student who requests copies of files or records shall be responsible for the cost of copies reproduced in accordance with such fee schedule. The imposition of a fee shall not be used to prevent parents of students from exercising their right to inspect and review the students' files or records and no fee shall be charged to search for or retrieve any student's files or records. The fee schedule shall permit one copy of the requested records be provided for or on behalf of the student without charge and shall allow duplicate copies to be provided without charge to the extent required by federal or state laws or regulations.
8. Participation in Before-and-After-School or Pre-kindergarten Services. Students are responsible for fees required for participation in before-and-after-school or pre-kindergarten services offered by the District, except to the extent such services are required to be provided without cost.
9. Participation in Summer School or Night School. Students are responsible for fees required for participation in summer school or night school. Students are also responsible for correspondence courses.
10. Breakfast and Lunch programs. Students shall be responsible for items which students purchase from the District's breakfast and lunch programs. The cost of items to be sold to students shall be consistent with applicable federal and state laws and regulations. Students are also responsible for the cost of food, beverages, and personal or consumable items which the students purchase from the District or at school, whether from a "school store," a vending machine, a booster club or parent group sale, a book order club, or the like. Students may be required to bring money or food for field trip lunches and similar activities.
11. Waiver Policy. The District's policy is to provide fee waivers in accordance with the Public Elementary and Secondary Student Fee Authorization Act. Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for: (1) participation in extracurricular activities and (2) use of a musical instrument in optional music courses that are not extracurricular activities. Participation in a free-lunch program or reduced-price lunch program is not required to qualify for free or reduced price lunches for purposes of this section. Students or their parents must request a fee waiver prior to participating in or attending the activity, and prior to purchase of the materials.

12. Distribution of Policy. The Superintendent or the Superintendent's designee shall publish the District's student fee policy in the Student Handbook or the equivalent (for example, publication may be made in an addendum or a supplement to the student handbook). The Student Handbook or the equivalent shall be provided to every student of the District or to every household in which at least one student resides, at no cost.
13. Student Fee Fund. The School Board hereby establishes a Student Fee Fund. The Student Fee Fund shall be a separate school district fund not funded by tax revenue, into which all money collected from students and subject to the Student Fee Fund shall be deposited and from which money shall be expended for the purposes for which it was collected from students. Funds subject to the Student Fee Fund consist of money collected from students for: (1) participation in extracurricular activities, (2) postsecondary education costs, and (3) summer school or night school.

### CERTIFICATION

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

---

Superintendent or Other Authorized School Official

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

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



5. Requested Services and Activities to be Provided by Homeless Student Program

- Obtaining or transferring records necessary for enrollment
- Emergency assistance related to school attendance
- Expedited evaluations
- Transportation  Clothing to meet a school requirement  School supplies
- Early childhood program  Tutoring or other instructional support
- Before/after-school, mentoring, summer programs
- Referrals for medical, dental, or other health services
- Referral to other programs/services
- Assistance with participation in school programs
- Parent education related to rights/resources
- Coordination between schools and agencies
- Counseling  Addressing needs related to domestic violence
- Staff professional development/awareness
- Other \_\_\_\_\_

6. Placement

- a. School placement requested by parent/guardian or unaccompanied youth \_\_\_\_\_
- b. Reason(s) for Request \_\_\_\_\_
- c. Name of "School of Origin" \_\_\_\_\_  
 (School of Origin means the school that the child attended when permanently housed or the school in which the child was last enrolled)  
 Enrollment Date \_\_\_\_\_  
 Has student been withdrawn? \_\_\_\_\_  
 If so, what was the withdraw date? \_\_\_\_\_
- d. Distance from:
  - i. Residence to the school of origin (miles) \_\_\_\_\_
  - ii. Residence to the school requested (if not school of origin) \_\_\_\_\_

\_\_\_\_\_  
 Parent or Guardian or Unaccompanied Youth's signature Date

Children living in homeless situations have certain rights under the McKinney-Vento Homeless Assistance Act. Please contact the Homeless Coordinator with any questions.

**WRITTEN NOTIFICATION OF ENROLLMENT/PLACEMENT DECISION FOR HOMELESS STUDENT**

Child's Name \_\_\_\_\_

In compliance with the McKinney-Vento Homeless Assistance Act, the following written notification is provided to:

Parent/Guardian \_\_\_\_\_ Unaccompanied Youth \_\_\_\_\_  
(Name) (Name)

After reviewing your request to enroll the child, the determinations are as follows:

**Homeless student program eligibility:**

- \_\_\_ Child does not qualify under the homeless student program.
- \_\_\_ Child qualifies under the homeless student program. This determination was based upon \_\_\_\_\_

**Placement** (if enrolled under the homeless student program) was made based on best interest of the student. The placement will be at: \_\_\_\_\_  
(Name)

Explanation for this determination (if not school of origin or the choice of parent/guardian or unaccompanied youth, give detail) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If you are not satisfied with the determinations, you have the right to use the dispute resolution process. Contact the Homeless Coordinator and complete a Dispute Resolution Form.

**Notices:**

- The student has the right to be immediately admitted in the school in which enrollment is sought pending resolution of the dispute.
- You may contact the Nebraska Commissioner of Education  
Nebraska Department of Education  
[matt.blomstedt@nebraska.gov](mailto:matt.blomstedt@nebraska.gov)  
Telephone: (402) 471-5020
- You may seek the assistance of advocates or attorneys.

\_\_\_\_\_  
Administrator Date

Written Notification Form was given to parent/guardian or unaccompanied youth on \_\_\_\_\_  
(date).

**DISPUTE RESOLUTION FORM**

This form should be completed when a dispute arises over school enrollment/placement.

Child's Name \_\_\_\_\_

Person completing form \_\_\_\_\_  
(Name)

I may be contacted at (address/phone/e-mail) \_\_\_\_\_

I wish to dispute the following decision \_\_\_\_\_  
\_\_\_\_\_

The decision I am disputing was wrong because (give detailed information in support of your position and use an attachment if necessary) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Persons who have information to support my position (include contact information) \_\_\_\_\_  
\_\_\_\_\_

I request that the following action be taken on this dispute \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Parent or Guardian or Unaccompanied Youth's signature Date

-----**For School Use**-----

Date received by Homeless Coordinator \_\_\_\_\_

-----**Determination of Homeless Coordinator**-----

In compliance with the McKinney-Vento Homeless Assistance Act, the following written notification is provided to:

Parent/Guardian \_\_\_\_\_ Unaccompanied Youth \_\_\_\_\_  
(Name) (Name)

After reviewing the information relevant to your dispute my determination is as follows \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Explanation for this determination \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Notice of Right to Appeal: If you are not satisfied with the determination on this dispute, you have the right to appeal as provided for in the Nebraska Department of Education Rule 19. The appeal is to be filed with the Commissioner of Education within 30 calendar days of receipt of this decision. For information about an appeal you may contact:

Nebraska Commissioner of Education  
Nebraska Department of Education  
[matt.blomstedt@nebraska.gov](mailto:matt.blomstedt@nebraska.gov)  
Telephone: (402) 471-5020

\_\_\_\_\_  
Administrator Date

The Determination of the Homeless Coordinator on this dispute was given to parent/guardian or unaccompanied youth on \_\_\_\_\_ (date).

**Dating Violence**

Raymond Central Public Schools strives to provide physically safe and emotionally secure environments for all students and staff. Positive behaviors are encouraged in the educational program and are required of all students and staff. Dating violence will not be tolerated.

For purposes of this policy “dating violence” means a pattern of behavior where one person uses threats of, or actually uses, physical, sexual, verbal, or emotional abuse to control his or her dating partner. “Dating partner” means any person, regardless of gender, involved in an intimate relationship with another person primarily characterized by the expectation of affectionate involvement whether casual, serious, or long term.

Incidents of dating violence involving students at school will be addressed as the administration determines appropriate, within the scope and subject to the limits of the District’s authority.

Staff training on dating violence shall be provided as deemed appropriate by the administration. The dating violence training shall include, but need not be limited to, basic awareness of dating violence, warning signs of dating violence, and the District’s dating violence policy.

Dating violence education that is age-appropriate shall be incorporated into the school program. Dating violence education shall include, but not be limited to, defining dating violence, recognizing dating violence warning signs, and identifying characteristics of healthy dating relationships.

The administration will be responsible for ensuring that this dating violence policy is published in the school district’s student-parent handbook or an equivalent such publication. Parents and legal guardians shall be informed of the dating violence policy by such other means as the administration determines appropriate. If requested, parents or legal guardians shall be provided a copy of the dating violence policy and relevant information.

Legal Reference: Neb. Rev. Stat. §§ 79-2139 to 79-2142

Date of Adoption: July 19, 2010

### **Pregnant and Parenting Students**

Raymond Central Public Schools recognizes that pregnant and parenting students have the right and responsibility to attend school. This attendance right and responsibility applies to students regardless of their marital or parental status. Further, the district will educate pregnant and parenting students and will provide reasonable accommodations to support and encourage all pregnant and parenting students to obtain their high school diploma. No student will be excluded from, denied the benefit of, or discriminated against under any educational program or activity because of pregnancy or parenting responsibilities.

#### **Attendance and Leave of Absences**

Pregnant and parenting students will be permitted to attend to their own health care, their child's medical care, or other pregnancy- or parenting- related appointments with the benefit of having any such absences or tardiness excused. A student will be permitted to take a leave of absence for pregnancy, childbirth, and any other pre- and post-natal related medical needs, along with recovery therefrom for the duration that is deemed medically necessary by the student's licensed health care provider. At the conclusion of the leave of absence, a student will be immediately enrolled in the district at the same grade and status as when the leave began. Pregnant and parenting students shall be allowed to participate in all activities including extracurricular activities throughout the student's pregnancy and thereafter unless the district deems such participation poses a substantial risk of injury to the student or to others. A pregnant and parenting student may be asked to obtain certification from the student's licensed healthcare provider regarding the student's safe participation in an extracurricular activity when such certification is required of students for other conditions which require the attention of a licensed healthcare provider.

Any absences accumulated due to pregnancy or pregnancy-related conditions, or care for an ill child, should not count towards any district policies in effect under compulsory attendance requirements. Pregnant and parenting students with excused absences or tardiness shall be treated like all other students with excused absences or tardiness for any other medical reasons.

Pregnant and parenting students will be provided with assignments, classwork and any additional support needed to ensure that the student can keep up with class requirements when absent for pregnancy or parenting-related absences.

#### **Alternative Means to Complete Course Work**

The district will provide at least one alternate method, in addition to traditional classroom instruction, to keep pregnant and parenting students in school. Such accommodation(s) may include accessing coursework online, home-based independent study, or at-home tutoring. Alternative methods of instruction or other alternative program for pregnant and parenting students are voluntary for the student who may elect whether to engage in an alternative method of instruction or the traditional methods of instruction available to their peers. Pregnant and parenting students shall be allowed to attend their regular classrooms and complete regular coursework.

#### **Lactation**

The district will provide reasonable time and space to accommodate lactating students to express breast milk or breastfeed during the school day. Such accommodations will be in a location, other than a bathroom or closet, that is private, clean, has an electrical outlet, a chair and is reasonably accessible. Students shall also be provided a food safe refrigerator to store breast milk safely.

#### **Child Care**

If in-school child care is not provided, a list of qualified licensed child care providers will be provided upon request to pregnant or parenting students. Such list will be updated annually and include providers

that participate in the quality rating and improvement system and meet all of the quality rating criteria for at least a step-three rating pursuant to the Step Up to Quality Child Care Act. Nothing in this policy is intended to prohibit or limit any referral for a student or a student's child to an early head start program or any other available community resources.

#### Privacy and Confidentiality

Pregnant and parenting students have the right to have their health and personal information kept confidential in accordance with law. School staff will make every effort to keep personal information and health records confidential and in compliance with Nebraska and federal law.

Information about students' pregnancies and related conditions will not appear in their cumulative records and will not be used when they are being considered for educational or job opportunities, awards or scholarships.

#### Other Accommodations

Pregnant and parenting students may request additional reasonable accommodations to ensure continued participation and enrollment in school. Accommodation requests will be evaluated on a case-by-case basis. Such accommodations may include but are not limited to: additional frequency allowed for bathroom breaks, additional time allowed in between class periods, a larger desk or additional work space, and adjustments to requirements for physical education as needed. Students seeking additional reasonable accommodation should make such requests to the building principal.

#### Bullying and Harassment

Pregnant and parenting students have the same rights as other students to be free from discrimination, bullying, and harassment. Such school policies are incorporated herein and apply to all students.

#### Policy Dissemination

This policy will be available at the beginning of each school year on the district's website and will be incorporated into the student handbook.

Legal Reference: Neb. Rev. Stat. §§ 79-2149 to 79-2152; 79-2,114 to 79-2,124 (Nebraska Equal Opportunity in Education Act); 20 USC §1681 (Title IX); 34 C.F.R. §106.40 (Title IX)

Cross-Reference: Non-discrimination policies

Date of Adoption: April 11, 2018

**Use of School Buses**

Raymond Central Public Schools may provide transportation for instructional purposes and for school sponsored activities, organizations, and groups. The district shall not operate as a “Carrier for Hire”.

Date of Adoption: April 20, 2009

**Special Education Transportation**

Bus transportation shall be provided for students to facilities where they may receive instruction to the extent required by law. The State of Nebraska provides funding for such transportation. Arrangements will be made through the superintendent and administrators in the receiving institution.

Date of Adoption: April 20, 2009

**Raymond Central Public Schools Safe Pupil Transportation Plan**

This Safe Pupil Transportation Plan sets forth the District's plan for providing safe transportation to students being transported in vehicles on regular routes assigned through the district transportation plan.

1. **Weapons.** Vehicles shall not transport any items, animals, materials, weapons or look-a-like weapons, explosive devices or bomb-related materials or equipment which could endanger the lives, health, or safety of the children, other passengers, and the driver. Look-a-like weapons associated with a school-sponsored or approved activity may be transported with written permission of an administrator of the District. Personal safety or security devices (such as tasers, mace or pepper spray) may only be transported with the prior approval of an administrator of the District. If possible, these items should be secured and not visible or accessible to students while in the vehicle.

Upon becoming aware of a weapon aboard a vehicle, the driver will make every attempt to:

- A. Contact dispatch and notify them of the situation *if possible*. If not possible, the driver will make every attempt to contact from a cell phone (after parking on a shoulder or otherwise not moving) or from the nearest safe haven location. Examples of a safe haven include, but are not limited to, any school building site, emergency service station (law enforcement or fire department), community service agency, etc.
  - B. Pull the vehicle over to a safe and secure area.
  - C. Confiscate weapons (if doing so does not jeopardize student or driver safety).
  - D. Give description of weapon and participating parties to dispatch.
  - E. Dispatch will immediately notify appropriate law enforcement agencies and school administration.
2. **Pupil behavior.** Students are expected to follow student conduct rules while in a vehicle. The pupil transportation driver is responsible for controlling behavior which affects safety and for reporting rule violations to school administration. In the event a student violates Board policy regarding student conduct standards or otherwise engages in behavior that jeopardizes safety, the driver will make every attempt to:
    - A. First seek to resolve the incident through discussion with the student(s) involved.
    - B. Contact dispatch and notify them of the situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
    - C. Activate emergency flashers.
    - D. Bring the vehicle to a safe stop. Seek to resolve the incident, using physical force only as necessary to protect students or yourself.
    - E. Report and document discipline problems to the school administrator. Use a Bus Conduct Report/Incident Form, if available.
3. **Terrorist threats.** A person commits a terroristic threat if the person threatens to commit a crime of violence with the intent to terrorize another or with the intent of causing evacuation of a building, place of assembly or the vehicle or in reckless disregard of the risk of causing such terror or evacuation. Upon becoming aware of a terroristic threat relating to a pupil transportation vehicle, the driver will make every attempt to:
    - A. Contact dispatch and notify them of the situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cell phone or from the nearest safe haven location.
    - B. Make every attempt to keep passengers calm (this may mean complying with the terrorist).
    - C. Dispatch will immediately notify appropriate law enforcement agencies and school administration.

- D. Driver should wait for instructions from dispatch *if possible*.
- 4. Severe weather.** Upon becoming aware of severe weather while aboard a pupil transportation vehicle, the driver will make every attempt to:
- A. Contact dispatch and notify them of the situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
  - B. Return to the school if less than five minutes away and follow the directions of the school administrator.
  - C. If more than five minutes away from school, go to the nearest school and follow the directions of the school administrator.
  - D. If more than five minutes away from the nearest school or there is immediate danger, get to the nearest basement or underground shelter with all students.
  - E. If there is no shelter and there is immediate danger the driver and passengers are to follow evacuation procedures and get everyone off the vehicle into the nearest ditch or culvert at least 100 feet away from the vehicle.
- 5. Hazardous materials and Unattended Items.** Upon becoming aware of a hazardous material aboard a pupil transportation vehicle, the driver will make every attempt to:
- A. Contact dispatch and notify them of the situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
  - B. Pull the vehicle over to a safe and secure area.
  - C. Give description of hazardous materials in question to dispatch.
  - D. Dispatch will immediately notify appropriate law enforcement and school administration.
  - E. Driver should wait for instructions from dispatch *if possible*.

In the event an unattended item is discovered on or near the vehicle, the driver will seek to determine who the item belongs to and whether the item could be hazardous to the safety of those in the vehicle. Any unattended item that would break or could cause injury if tossed about the inside of the vehicle when involved in an accident shall be secured. If it is determined that the item is not hazardous and need not be secured, the driver will not allow the item to distract the driver's attention to the task of operating the vehicle.

- 6. Medical emergencies.** Upon becoming aware of a medical emergency aboard a vehicle, the driver will make every attempt to:
- A. Contact dispatch and notify them of the situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cell phone or from the nearest safe haven location.
  - B. Dispatch will immediately notify appropriate medical agencies and school administration.
  - C. Drivers should follow instructions from dispatch, school officials, and parents when such information can be obtained quickly enough. If not available, follow emergency first aid procedures.
  - D. *Only if necessary*, the driver should move passengers only enough to get them out of danger of traffic or fire. If moved, the driver and aide are to keep them where placed until a medical agency arrives, unless a parent has taken charge of their child.
  - E. Drivers should try to keep student passengers as calm as possible.
- 7. Procedures in the event of mechanical breakdowns of the vehicle.** Upon becoming aware of a mechanical breakdown aboard a vehicle, the driver will make every attempt to:

- A. Pull the vehicle over to a safe and secure area *if possible*.
  - B. Contact dispatch and notify them of the situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
  - C. Activate emergency flashers and place warning flares/reflectors in accordance with safety guidelines, if not in a secure area.
  - D. Drivers should try to keep student passengers as calm as possible.
  - E. Dispatch will arrange for assistance and a relief vehicle *if needed*.
- 8. Procedures in the event the drop-off location is uncertain or appears unsafe to leave students.** In the event the drop-off location is uncertain or appears unsafe to leave students, the driver will make every attempt to:
- A. Contact or otherwise communicate with dispatch to notify them of the situation *if possible*.
  - B. Release children only if an adult responsible for the children is present. If not, keep children who are to be released in the vehicle, continue with the route, and return children who were to be released to the school.
  - C. Dispatch will notify appropriate law enforcement agencies and school administration if appropriate given the circumstances.
- 9. Documentation under Safe Pupil Transportation Plan.** Each pupil transportation driver is required to complete and submit to the school administration a bus conduct report or incident report involving the pupil transportation vehicle operated by the driver or any pupils transported in it. Documentation is to include the occurrence of any of the following events: weapons, student behavior which affects safety, terroristic threats, severe weather, hazardous materials, or medical emergencies. Documentation of such events shall be completed and submitted as soon as practicable after the incident.
- 10. Transportation of Unsafe Items.** Drivers shall not permit pupil transportation vehicles to transport any items, animals, materials, weapons or look-a-like weapons or equipment which in any way would endanger the lives, health or safety of the children or other passengers and the driver. Look-a-like weapons associated with a school sponsored or approved activity may be transported only with written permission of a school administrator. Personal safety or security devices (such as tasers, mace or pepper spray) may only be transported with the prior approval of an administrator of the District. Any items that would break or could produce injury if tossed about inside the pupil transportation vehicle when involved in an accident or sudden stop shall be secured.
- 11. Supplemental Information.** A copy of this plan shall be placed in each pupil transportation vehicle, kept at each school building, and made available upon request. Supplemental information with respect to operational and procedural guidelines used to administer this plan can be found in the District's safety and security plan adopted pursuant to 92 NAC10 and in the Nebraska Department of Education Pupil Transportation Guide.
- 12. Vehicle drivers of small vehicles on activity trips.** The District will provide drivers of small vehicles with instruction on and guidance for emergency evacuation procedures, first aid, and emergency equipment. Drivers of small vehicles are generally expected to follow this Plan in the event of an emergency evacuation. The District's director of transportation may provide additional guidance for drivers of small vehicles to increase student safety.
- 13. Student Instruction.** At least twice during each school year, each pupil who is transported in a school vehicle shall be instructed in safe riding practices and participate in emergency evacuation drills.

**14. Driver Capacity.** To confirm a driver has the ability to conduct daily tasks and emergency evacuations, drivers must: (a) pass a prescribed physical examination administered by a Certified Medical Examiner at least every two years and provide the employer with a copy of the medical certificate; (b) pass a transportation screening every year; (c) participate in required in-service training which includes emergency evacuation training; and (d) if required, to have a Commercial Driver's License (CDL) to operate the vehicle, participate in the drug and alcohol testing program as required by federal law. Should a driver have a medical concern throughout the year, the Superintendent or Superintendent's designee will work with the driver to confirm a drivers' ability to conduct the daily tasks and emergency evacuations prior to transporting students.

Legal Reference: Neb. Rev. Stat. §§ 79-318, 79-602, 79-607 and 79-608  
Title 92, Nebraska Administrative Code, Chapters 91 and 92

Date of Adoption: April 20, 2009  
Date of Revision: June 10, 2020

**Naloxone in School**

The Board hereby permits the storage, administration, and implementation of naloxone (also known as Narcan) in school, so long as such storage, administration, and implementation complies with all legal requirements and the best interests of student health.

The Superintendent is hereby delegated the authority to develop rules and regulations to handle and administer naloxone in the event of a suspect opioid overdose, or in other emergency situations that require prompt attention.

Legal Reference: Neb. Rev. Stat. § 28-470

Date of Adoption: April 12, 2023

Date of Revision: July 12, 2023

Discuss, Consider and Take Necessary Action to approve the PK Handbook and set fee charges for preschool for the 2024-25 school year

The board discussed that we have not increased tuition since the preschool was started. Increasing to \$100 would still have our tuition on the low side. There was some discussion about whether this would negatively impact enrollment. The board shared that this is an expensive program for the district and the increased tuition helps to offset this burden and also sends the message that it is valued service. Motion by Benes, second by Matulka to approve the Preschool Handbook as presented and set the tuition fee of \$100.00 per month for the 2024-2025 school year. RCV 6-0. Motion carried.



Raymond Central Public Schools  
**Preschool Handbook**  
2023-2024

1800 W. Agnew Rd.  
Raymond, NE 68428  
(402) 785-2615

<https://www.rcentral.org/>





## **Welcome to Raymond Central Public Schools Preschool**

We are excited to have you and your child be part of our program! This handbook is designed to answer some of your questions and give you an overview of our policies and procedures. Feel free to contact your child's teacher or the office with questions or concerns you may have.

---

The Raymond Central Preschool is part of Raymond Central Public Schools District 161. All policies set forth by the District or Board of Education in the District's Parent Handbook are in effect for the Preschool. The additional guidelines set forth in this Preschool Handbook are solely for our preschool and address issues that only pertain to preschool students and the program.

---

State funded early childhood education programs must adhere to age eligibility guidelines set by the State as stated in Rule 11. Children who are eligible to enroll in kindergarten (those who reach 5 by July 31st of the current year), may not participate in a State funded preschool program.



## Preschool Staff

Megan Kemnitz	Preschool 4 Teacher	megan.kemnitz@rcentral.org
Kristy Sears	Preschool 4 Para	kristy.sears@rcentral.org
Cindra Jensen	Preschool 4 Para	cijensen@rcentral.org
Faith Boyd	Preschool 3 Teacher	faith.boyd@rcentral.org
Allison Prorok	Preschool 3 Para	allison.prorok@rcentral.org
Nikki Haas	Preschool 3 Para	nikki.haas@rcentral.org
Linda Hennessey	Early Childhood Speech Pathologist	lhennessey@esu.org
Jean Danley	Administrative Assistant	jdanley@rcentral.org
Cheryl Rieck	Supt Administrative Assistant	crieck@rcentral.org
Amanda Ehlers	School Nurse	amanda.ehlers@rcentral.org

## Administrators

Lynn Johnson	Superintendent	lynn.johnson@rcentral.org
Steve Rose	K-5 Principal	srose@rcentral.org
Deb Kruse	Asst K-5 Principal	deb.kruse@rcentral.org
Mark Smith	6-12 Principal	mark.smith@rcentral.org
Tony Kobza	Asst 6-12 Principal/Act Director	tony.kobza@rcentral.org
Amanda Coufal	Director of Special Education	amanda.coufal@rcentral.org

## Board of Education

Brad Breitreutz	President
Cathy Burklund	Vice President
Matt Blanchard	Treasurer
Bill Lange	Secretary
Mary Benes	Member
Derek Matulka	Member

# PRESCHOOL



## **Who may attend?**

Preschool students may not turn five years old on or before July 31, 2023 and must be at least three years old on or before July 31, 2023. Priority will be given to students who will enroll in Kindergarten in August of 2024.

## **Where is Raymond Central Preschool located?**

At the north end of the Raymond Central Jr-Sr High School building, 1800 W Agnew Rd, Raymond.

## **When is Preschool?**

Two preschool sessions will be offered for the 4-year-old classroom: either Monday/Wednesday or Tuesday/Thursday. One preschool session will be offered on Tuesday/Thursday for the 3-year-old classroom. Preschool is in session 8:45am-3:00pm. Students may be dropped off at 8:30am.

## **What will my child learn?**

The preschool program uses Connect 4 Learning (C4L) and Creative Curriculum. Both are research and evidence-based comprehensive curriculums designed for early childhood. It addresses all areas of early learning: language and literacy, math, science, physical skills, and social skills. It provides children an opportunity to learn in a variety of ways - through play, problem solving, movement, art, music, drawing and writing, listening, and storytelling.

Curriculum is a framework for learning opportunities and experiences. It is a process by which learners obtain knowledge and understanding, while developing life skills. It is continually revised and evaluated to make learning fun and exciting.

## **What services are provided at Raymond Central Preschool?**

Each class is taught by a teacher who is certified to teach young children. Support to the teacher and the children is provided by two paraprofessionals and other staff which includes but is not limited to Supervisors, Special Education Providers, Speech Language Pathologist, Occupational Therapist, District Special Education Director, and a School Psychologist.

# INDEX

Absences.....	6
Administering Medication.....	6
Arrival and Departure Times.....	6
Bathroom Issues.....	6
Birthdays.....	7
Birth Certificates.....	7
Calendar.....	7
Child Assessment.....	7
Child Protection Policies.....	8
Class Size.....	8
Clothing.....	8
Communication.....	8
Contacting the Teacher.....	9
Daily Schedule.....	9
Discipline.....	9
District Website.....	9
Early Childhood Advisory Committee.....	9
Enrollment Policy.....	10
Emergency Drills.....	10
First Aid Kit.....	10
Family.....	10
Hand Washing Practices.....	10
Home Visits.....	10
Illnesses.....	11
Immunizations.....	11
Inclusion.....	11
Late Registration.....	11
Lunch/Snack.....	11
Open House.....	12
Outdoor Play.....	12
Parent-Teacher Conferences.....	12
Personal Possessions.....	12
Pictures and Videos.....	13
School Closings.....	13
School Health Screening.....	13
Student Behavior.....	13
Support Services.....	14
Transportation.....	14
Tuition.....	14
Notice of Nondiscrimination.....	15
Preschool Handbook Parent Form.....	16

**ABSENCES** - If your child is ill or will be absent, please call 402-665-3651 to inform us. The secretary at this number will let your child's teacher know your child will be gone.

If your child is not in preschool and the teacher has not been informed of the absence, school personnel will make a reasonable effort to contact the parents to ensure that your child is safe and where they are supposed to be.

If your child is a bus rider, please also contact the bus driver to let them know your child will not be riding.

**ADMINISTERING MEDICATION (Guidelines)** - Whenever possible, your child should be provided medications by you outside of school hours. In the event it is necessary that the child take or have medication available at school, parents/guardians must provide a signed written consent for the child to be given medication at school. A consent form is available at the school health office. Repackaged medications will not be accepted. All medications also require a physician's authorization to be given at school. The school nurse may limit medications to those set forth in the Physician's Desk Reference (PDR).

### **ARRIVAL AND DEPARTURE TIMES**

- **Drop Off**
  - Families may drop their child off between 8:30am and 8:45am at the classroom door.
  - The arrival routine should be the same each day. These predictable routines will reduce separation anxiety and will allow your child to gain independence and practice responsibility.
  - If your child is having trouble separating from you, signal the teacher and let her take care of it. A quick "good-bye" and exit from the parent is best. Please trust that the teacher will handle your child appropriately in an event such as this.
  - Preschool parents are expected to come to the exterior door of the school building each time they drop off and pick up their child. Preschool students are not allowed to walk through the parking lot without an adult.
- **Pick Up**
  - Families must pick up their child at 3:00pm from the preschool classroom.
  - You will be required to provide a listing of the people you authorize the school to release your child to. Your child will never be released to someone not on the list unless we receive a note or phone call from parents. If the staff does not know the person, he or she will be asked to show identification. Please let the office know if there will be any changes made to your child's daily drop-off or pick-up routine.

**BATHROOM ISSUES** - Potty training is an important time in a child's development. For children who are unable to use the toilet consistently, the following procedures are in place:

- Diapering be done in the designated diaper area (in student bathrooms).
- Staff will check children for signs of a soiled diaper or pull up at least every two hours.
- At all times, staff will have a hand on the students if being changed on an elevated surface.
- Surfaces involved in diapering will be sanitized after each use.
- Potty chairs will not be used due to the risk of spreading infectious diseases unless it is a student's specific goal according to his/her IEP.

**BIRTHDAYS** - We recognize birthdays are a significant event in children's lives. Children may bring treats in to celebrate their birthday. If the treats are edible, they must follow the "Smart Snack" guidelines. Children with a summer birthday are welcome to choose a day during the school year to celebrate if they wish. Invitations to parties outside of school will not be distributed at school.

**BIRTH CERTIFICATES** - State law requires that a certified copy of a student's birth certificate be used when enrolling a new student in school. If your child is registering with Raymond Central Public Schools for the first time, you may obtain this document from the Bureau of Vital Statistics in the state in which your child was born. Assistance in obtaining birth certificates may be obtained from Health Records Management, PO Box 95065, Lincoln, NE 68509-5065. There is a fee per certificate.

Please note: The document parents receive from the hospital looks like a birth certificate, but it is not a certified copy. A certified copy has the raised seal of the State of Nebraska on it and is signed by the director of vital statistics.

If a birth certificate is unavailable, other reliable proof of a student's identity may be used. These documents could include naturalization or immigration documents showing date of birth or official hospital birth records, a passport, or a translation of a birth certificate from another country. The documents must be accompanied by an affidavit explaining the inability to produce a copy of the birth certificate.

**CALENDAR** - Preschool has their own calendar that is designed to meet the needs according to Rule 11 and the needs of the preschool program. Any changes to the calendar will be communicated with parents throughout the year.

**CHILD ASSESSMENT** - It is the preschool program's belief that assessment of young children should be purposeful, developmentally appropriate, and take place in the natural setting by familiar adults. These results will be used for planning experiences for the children and to guide instruction.

Teaching Strategies GOLD online creates a developmental profile for each child based on teacher observations and checklists. Teacher Strategies GOLD is based on 38 research based objectives that include predictors of school success and are aligned with the Common Core State Standards and state early learning guidelines.

Information gathered from assessment is used in the following ways:

- To provide information about children's needs, interests, and abilities in order to intentionally plan developmentally appropriate experiences and instruction
- To provide information to parents about their child's developmental milestone and progress
- To indicate possible areas that require additional assessment

If, through observation or data collected, the teacher feels that there is a possible concern related to a developmental delay or other special need, she/he will communicate this to the family during a conference, sharing documentation of concern. Suggestions for next steps may include the following, with the knowledge and consent of the parents:

- The teacher requests assistance from the ESU2 team
- A request for special education evaluation can be made

The preschool teacher would assist in arranging for developmental screening and referral for diagnostic assessment when indicated. The family is encouraged to advocate for services for their child and be actively involved in the eligibility process.

If a child is determined to need special accommodations or modifications by the preschool team, those accommodations/modifications occur within the materials, environment, and lesson plans for that child. Examples include sign language and visuals, behavior plans, etc.

**CHILD PROTECTION POLICIES** - The health and wellbeing of every child is of the utmost importance, and protection of children is our responsibility. The program has a written school board policy for reporting child abuse and neglect as well as procedures in place that comply with applicable federal, state, and local laws. Staff who report suspicions of child abuse or neglect where they work are immune from discharge or other disciplinary actions. All teaching staff completes “Mandatory Reporter: Child and Dependent Adult Abuse” at least every five years.

**CLASS SIZE** - The Raymond Central Public School District values a proper student:adult ratio. Each classroom which serves early childhood students receiving services has a teacher who is certified in Early Childhood Education and Early Childhood Special Education. Each classroom also employs additional adult staff to aid in the education process.

We wish we could enroll every child, but our program does have a capacity based on class size enrollment. A quality early childhood program keeps the teacher:pupil ratio low and matches enrollment to the physical size of the facility.

### **CLOTHING**

- Children should wear **comfortable play clothes** with simple fastenings and comfortable, soft-soled shoes.
- Children will **play outside everyday** unless there is inclement weather or if the wind chill is 15 degrees or lower. Please send appropriate clothing for the weather.
- Children should keep a **complete set of clothing** at school in case of accidents.
- Label all clothing items with child’s name.
- Check your child’s school backpack regularly for possible soiled clothing.
- Clothing should follow school age guidelines for appropriateness.

**COMMUNICATION** - The preschool program prompts positive communication between families and staff by written notes, classroom technology pages, emails, phone calls, home visits, parent teacher conferences, and in person meetings. Parents are encouraged to maintain regular, on-going, two-way communication with the teacher.

Raymond Central Preschool invites families to be involved in one or all of the following ways:

- Support your child by keeping the teacher informed of changes and events that might affect your child (i.e. family death, moving homes, etc.)
- Attend family meetings
- Check your child's daily folder
- Attend Parent Teacher Conferences
- Attend and/or help with special events

**CONTACTING THE TEACHER** - If there is anything you need to know about a situation involving your child, the teacher will provide this information to you through a brief conversation at pick-up time, via a phone call, email, or a short note. This would include things like minor injury (more than a band-aid), behavior issues, concerns with a situation, etc. Please don't hesitate to let your child's teacher know of any concerns, questions, or confusion over anything. If you wish to visit with the teacher in depth, it would be best to set up a conference or call when preschool is not in session.

**DAILY SCHEDULE** - A consistent daily schedule is planned to offer a balance of learning activities. Learning is both formal and informal. Play is planned for every day. Children will have the opportunity for the following types of activities every day:

- Large and Small Group Activities
- Self-directed Play
- Learning Center Activities: Art, Science, Writing, Book Center, Blocks, Pretend/Dramatic Play, Sensory play, and more
- Story Time
- Individual Activities
- Outdoor Activities
- Music and Movement

**DISCIPLINE (Permissible Methods)** - For acts of aggression and fighting (biting, scratching, hitting), staff will set appropriate expectations for children and guide them in problem solving problems. Positive guidance will be the technique for managing children with challenging behaviors rather than punishing them for having problems they have not yet learned to solve.

**DISTRICT WEBSITE** - District information can be found in the monthly district newsletter or the school's webpage at <http://www.rcentral.org>.

**EARLY CHILDHOOD ADVISORY COMMITTEE** - At Raymond Central Preschool, we believe it is important to have a cooperative partnership with our parents and the community to ensure continued development and expansion of our preschool program. Through this committee, we hope to develop recommendations to the Board of Education and provide information to the public and future parents regarding the rules and expectations of our preschool program.

Parents will be asked by their child's teacher to participate in the Early Childhood Advisory Committee. We strive to have a variety of students and parents represented including, but not limited to stay at home parents and working parents, students with identified needs and students meeting age appropriate milestones, etc.

**ENROLLMENT POLICY** - Enrollment procedures used to determine the preschool class list are based on the following list of criteria in order of priority:

- 1) Child on an Individualized Education Plan (IEP) or Individualized Family Service Plan (IFSP), living in our school district will have first priority for acceptance. The State of Nebraska set up the preschool program to help those children with the highest needs.
- 2) Those students living in our school district who will turn four by July 31, based on when application was received.
- 3) Those students living in our school district who will turn three by July 31, based on when application was received.
- 4) If there are still available spots, non-district students will be chosen with priority given to staff children and those who have siblings enrolled in the district.
- 5) If a child who does not reside in our district qualifies for an IEP after being enrolled in our program, we will allow them to finish the year. Subsequent year placement is not guaranteed and is based on option enrollment policies.

**EMERGENCY DRILLS** - Regular emergency fire, tornado, and lockdown drills are conducted throughout the year. All students, staff, and visitors are expected to take part in the drills.

**FIRST AID KIT** - Our First Aid Kit is not accessible to children, but readily available to use. It is fully equipped. Following each use of the First Aid Kit, the contents will be inspected and missing items will be replaced.

**FAMILY** - Families play the central role in their child's development. Engaging families into their child's preschool experience is essential to maximize learning. We will strive to actively partner with parents and guardians. There will be many opportunities for families to work with their preschoolers throughout the year.

**HAND WASHING PRACTICES** - Frequent hand washing is important toward preventing the spread of infectious diseases. Teachers will teach children how to wash their hands effectively.

Children and adults wash their hands:

- Upon arrival each day
- After diapering or using the toilet
- After handling bodily fluids (i.e. wiping a nose, coughing on a hand, etc.)
- Before meals and snacks
- After handling animals

**HOME VISITS** - Home visits are held twice a year. The first home visit is made prior to the start of the school year. This is an opportunity for the preschool teacher to get to know you, your child, and your family, and begin to create a partnership between home and school. It allows your child to become familiar with his/her teacher and answer any questions you may have. This is a time to share how you prefer to communicate with your child's teacher, family interests, any concerns you may have, and what goals you have for your child.

The second home visit is held in the spring in conjunction with Parent Teacher Conferences.

**ILLNESSES** - If a child becomes ill during class time, we will notify parents that the student needs to be sent home. Conditions requiring a student be sent home include: Temperature greater than 100°F, vomiting, diarrhea, unexplained rashes, live head lice, or on determination by the school nurse that the child's condition prevents meaningful participation in the educational program, presents a health risk to the child or others, or that medical consultation is warranted unless the condition resolves. Please include emergency daytime phone numbers on your child's registration information so that you can be reached if your child becomes ill or injured while at school. If your child experiences any of the above conditions or symptoms, please keep them home from Preschool and notify the office of their absence. A child should stay home for at least 24 hours after the last symptom is seen. Some illnesses may require a doctor's note upon returning to school.

**IMMUNIZATIONS** - State law requires that students age 2 through 5 years enrolled in a school based program not licensed as child care provider have the following immunization prior to attending:

- 4 doses of Dtap, or DT vaccine
- 3 doses of Polio vaccine
- 3 doses of Hib vaccine or 1 doses of Hib given at or after 15 months of age
- 3 doses of pediatric Hepatitis B vaccine
- 1 dose of MMR or MMRV given on or after 12 months of age
- 4 doses of pneumococcal or 1 dose of pneumococcal given on or after 15 months of age

You must show proof of immunization(s) upon enrollment in school. Any student who does not comply with the immunization requirements will not be allowed to continue in school. Students with medical conditions or personal beliefs that do not allow immunizations may complete a waiver statement which is held in the elementary office.

**INCLUSION** - The preschool program serves all children, including those with disabilities and unique learning needs. Modifications are made in the environment and staffing patterns in order to include children with special needs. Staff are aware of the identified needs of individual children and are trained to follow through on specific intervention plans. It is our belief that inclusion in our program will enrich the experience for the teachers, students, other children and their families.

**LATE REGISTRATION** - Families who would like to register their child after the beginning of the school year are welcome to do so, provided there are still openings available. If no openings are available, the student will be placed on a waiting list and the family will be contacted as openings occur.

**LUNCH/SNACK** - Students may bring their lunch or participate in the hot lunch program. Lunch will be provided at 11:00 a.m. We serve our lunch "Family Style." This means preschoolers will be able to set the table, use child-sized serving utensils to serve themselves food, pass the dish to classmates sitting next to them, and pour their own beverage from a child-sized pitcher. Lunch is not included in the monthly tuition fee; however, we highly encourage all students to eat school lunch.

- Student Lunch - \$2.75 per day
- Milk only (with cold lunch) - \$0.50 per day
- Reduced Price Lunch - \$0.40 per day
- Free Lunch - No Cost

Forms are available for verification and participation in the Federal Free and Reduced Lunch Program at both the elementary office and online. Questions about this program should be directed to the Superintendent's Office at (402) 785-2615.

Snacks will be provided to all preschool children and are included in the monthly fee.

Food brought from home:

- The teacher will provide families a list of foods meeting the "Smart Snack" guidelines
- Food requiring refrigeration will be refrigerated until served
- Food that comes from home for sharing among children must be either whole fruits or prepackaged foods in factory sealed containers

For children with special health care needs, food allergies, or special nutrition, the child's health care provider should provide the program with an individualized care plan. Children with food allergies shall be protected from contact with the problem food.

Raymond Central Preschool does not use food or beverage as reward for academic performance or good behavior. Likewise, food or beverages will not be withheld as a punishment.

**OPEN HOUSE** - Prior to the first day of school, families are invited to attend an Open House.

The purpose of Open House includes:

- Allowing the child to see the preschool classroom
- Staff can answer any questions
- Family can bring their child's school supplies

**OUTDOOR PLAY** - We are outdoors daily as weather permits. This allows children to develop their gross motor skills, get exercise, and be active. If the "feels like temperature" is 15 or above, we will be going outside. If the conditions prevent us from going outdoors, alternative gross motor activities will be offered indoors.

It is important to dress your child according to the weather. When it is cold outside, children need a warm coat, mittens or gloves, and a hat. For warmer weather, dress your children in light, breathable clothing. For inbetween weather days, dress your child in layers. It is expected that all children go outside unless there is a doctor's note stating a reason why the child cannot go outside.

**PARENT-TEACHER CONFERENCES** - Parent Teacher Conferences are held twice a year, fall and spring. During the conference, the teacher will share results of classroom assessments and samples of your child's work. Conferences will allow you the opportunity to share any progress you have seen from your child and ask any questions you may have.

**PERSONAL POSSESSIONS** - We do not allow toys to be brought from home. If your child brings an item from home, it will need to remain in his/her backpack. Please do not allow children to bring gum, candy, money, toy guns, etc. to school unless requested by the classroom staff. RC Preschool is not responsible for lost or broken toys brought from home.

**PICTURES AND VIDEOS** - Pictures and videos of our students, activities, and classroom will be taken and used for various learning opportunities. These same pictures are positive additions to articles posted on the district website, in the classroom newsletter, or submitted to the local paper.

**SCHOOL CLOSINGS** - The Superintendent may close school in case of severe weather. In the event of inclement weather, school cancellations will be broadcasted on local television channels. All families with children enrolled in Raymond Central Public Schools will be enrolled in the School Closing Notification System.

- The School will use the phone number given on the child's preschool forms.
- Families should notify the school if their phone number changes or if they want the call to go to a different number.

**SCHOOL HEALTH SCREENING** - Children in Preschool are screened for vision, hearing, dental defects, height and weight. Parents who do not wish their child to participate in the school screening program must communicate this in writing to the school health office where their child attends at the start of the school year. Because Nebraska statutes require school-age screening, parents who remove their child from the screening program must submit findings from an alternate medical provider to the school by December 1.

**STUDENT BEHAVIOR** - Teaching staff will equitably use positive guidance, redirection, and planning ahead to prevent problems. They will encourage appropriate behavior through the use of consistent clear rules and involving children in problem solving to foster the child's own ability to become self-disciplined. When the child understands words, discipline will be explained to the child before and at the time of any disciplinary action. Teaching staff will encourage children to respect other people, to be fair, respect property, and learn to be responsible for their actions. Teaching staff will use discipline that is consistent, clear, and understandable to the child. They will help children learn to persist when frustrated, play cooperatively with other children, use language to communicate needs, and learn turn taking.

The teaching staff in the preschool is highly trained, responsive, respectful, and purposeful. The teachers anticipate and take steps to prevent potential challenging behaviors. They evaluate and change their responses based on individual needs. When children have challenging behaviors, teachers promote prosocial behavior by:

- Interacting in a respectful manner with all children
- Modeling turn taking and sharing as well as caring behaviors
- Helping children negotiate their interactions with one another and with shared materials
- Engaging children in the care of their classroom and ensuring that each child has an opportunity to contribute to the group
- Encouraging children to listen to one another and helping them to provide comfort when others are sad or distressed

Teaching staff will guide children to develop self-control and orderly conduct in relationship to peers and adults. Children will be taught social, communication, and emotional regulation skills. If a child displays persistent, serious, and challenging behavior, the teaching staff, parents, and ESU support staff will work as a team to develop and implement an individualized plan that supports the child's inclusion and success.

Aggressive physical behavior toward staff or children is unacceptable. Teaching staff will intervene immediately when a child becomes physically aggressive to protect all of the children and encourage more acceptable behavior.

### **SUPPORT SERVICES**

- The school psychologist provides assessment, consultation, and counseling services to meet the academic and behavioral needs of students.
- Parents will be contacted any time school psychological services are offered to a student in an individual or small group setting.
- Additionally, the school psychologist is part of the student support staff that assists teachers in planning classroom instruction and monitoring its effectiveness.
- This includes but is not limited to consultation with teachers and parents, classroom observations, student progress monitoring, and collaboration with administrators regarding curriculum and instruction.
- These services are provided for the benefit of all students and offered as part of general education services.

**TRANSPORTATION** - Resident children who are identified with a disability and are receiving early childhood services have the option to receive transportation that is provided by the district; however, a few guidelines will be discussed with families.

If your child is not identified with a disability, then transportation will be determined based on the following criteria:

- Whether there is available space on the preschool bus.
- Four-year-old resident students enrolled in the 4-year-old preschool program will be given first consideration and the preschool bus will pick-up and drop-off only from state licensed childcare centers.
- The district reserves the right to eliminate services to students who are not identified with a disability at any time based on bus capacity limitations.

If transportation is not provided by the district, parents are required to make transportation arrangements for their child to get to and from preschool on a regular basis and in a timely manner.

**TUITION** - The Raymond Central Preschool adheres to the Rule 11 guidelines put forth by the Nebraska Department of Education and works in cooperation with the NDE to establish a fee schedule and guidelines for all preschool families. Our current tuition costs are as follows:

Full Tuition	- \$60.00 per month or \$540.00 per year
Reduced Meal Program Eligibility	- \$30.00 per month or \$270.00 per year
Free Meal Program Eligibility	- No Cost
Special Education (IEP)	- No Cost

Payment should be made prior to the 1<sup>st</sup> of every month. Parents/guardians can send a check with their child or payments can be made online.

The monthly fee will include preschool tuition and a snack. Lunch is not included in this fee.

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

Students: Building Principals

Employees and Others: Superintendent

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



**Raymond Central Public Schools  
Preschool Handbook Parent Form**

Please sign below and return with your child

YES	NO	
		I have reviewed and agree to follow the rules and regulations as defined in the Raymond Central Public Schools Preschool Handbook.
		I give permission for my child to be photographed or videotaped at preschool for use in the classroom, for publication in the media, or for other professional use to promote Raymond Central Public Schools.
		I give permission for my child to accompany his/her preschool class on field trips, walking or school van.
		I allow my child to use the Internet with supervision of staff members.

\_\_\_\_\_  
(Parent/Guardian Name Printed)

\_\_\_\_\_  
(Student Name)

\_\_\_\_\_  
(Parent/Guardian Signature)

\_\_\_\_\_  
(Date)

## Old Business

Discuss, Consider and Take Necessary Action to approve selection of superintendent interview candidates

Search firm consultants Fred Helmink and Rob Hanger highlighted the strengths of each of the Superintendent candidates with the Board of Education.

<Potential> Closed Session to evaluate superintendent candidates, credentials, and background information

Motion by Matulka, second by Blanchard to enter closed session at 7:07 PM to discuss any weaknesses of the candidates presented, noting that it is clearly necessary for the protection of the public interest and for the prevention of needless injury to the reputation of an individual. RCV 6-0. Motion carried.

The Board returned to regular session at 8:15 PM.

Motion by Matulka, second by Lange to approve Scott Axt, Jason Brown, Bryon Hanson and Andrew Offner as Superintendent candidates to be interviewed on Saturday, December 16, 2023. RCV 6-0. Motion carried.

## Next Regular Board Meeting

The next regular Board of Education Meeting will be held Wednesday, January 10, 2024.

## Adjournment

Motion by Breitkreutz, second by Matulka to adjourn the meeting at 8:20 PM. RCV 6-0. Motion carried.