Regular Monthly Meeting (MS)
Monday, July 14, 2025 7:20 PM

BOARDROOM @ LCC MIDDLE SCHOOL
203 S Main
Coleridge, NE 68727

Agenda

I. CALL MEETING TO ORDER
II. APPROVAL OF AGENDA AND CHANGES TO AGENDA
III. CONSENT AGENDA
IV. EXCUSE ABSENT BOARD MEMBERS
V. PUBLIC COMMENT
VI. INFORMATION AND PROPOSALS
    VI.1. DIRECTOR OF ACTIVITIES AND TRANSPORTATION REPORT
    VI.2. PRINCIPALS' REPORTS
    VI.3. SUPERINTENDENT'S REPORT
    VI.4. BOARD COMMITTEE REPORTS
VII. ACTION ITEMS
    VII.1. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO BUDGET AMENDMENT FOR 2024-2025
    VII.2. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO NRCSA MEMBERSHIP
    VII.3. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO ANNUAL POLICY UPDATES ON SECOND READING
    VII.4. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO BOARD POLICY REVIEW - 2000 SERIES (ADMINISTRATION) ON FIRST READING
    VII.5. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO THE 2025-2026 HANDBOOKS (STUDENT & FAMILY, FACULTY, CLASSIFIED EMPLOYEES, ACTIVITY)
    VII.6. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO SCHOOL AUDIT SERVICES
VIII. DISCUSSION ITEMS
    VIII.1. STAKEHOLDER ENGAGEMENT
IX. CORRESPONDENCE AND BOARD BULLETINS
X. UPCOMING BOARD MEETINGS, COMMITTEE MEETINGS, AND WORKSHOPS
    X.1. REGULAR BOARD OF EDUCATION MEETING - TUESDAY, AUGUST 12, 2025 (7:00 PM - LAUREL PUBLIC LIBRARY BOARD CONFERENCE ROOM)
    X.2. SPECIAL BOARD MEETING AND BUDGET WORKSHOP (DATE AND TIME TBD)
    X.3. NASB AREA MEMBERSHIP MEETING - WEDNESDAY, AUGUST 27, 2025 (4:30 PM - NORTHEAST COMMUNITY COLLEGE/NORFOLK)
XI. ADJOURN

2024-2025 LCC SCHOOL DISTRICT #54 FINANCIAL STATEMENT

July 14, 2025

Fund 01 GENERAL FUND CHECKING

	6/1/25	$3,233,064.53
Receipts		
Cedar County Local Taxes		$120,292.43
Cedar County Motor Vehicle Taxes		$27,459.97
Cedar County Fines/Licenses		$1,296.66
Cedar County Homestead Exemption		$6,451.14
Dixon County Local Taxes		$64,033.12
Dixon County Motor Vehicle Taxes		$2,717.56
Dixon County Fines/Licenses		$248.21
Dixon County Homestead Exemption		$1,791.56
Wayne County Local Taxes		$14,883.95
Wayne County Homestead Exemption		$170.91
Wayne County Fines/Licenses		$18.27
Wayne County Motor Vehicle Taxes		$4.70
State of Nebraska - SPED School Age FFR		$139,166.00
State of Nebraska - SPED School Age FFR		$122,778.00
State of Nebraska - State Aid		$64,462.00
US Treasury - REAP Grant		$34,103.00
LCC School Lunch Fund - June 2025 Payroll Reimbursement		$16,850.35
LCC School Cooperative Fund - June 2025 Payroll Reimbursement		$4,349.92
Miscellaneous receipts		$2,217.80
Board member - insurance premium		$2,031.50
Interest earned		$2,482.58
Total Receipts:		$627,809.63
Disbursements		
June Payroll (all funds)		$625,899.08
June General Fund Bills		$123,232.90
Transfer to Lunch Fund		$50,000.00
Transfer to Employee Benefit Fund (for unemployment bill)		$10.62
Repayment of Line of Credit to Security Bank		$542,000.00
Line of Credit interest payment		$20,903.54
RevTrak fee		$9.04
Total Disbursements:		($1,362,055.18)

General Fund Checking Balance 6/30/2025 **$2,498,818.98**

GENERAL FUND SAVINGS

Beginning Balance	$703.28	
Receipts: Interest earned	$0.58	
Disbursements:	$0.00	
Ending Savings Account Balance 6/30/2025		**$703.86**
GENERAL FUND PETTY CASH		**$5,000.00**
GENERAL FUND BALANCE 6/30/2025		**$2,504,522.84**

JULY PROJECTED PAYROLL

General Fund	*$514,302.05*	
Lunch Fund	*$1,729.39*	
Cooperative Fund	*$4,382.22*	
Total Payroll:	***$520,413.66***	

JULY PROJECTED BILLS

General Fund	*$384,667.68*	
Depreciation Fund	*$0.00*	
Employee Benefit Fund	*$4,380.18*	
Bond Fund	*$0.00*	
Special Building Fund - Original Account	*$525.14*	
Special Building Fund - Bond Account	*$0.00*	
Special Building Fund - Lease Purchase Account	*$0.00*	
QCPUF	*$121,584.48*	
Cooperative Fund	*$1,722.73*	
Student Fees Fund	*$253.16*	
Total Bills:	***$513,133.37***	

Fund 02 DEPRECIATION FUND

Beginning Balance	$136,832.73	
Receipts: Interest earned	$140.50	
Disbursements:	$0.00	
Ending Balance 6/30/2025		**$136,973.23**

Fund 03 EMPLOYEE BENEFIT FUND

Beginning Balance	$14,644.32	
Receipts: Interest earned	$35.68	
Staff contributions to flex plans	$4,954.94	
Transfer from General Fund (for unemployment)	$10.62	
Disbursements: Ameriflex, Unemployment	($5,372.85)	
Ending Balance 6/30/2025		**$14,272.71**

Fund 06 SCHOOL LUNCH/MILK FUND

Beginning Balance	$9,770.53
Receipts: Lunch/Milk/Reimbursement	$6,876.95

Interest earned	$18.48	
Transfer from General Fund	$50,000.00	
Disbursements: Food/Supplies/Equipment Purchases	($14,680.62)	
June 2025 Payroll	($16,850.35)	
Ending Balance 6/30/2025		**$35,134.99**

Fund 07 BOND FUND

Beginning Balance	$668,869.16	
Receipts: Cedar County Taxes	$23,731.09	
Dixon County Taxes	$12,185.26	
Wayne County Taxes	$2,829.74	
Interest earned	$268.65	
Disbursements: Bond Payments	($283,401.25)	
Line of Credit repayment to Security Bank	($301,500.00)	
Ending Balance 6/30/2025		**$122,982.65**

Fund 08 SPECIAL BUILDING FUND

SPECIAL BUILDING FUND - Original Account

Beginning Balance	$92,331.65	
Receipts: interest earned	$91.61	
Disbursements:	($525.14)	
Ending Balance 6/30/2025		**$91,898.12**

SPECIAL BUILDING FUND - Bond Account

Beginning Balance	$355.89	
Receipts: interest earned	$0.30	
Disbursements:	$0.00	
Ending Balance 6/30/2025		**$356.19**

SPECIAL BUILDING FUND - Lease-Purchase Account

Beginning Balance	$896,032.63	
Receipts: Cedar County Taxes	$19,302.50	
Dixon County Taxes	$10,024.79	
Wayne County Taxes	$2,292.78	
Interest earned	$770.56	
Disbursements:	$0.00	
Ending Balance 6/30/2025		**$928,423.26**

SPECIAL BUILDING FUND TOTAL:	***$1,020,677.57***

Fund 09 QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND

Beginning Balance	$132,577.94
Receipts: Cedar County Taxes	$3,142.26
Dixon County Taxes	$1,631.95

Wayne County Taxes	$0.00	
Interest earned	$113.86	
Disbursements:	$0.00	
Ending Balance 6/30/2025	***QCPUF TOTAL:***	**$137,466.01**

Fund 10 COOPERATIVE FUND

Beginning Balance	$9,871.22	
Receipts: Interest earned	$9.66	
Building Blocks	$7,732.58	
Disbursements:		
June Payroll-LCC General Fund	($4,349.92)	
Building Blocks charges	($125.37)	
Ending Balance 6/30/2025		**$13,138.17**

Fund 12 STUDENT FEE FUND

Beginning Balance	$10,212.26	
Receipts: Interest earned	$8.87	
Summer Explorers	$850.00	
Disbursements:	$0.00	
Ending Balance 6/30/2025		**$11,071.13**

Checking Account ID: 1 **Check Type: Check**

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Amount
111109	07/14/2025				ELANFINANC	ELAN FINANCIAL SERVICES	9,625.21
111110	07/14/2025				ABBUSINESS	A & B BUSINESS SOLUTIONS	5,322.30
111111	07/14/2025				ADAPTIVEMA	ADAPTIVEMALL.COM, LLC	463.00
111112	07/14/2025				AMAZCAPITA	AMAZON CAPITAL SERVICES	6,560.77
111113	07/14/2025				APPLE	APPLE INC	8,359.00
111114	07/14/2025				APPLEFINAN	APPLE INC. c/o APPLE FINANCIAL SERVICES	91,059.13
111115	07/14/2025				ARTOFPROBL	ART OF PROBLEM SOLVING	500.00
111116	07/14/2025				ATT	AT&T	68.05
111117	07/14/2025				ATTMOBILIT	AT&T MOBILITY	634.16
111118	07/14/2025				BHPHOTO	B&H PHOTO	1,409.96
111119	07/14/2025				BARTLUAN	LUANN BARTELS	25.20
111120	07/14/2025				BERMJEFF	JEFF BERMEL	330.58
111121	07/14/2025				BLACKHILLS	BLACK HILLS ENERGY	6,714.00
111122	07/14/2025				BLICK	BLICK ART MATERIALS	965.46
111123	07/14/2025				BLUECROSS	BLUE CROSS BLUE SHIELD OF NEBRASKA	2,031.50
111124	07/14/2025				BOYSKIMB	KIMBERLY BOYSEN	33.60
111125	07/14/2025				BRANCHINGM	BRANCHING MINDS LLC	6,583.00
111126	07/14/2025				BSNSPORTS	BSN SPORTS	90.89
111127	07/14/2025				BUILDINGBL	BUILDING BLOCKS EARLY CHILDHOOD PROGRAM	100,000.00
111128	07/14/2025				CAMAJILL	JILL CAMARGO	100.00
111129	07/14/2025				CAPSAN	CAPITAL SANITARY SUPPLY	117.75
111130	07/14/2025				CASEYROOF	CASEY ROOFING LLC	325.00
111131	07/14/2025				CEDARKNOX	CEDAR-KNOX PPD	8,948.41
111132	07/14/2025				CHEMSEARCH	CHEMSEARCH	234.08
111133	07/14/2025				CITYLAUREL	CITY OF LAUREL	3,139.42
111134	07/14/2025				COMMONCURR	COMMON CURRICULUM	4,750.00
111135	07/14/2025				CPI	CRISIS PREVENTION INSTITUTE, INC.	6,748.00
111136	07/14/2025				DIVERDRUG	DIVERSIFIED DRUG TESTING, LLC	280.00
111137	07/14/2025				ESU1	EDUCATIONAL SERVICE UNIT #1	14,975.00
111138	07/14/2025				EGAN	EGAN SUPPLY	19.70
111139	07/14/2025				FAITHREGIO	FAITH REGIONAL HEALTH SERVICES	100.00
111140	07/14/2025				FASTWYRE	FASTWYRE BROADBAND	486.21
111141	07/14/2025				FLINN	FLINN SCIENTIFIC INC	222.16
111142	07/14/2025				GENERALPC	GENERAL FUND PETTY CASH	711.65
111143	07/14/2025				GENERATION	GENERATION GENUIS, INC.	995.00
111144	07/14/2025				GOPHER	GOPHER	3,374.14
111145	07/14/2025				GRANMEGA	MEGAN GRANQUIST	52.00
111146	07/14/2025				GROSSWAYNE	GROSSENBURG IMPLEMENT, INC.	6,750.00
111147	07/14/2025				H2O	H2O 4 U	80.00
111148	07/14/2025				HANDSHEART	HANDS OF HEARTLAND	3,781.62
111149	07/14/2025				HANSENBROS	HANSEN BROTHERS PARTS & SERVICE, INC.	290.68
111150	07/14/2025				HARTINGACE	HARTINGTON ACE HARDWARE	177.78
111151	07/14/2025				HOMEDEPROA	HD SUPPLY FORMERLY THE HOME DEPOT PRO	758.53
111152	07/14/2025				HOMEDEPROD	HD SUPPLY FORMERLY THE HOME DEPOT PRO	936.82
111153	07/14/2025				HEFNEROIL	HEFNER OIL & FEED CO. INC	350.25
111154	07/14/2025				HEGGERTY	HEGGERTY LITERACY	101.00
111155	07/14/2025				HOMEBAKING	HOME BAKING ASSOCIATION	180.00
111156	07/14/2025				JOHNSONCON	JOHNSON CONTROLS	2,800.00
111157	07/14/2025				KAEB	KAEB SANITARY SUPPLY, INC.	45.26
111158	07/14/2025				KCAV	KANSAS CITY AUDIO-VISUAL, INC.	4,721.33
111159	07/14/2025				KARDELLS	DAVID KARDELL	109.91
111160	07/14/2025				LAQUINTA	LAQUINTA BY WYNDHAM KEARNEY	674.75
111161	07/14/2025				LAURELACE	LAUREL ACE HARDWARE	284.43
111162	07/14/2025				LAURELACE	LAUREL ACE HARDWARE	580.90
111163	07/14/2025				LAURELHOME	LAUREL'S HOMETOWN MARKET	61.42
111164	07/14/2025				MATHESON	MATHESON TRI-GAS INC	338.15

Checking Account ID: 1 **Check Type: Check**

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Amount
111165	07/14/2025				MENARDSC	MENARD'S - SIOUX CITY	1,722.93
111166	07/14/2025				NASCO	NASCO - FORT ATKINSON	1,241.48
111167	07/14/2025				NASP	NASP INC	823.00
111168	07/14/2025				NREA	NATIONAL RURAL EDUCATIONAL ASSOCIATION	75.00
111169	07/14/2025				NAVIGATE36	NAVIGATE360, LLC	5,585.00
111170	07/14/2025				NAVIGMOTOR	NAVIGATOR MOTORCOACHES, INC.	1,690.00
111171	07/14/2025				NCSADM	NEBR COUNCIL OF SCHOOL ADMIN	353.00
111172	07/14/2025				NRCSA	NEBR RURAL COMM SCHOOLS ASSOC	850.00
111173	07/14/2025				NAEA	NEBRASKA AG ED ASSOCIATION	275.00
111174	07/14/2025				NASCD	NEBRASKA ASCD	140.00
111175	07/14/2025				NDE	NEBRASKA DEPT OF EDUCATION	7,500.00
111176	07/14/2025				NEBRSAFETY	NEBRASKA SAFETY CENTER	250.00
111177	07/14/2025				NENEBRINS	NORTHEAST NEBRASKA INSURANCE	100.00
111178	07/14/2025				NNNEWS	NORTHEAST NEBRASKA NEWS COMPANY	2,712.09
111179	07/14/2025				NNTC	NORTHEAST NEBRASKA TELEPHONE CO.	295.01
111180	07/14/2025				OLSOTIFF	TIFFANY OLSON	15.72
111181	07/14/2025				ORKIN	ORKIN	242.15
111182	07/14/2025				ORIENTALTR	OTC BRANDS, INC.	202.32
111183	07/14/2025				PARCO	PARCO SCIENTIFIC COMPANY	42.00
111184	07/14/2025				PEARSONED	PEARSON EDUCATION INC.	911.19
111185	07/14/2025				PITSCO	PITSCO EDUCATION, LLC	2,625.17
111186	07/14/2025				PLANK	PLANK ROAD PUBLISHING, INC.	125.45
111187	07/14/2025				POWERSCHOO	POWERSCHOOL GROUP, LLC	16,775.40
111188	07/14/2025				PROVIDENCE	PROVIDENCE MEDICAL CENTER	451.25
111189	07/14/2025				PYRAMIDSCH	PYRAMID SCHOOL PRODUCTS	1,420.82
111190	07/14/2025				RAPTOR	RAPTOR TECHNOLOGIES LLC	3,447.00
111191	07/14/2025				RAYSMIDBEL	RAY'S MID-BELL MUSIC, INC	1,039.43
111192	07/14/2025				ROCHESTER	ROCHESTER 100 INC.	320.00
111193	07/14/2025				SCHOOLDATE	SCHOOL DATEBOOKS	197.79
111194	07/14/2025				SCHOOLSPEC	SCHOOL SPECIALTY LLC	283.55
111195	07/14/2025				SEESAW	SEESAW LEARNING, INC.	2,412.50
111196	07/14/2025				SUI	SOFTWARE UNLIMITED INC	8,000.00
111197	07/14/2025				STAPLE	STAPLES BUSINESS ADVANTAGE	1,754.07
111198	07/14/2025				STUDEN	STUDENT ASSURANCE SERVICES INC	680.15
111199	07/14/2025				SUPERDUPER	SUPER DUPER INC.	247.20
111200	07/14/2025				TEACHERSYN	TEACHER SYNERGY, LLC	167.43
111201	07/14/2025				TEACHTOWN	TEACHTOWN	3,750.00
111202	07/14/2025				TMS	TIME MANAGMENT SYSTEMS	410.00
111203	07/14/2025				USCELL	U.S. CELLULAR	76.50
111204	07/14/2025				VERIZON	VERIZON	195.12
111205	07/14/2025				VILLAGECOL	VILLAGE OF COLERIDGE	83.00
111206	07/14/2025				VOLKMAN	VOLKMAN PLUMBING & HEATING INC	3,500.00
111207	07/14/2025				WASTECONN	WASTE CONNECTIONS OF NEBRASKA, INC.	275.21
111208	07/14/2025				WAYNEHERAL	WAYNE HERALD	838.00
111209	07/14/2025				WAYNERADIO	WAYNE RADIO WORKS, LLC	180.00
111210	07/14/2025				WESTMUSIC	WEST MUSIC, INC.	458.59
111211	07/14/2025				WPS	WESTERN PSYCHOLOGICAL SERVICES	551.00
	Check Type Total:		Check			Void Total: 0.00 Total without Voids:	384,667.68
	Checking Account Total:		1			Void Total: 0.00 Total without Voids:	384,667.68

Checking Account ID: 10 **Check Type: Check**

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Amount
3453	07/14/2025				LAURELHOME	LAUREL'S HOMETOWN MARKET	93.08
3454	07/14/2025				SYSCO	SYSCO - LINCOLN	1,629.65
	Check Type Total:		Check			Void Total: 0.00 Total without Voids:	1,722.73
	Checking Account Total:		10			Void Total: 0.00 Total without Voids:	1,722.73

Checking Account ID: 15 **Check Type: Check**

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Amount
1256	07/14/2025				AMAZCAPITA	AMAZON CAPITAL SERVICES	148.39
1257	07/14/2025				GENERALPC	GENERAL FUND PETTY CASH	76.00
1258	07/14/2025				PETEPAXT	PAXTON PETERS	28.77
	Check Type Total:		Check			Void Total: 0.00 Total without Voids:	253.16
	Checking Account Total:		15			Void Total: 0.00 Total without Voids:	253.16

Checking Account ID: 3 **Check Type: Check**

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Amount
3063	07/14/2025				AMERICLAIM	AMERIFLEX	4,380.18
	Check Type Total:		Check			Void Total: 0.00 Total without Voids:	4,380.18
	Checking Account Total:		3			Void Total: 0.00 Total without Voids:	4,380.18

Checking Account ID: 8 **Check Type: Check**

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Amount
8310	07/14/2025				MOBILEMINI	WILLIAMS SCOTSMAN, INC.	525.14
	Check Type Total:		Check			Void Total: 0.00 Total without Voids:	525.14
	Checking Account Total:		8			Void Total: 0.00 Total without Voids:	525.14

Checking Account ID: 9 **Check Type: Check**

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Amount
1043	07/14/2025				HAUSMANN	HAUSMANN CONSTRUCTION, INC.	121,584.48
	Check Type Total:		Check			Void Total: 0.00 Total without Voids:	121,584.48
	Checking Account Total:		9			Void Total: 0.00 Total without Voids:	121,584.48
			Grand Total:			Void Total: 0.00 Total without Voids:	513,133.37

Laurel-Concord-Coleridge School District 54 **Invoice Listing - Summary**
07/11/2025 2:14 PM JULY 2025 CREDIT CARD PAYMENT

Vendor Name	Invoice Date	Check Date	Check Number	Invoice Amount
ADOBE CREATIVE CLOUD/ACROPRO	06/12/2025	07/14/2025	111109	21.29
AMAZON.COM	06/04/2025	07/14/2025	111109	665.45
APPLE.COM	06/04/2025	07/14/2025	111109	124.74
ARBYS RESTAURANT	06/24/2025	07/14/2025	111109	24.37
AUTOBRUSH	06/19/2025	07/14/2025	111109	118.97
BEST WESTERN PLUS	06/24/2025	07/14/2025	111109	561.40
CUBBY'S INC.	06/04/2025	07/14/2025	111109	60.67
DASHR,	06/16/2025	07/14/2025	111109	1,765.00
DIFFERENT ROADS	06/23/2025	07/14/2025	111109	166.83
DOODLE.COM	06/27/2025	07/14/2025	111109	85.06
DQ GRILL & CHILL	06/27/2025	07/14/2025	111109	26.11
FEDEX	06/25/2025	07/14/2025	111109	16.32
FIREHOUSE SUBS	06/25/2025	07/14/2025	111109	54.93
GENTLE OBSERVATIONS	06/17/2025	07/14/2025	111109	167.00
HARD ROCK	06/26/2025	07/14/2025	111109	87.09
JIMMY JOHNS RESTAURANT	06/03/2025	07/14/2025	111109	145.93
LAUREL'S HOMETOWN MARKET	06/04/2025	07/14/2025	111109	12.63
LEVY STATE FARM ARENA	06/27/2025	07/14/2025	111109	25.00
MARRIOTT ATL	06/24/2025	07/14/2025	111109	1,194.00
OPENAI.COM	06/27/2025	07/14/2025	111109	20.00
QT 670	06/11/2025	07/14/2025	111109	54.16
QUICKLUTION	06/30/2025	07/14/2025	111109	49.98
RATH'S MINI MART	07/02/2025	07/14/2025	111109	1,283.25
RENAISSANCE	06/18/2025	07/14/2025	111109	250.00
MINDWISE	06/18/2025	07/14/2025	111109	500.00
SLPNOW.COM	06/03/2025	07/14/2025	111109	249.00
TARGET.COM	07/03/2025	07/14/2025	111109	546.49
TORQUE FITNESS LLC	06/17/2025	07/14/2025	111109	111.30
USPS 68727	06/10/2025	07/14/2025	111109	17.60
VEVOR.COM	06/23/2025	07/14/2025	111109	979.99
VISTAPRINT.COM	06/19/2025	07/14/2025	111109	58.00
YAMI YAMI INC	06/23/2025	07/14/2025	111109	22.75
ZOOM	06/27/2025	07/14/2025	111109	159.90
			TOTAL GENERAL FUND:	9,625.21

ACTIVITY FUND: $1,269.35

LAUREL-CONCORD-COLERIDGE SCHOOL DISTRICT #54
BOARD OF EDUCATION
Regular Monthly Meeting
Monday, June 9, 2025, 7:00 p.m.
LCC Board Room @ LCC School, Laurel, NE 68745

Attendance taken at 7:00 p.m.

Garry Anderson:	Present
Carol Erwin:	Absent
Jon Graham:	Present
Jay Hall:	Present
Bryan Pippitt:	Present
Grant Settje:	Absent
Scott Taylor:	Present

Present: 5. Absent: 2.

I. CALL MEETING TO ORDER

The regular meeting was convened at 7:00 p.m. on June 9, 2025 in the LCC Board of Education Room at Laurel-Concord-Coleridge School, Laurel, Nebraska. The meeting notice was published in the June 4, 2025 issue of the Laurel Advocate, posted at the LCC Elementary/High School- Laurel and LCC Middle School- Coleridge, posted at U.S. Post Office- Coleridge, U.S. Post Office- Laurel, Security Bank- Coleridge, Security Bank- Laurel, Citizens State Bank- Laurel, and posted on the school web site. Said notice stated agenda is readily available for public inspection at the Superintendent's office during normal business hours. Board members were emailed notice. In addition to board members, the following was present: Superintendent Jeremy Christiansen. Members of the public were present and welcomed. The meeting was duly called to order by President Hall at 7:00 p.m. Everyone joined in the pledge of allegiance to the flag. Attention was directed to a current copy of the Nebraska Open Meeting Act posted in the room.

II. APPROVAL OF AGENDA AND CHANGES TO AGENDA

Motion to approve the agenda as provided passed with a motion by Scott Taylor and a second by Jon Graham.
Anderson: Yea, Erwin: Absent, Graham: Yea, Hall: Yea, Pippitt: Yea, Settje: Absent, Taylor: Yea
Yea: 5, Nay: 0, Absent: 2.

III. CONSENT AGENDA

Motion to approve the consent agenda items including minutes of the April 14, 2025 regular meeting; Treasurer reports; the General Fund bills in the amount of $123,232.90; the Employee Benefit Fund bills in the amount of $5,372.85; the Bond Fund bill in the amount of $283,401.25; the Special Building Fund Original Account bill in the amount of $525.14; the May 2025 Activity Fund bills in the amount of $20,407.32; and the projected payroll in the amount of $625,999.08 passed with a motion by Bryan Pippitt and a second by Scott Taylor.
Anderson: Yea, Erwin: Absent, Graham: Yea, Hall: Yea, Pippitt: Yea, Settje: Absent,

Taylor: Yea
Yea: 5, Nay: 0, Absent: 2.

IV. EXCUSE ABSENT BOARD MEMBERS

Motion to excuse the absence of Carol Erwin passed with a motion by Scott Taylor and a second by Bryan Pippitt.
Anderson: Yea, Erwin: Absent, Graham: Yea, Hall: Yea, Pippitt: Yea, Settje: Absent,
Taylor: Yea
Yea: 5, Nay: 0, Absent: 2.

Motion to excuse the absence of Grant Settje passed with a motion by Bryan Pippitt and a second by Scott Taylor.
Anderson: Yea, Erwin: Absent, Graham: Yea, Hall: Yea, Pippitt: Yea, Settje: Absent,
Taylor: Yea
Yea: 5, Nay: 0, Absent: 2.

V. PUBLIC COMMENT

No member of the public signed in to address the Board.

VI. INFORMATION AND PROPOSALS

VI.1. DIRECTOR OF ACTIVITIES & TRANSPORTATION REPORT

Mr. Christiansen shared a few updates from Mr. Conner's report. Four LCC athletes competed at this year's state track and field meet. There have been multiple summer camps taking place. The Marching Band participated in the Chicago Memorial Day parade. At this time, there will be no Cheer team due to enrollment. This will be reevaluated once school begins.

VI.2. PRINCIPALS' REPORTS

No written reports were expected for the June board meeting. Mr. Leonard provided a report, which was available for the Board's review.

VI.3. SUPERINTENDENT'S REPORT

Superintendent Christiansen's report was available for the Board's review.

VI.4. BOARD COMMITTEE REPORTS

VI.4.1. POLICY/LIBRARY BOARD COMMITTEE MEETING

The policy committee updated some policies in response to current legislation. The Library Board discussed personnel matters and a change in the county commissioner funding.

VI.4.2. EDUCATION FOUNDATION

Bryan Pippitt and Jeremy Christiansen attended the most recent meeting. Mr. Christiansen shared a summary.

VI.4.3. LAUREL ECONOMIC DEVELOPMENT ADVISORY

Garry Anderson attended the most recent meeting and shared a summary with the

Board. Items that were discussed include available city property and the nursing home.

VII. ACTION ITEMS

VII.1. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO NEGOTIATED AGREEMENT SICK LEAVE BANK COMPENSATION.

Motion to approve the LCCEA Sick Leave Bank reimbursement request of 2 days for Meaghan Vollers passed with a motion by Scott Taylor and a second by Garry Settje.
Anderson: Yea, Erwin: Absent, Graham: Yea, Hall: Yea, Pippitt: Yea, Settje: Absent, Taylor: Yea
Yea: 5, Nay: 0, Absent: 2.

VII.2. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO TECHNOLOGY SUPPORT SERVICES WITH ESU #1.

Motion to approve the Summer 2025 Technology Support Service Agreement with ESU 1 as provided passed with a motion by Bryan Pippitt and a second by Scott Taylor.
Anderson: Yea, Erwin: Absent, Graham: Yea, Hall: Yea, Pippitt: Yea, Settje: Absent, Taylor: Yea
Yea: 5, Nay: 0, Absent: 2.

Motion to approve the 2025-2026 Technology Support Service Agreement with ESU 1 as provided passed with a motion by Scott Taylor and a second by Jon Graham.
Anderson: Yea, Erwin: Absent, Graham: Yea, Hall: Yea, Pippitt: Yea, Settje: Absent, Taylor: Yea
Yea: 5, Nay: 0, Absent: 2.

VII.3. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO SCHOOL MEAL PRICES FOR 2025-2026.

Motion to approve the School Meal Prices for 2025-2026 as provided passed with a motion by Scott Taylor and a second by Bryan Pippitt.
Anderson: Yea, Erwin: Absent, Graham: Yea, Hall: Yea, Pippitt: Yea, Settje: Absent, Taylor: Yea
Yea: 5, Nay: 0, Absent: 2.

VII.4. CONSIDER, DISCUSS, AND TAKE NECESSARY ACTION WITH REGARD TO ANNUAL POLICY UPDATES.

Motion to approve the following annual policy updates on First Reading and in accordance with recent state and federal legislative action and updates:
1200 - Anti-harassment Policy;
4003 - Employee Anti-discrimination;
4003a - Notice of Nondiscrimination;
4003b - Complaint Form/Discrimination, Harassment or Retaliation;
5401 - Equal Opportunity;
5401z - Complaint Form/Discrimination, Harassment, or Retaliation;
3131 - Procurement Plan;

3132 - Internal Controls;
3410 - Safe Driving Record Policy;
4009 - Drug and Substance Use and Abuse;
4009 Form A - Applicant Consent to Obtain Past Alcohol and Drug Test Results;
5001 - Student Admissions and Student Admissions Forms;
5004 - Part Time Enrollment;
5101 - Student Discipline Policy;
5103 - Extracurricular Discipline Policy;
5201 - Promotion & Retention;
5201x - (NEW) Request to Repeat Grade Form;
5202z - FERPA Annual Notice;
5301 - Association Activities;
5414 - Identification of Learners with High Ability;
5507 (NEW) - Foster Care Student Transportation;
6113 - (NEW) Electronic Communication Devices and Cell Phones;
6400 - Parent Involvement;
and 6931 - (NEW) Behavioral Intervention and Classroom Management
passed with a motion by Bryan Pippitt and a second by Scott Taylor.
Anderson: Yea, Erwin: Absent, Graham: Yea, Hall: Yea, Pippitt: Yea, Settje: Absent, Taylor: Yea
Yea: 5, Nay: 0, Absent: 2.

Motion to rescind the following Board of Education policies in accordance with recent state and federal legislative action and updates: 4009 – Drug and Substance Use and Abuse (Forms C and D); and 6410 – Title I Parent Involvement passed with a motion by Jon Graham and a second by Bryan Pippitt.
Anderson: Yea, Erwin: Absent, Graham: Yea, Hall: Yea, Pippitt: Yea, Settje: Absent, Taylor: Yea
Yea: 5, Nay: 0, Absent: 2.

VIII. DISCUSSION ITEMS

VIII.1. BOARD POLICY REVIEW – 2000 SERIES (ADMINISTRATION)

VIII.2. STAKEHOLDER ENGAGEMENT

IX. CORRESPONDENCE AND BOARD BULLETINS

Updates from NRCSA and NASB were available for the Board's review.

X. UPCOMING BOARD MEETINGS, COMMITTEE MEETINGS, AND WORKSHOPS

X.1. BUDGET AMENDMENT HEARING – MONDAY, JULY 14, 2025 (6:50 P.M. – LCC BOARD ROOM, COLERIDGE)

X.2. ANNUAL SPECIAL HEARINGS – MONDAY, JULY 14, 2025 (7:00 P.M. – LCC BOARD ROOM, COLERIDGE)

X.3. COMMITTEE ON AMERICAN CIVICS MEETING – MONDAY, JULY 14, 2025 (7:15 P.M. – LCC BOARD ROOM, COLERIDGE)

X.4. REGULAR BOARD OF EDUCATION MEETING – MONDAY, JULY 14, 2025 (LCC BOARD ROOM, COLERIDGE)

XI. ADJOURN
Meeting adjourned at 7:41 p.m.

Cedar County School District #54

Submitted by:

_____
Megan Greiner
Recording Secretary

Attested by:

_____
Grant Settje
Secretary of the Board

Laurel-Concord-Coleridge School
District #54

Local Tax Receipts from County Treasurers

MONTH	2019-20	%	MONTH	2020-21	%	MONTH	2021-22	%	MONTH	2022-23	%	MONTH	2023-24	%	MONTH	2024-25	%
September	$1,025,064.25	17.39%	September	$1,267,440.50	20.53%	September	$1,316,943.83	20.22%	September	$1,212,647.51	17.70%	September	$1,377,030.70	20.79%	September	$1,263,877.72	17.91%
October	$340,229.37	23.16%	October	$267,036.63	24.86%	October	$274,521.59	24.44%	October	$326,676.74	22.47%	October	$212,159.84	23.99%	October	$403,165.75	23.62%
November	$67,225.53	24.30%	November	$107,292.10	26.60%	November	$50,377.32	25.21%	November	$37,093.86	23.01%	November	$83,790.06	25.25%	November	$42,195.30	24.21%
December	$11,570.84	24.50%	December	$11,181.75	26.78%	December	$9,567.77	25.36%	December	$14,660.24	23.23%	December	$18,909.75	25.54%	December	$5,887.76	24.30%
January	$955,391.96	40.71%	January	$1,102,368.99	44.63%	January	$1,478,946.16	48.07%	January	$1,606,320.61	46.68%	January	$1,326,410.86	45.56%	January	$932,308.61	37.51%
February	$325,440.60	46.23%	February	$303,631.95	49.55%	February	$275,073.54	52.29%	February	$173,100.02	49.20%	February	$212,567.44	48.77%	February	$191,750.25	40.22%
March	$94,744.09	47.84%	March	$116,615.58	51.44%	March	$102,118.58	53.86%	March	$145,490.31	51.33%	March	$114,857.70	50.50%	March	$53,955.12	40.99%
April	$293,093.56	52.81%	April	$307,474.39	56.42%	April	$376,384.02	59.64%	April	$350,242.48	56.44%	April	$310,514.51	55.19%	April	$226,302.02	44.19%
May	$1,558,392.28	79.25%	May	$1,843,789.04	86.29%	May	$1,733,363.02	86.25%	May	$1,831,312.48	83.18%	May	$1,939,467.72	84.46%	May	$1,509,515.99	65.58%
June	$321,314.81	84.70%	June	$175,315.55	89.13%	June	$311,451.51	91.04%	June	$370,144.70	88.58%	June	$258,257.40	88.36%	June	$199,209.50	68.40%
July	$22,776.64	85.09%	July	$40,561.56	89.79%	July	$19,427.41	91.33%	July	$29,566.00	89.01%	July	$40,730.96	88.98%	July		68.40%
August	$35,236.94	85.69%	August	$31,145.75	90.29%	August	$33,129.22	91.84%	August	$32,985.32	89.49%	August	$43,846.84	89.64%	August		68.40%
Adjustment		85.69%	Adjustment		90.29%	Adjustment		91.84%	Adjustment		89.49%	Adjustment		89.64%	Adjustment		68.40%
Total	$5,050,480.87		Total	$5,573,853.79		Total	$5,981,303.97		Total	$6,130,240.27		Total	$5,938,543.78		Total	$4,828,168.02	
Budgeted	$5,894,069.00		Budgeted	$6,173,080.00		Budgeted	$6,512,599.00		Budgeted	$6,850,000.00		Budgeted	$6,625,000.00		Budgeted	$7,058,605.00	
over/under	($843,588.13)		over/under	($599,226.21)		over/under	($531,295.03)		over/under	($719,759.73)		over/under	($686,456.22)		over/under	($2,230,436.98)	

General Fund Expenditures

MONTH	2019-20	%	MONTH	2020-21	%	MONTH	2021-22	%	MONTH	2022-23	%	MONTH	2023-24	%	MONTH	2024-25	%
September	$707,628.51	8.41%	September	$746,449.58	8.67%	September	$726,108.97	7.05%	September	$843,013.71	8.02%	September	$975,269.83	9.21%	September	$1,001,176.78	9.41%
October	$730,251.14	17.10%	October	$599,815.74	15.64%	October	$782,381.18	14.65%	October	$700,149.06	14.68%	October	$796,362.90	16.73%	October	$1,032,630.75	19.11%
November	$744,292.53	25.95%	November	$669,115.03	23.42%	November	$761,895.24	22.04%	November	$817,958.94	22.46%	November	$730,846.86	23.63%	November	$756,832.64	26.22%
December	$622,756.74	33.35%	December	$609,195.12	30.49%	December	$725,284.02	29.09%	December	$666,779.51	28.80%	December	$799,262.02	31.18%	December	$706,040.78	32.85%
January	$554,686.89	39.95%	January	$575,402.26	37.18%	January	$591,318.96	34.83%	January	$673,716.31	35.21%	January	$656,336.17	37.37%	January	$825,573.75	40.61%
February	$679,048.37	48.02%	February	$647,073.32	44.70%	February	$678,884.50	41.42%	February	$707,913.94	41.95%	February	$781,177.25	44.75%	February	$781,008.28	47.95%
March	$550,129.69	54.56%	March	$629,563.71	52.01%	March	$561,377.67	46.87%	March	$588,417.50	47.55%	March	$697,586.96	51.34%	March	$681,419.17	54.35%
April	$832,492.26	64.46%	April	$695,494.90	60.09%	April	$642,188.70	53.11%	April	$671,609.00	53.94%	April	$851,254.57	59.37%	April	$861,691.01	62.44%
May	$524,134.43	70.69%	May	$585,344.98	66.90%	May	$654,934.92	59.46%	May	$738,326.94	60.96%	May	$774,884.34	66.69%	May	$717,138.02	69.18%
June	$632,978.93	78.22%	June	$709,884.86	75.14%	June	$691,562.05	66.18%	June	$768,940.09	68.27%	June	$764,684.10	73.91%	June	$796,923.41	76.67%
July	$596,192.71	85.31%	July	$668,214.85	82.91%	July	$638,535.09	72.38%	July	$659,578.02	74.55%	July	$989,364.57	83.25%	July		76.67%
August	$634,969.51	92.86%	August	$706,801.30	91.12%	August	$635,707.67	78.55%	August	$835,531.07	82.50%	August	$701,509.46	89.88%	August		76.67%
Adjustment		92.86%	Adjustment		91.12%	Adjustment		78.55%	Adjustment		82.50%	Adjustment		89.88%	Adjustment		76.67%
Total Spent	$7,809,561.71		Total Spent	$7,842,355.65		Total Spent	$8,090,178.97		Total Spent	$8,671,934.09		Total Spent	$9,518,539.03		Total Spent	$8,160,434.59	
Budgeted	$8,410,000.00		Budgeted	$8,606,700.00		Budgeted	$10,299,211.00		Budgeted	$10,511,738.00		Budgeted	$10,590,631.00		Budgeted	$10,643,613.00	
over/under	($600,438.29)		over/under	($764,344.35)		over/under	($2,209,032.03)		over/under	($1,839,803.91)		over/under	($1,072,091.97)		over/under	($2,483,178.41)	

9000 program costs are not included in "total spent"

Fund: 05 ACTIVITIES FUND

		Beginning Balance	Debits	Credits	Ending Balance
Current Assets					
05 101	CASH	93,239.28	321,771.42	368,762.47	46,248.23
Total: Current Assets		93,239.28	321,771.42	368,762.47	46,248.23
Fund Balance					
05 704	FUND BALANCE	162,194.22	2.71	50,559.68	212,751.19
05 704 1008	ACTIVITY DIRECTOR ACCT.	(4,426.59)	1,592.77	0.00	(6,019.36)
05 704 1009	TRACK	1,252.15	0.00	90.36	1,342.51
05 704 1010	HIGH SCHOOL YEARBOOK	921.77	1,445.75	812.00	288.02
05 704 1015	MIDDLE SCHOOL YEARBOOK	(23.83)	0.00	0.00	(23.83)
05 704 1020	ART CLUB	5,681.18	382.00	304.00	5,603.18
05 704 1025	HIGH SCHOOL BAND	11,109.55	17,531.52	2,048.93	(4,373.04)
05 704 1030	MIDDLE SCHOOL BAND	2,945.81	2,945.81	0.00	0.00
05 704 1034	CHEERLEADING	2,715.48	2,895.72	2,246.91	2,066.67
05 704 1035	HIGH SCHOOL DANCE	1,245.75	3,047.24	2,180.00	378.51
05 704 1040	CLASS OF 2028	7.48	0.00	400.00	407.48
05 704 1045	CLASS OF 2026	1,239.25	3,691.79	2,187.51	(265.03)
05 704 1050	CLASS OF 2027	198.08	198.09	0.00	(0.01)
05 704 1055	CLASS OF 2024	214.02	214.02	0.00	0.00
05 704 1060	CLASS OF 2025	371.53	2,431.45	2,571.81	511.89
05 704 1065	CLASS OF 2020	257.94	0.00	0.00	257.94
05 704 1070	BOYS GOLF	991.36	0.00	253.00	1,244.36
05 704 1075	HIGH ABILITY LEARNERS	15,500.23	5,250.57	3,009.04	13,258.70
05 704 1080	CONCESSIONS	22,402.25	15,899.76	21,860.34	28,362.83
05 704 1085	MIDDLE SCHOOL STUDENT COUNCIL	846.54	5,125.76	8,622.93	4,343.71
05 704 1090	ELEMENTARY ACTIVITY FUND	801.25	78.00	15.00	738.25
05 704 1092	ELEMENTARY PBIS	(270.78)	253.19	0.00	(523.97)
05 704 1095	ELEMENTARY POP	3,188.15	0.00	0.00	3,188.15
05 704 1100	ELEMENTARY STUDENT COUNCIL	4,417.79	3,231.32	2,557.94	3,744.41
05 704 1101	PRESCHOOL ACTIVITIES	525.00	0.00	0.00	525.00
05 704 1102	DIGITAL MEDIA	1,753.70	0.00	311.00	2,064.70
05 704 1105	FBLA	663.92	7,990.31	7,365.00	38.61
05 704 1110	FCCLA	(3,477.95)	3,038.17	977.00	(5,539.12)
05 704 1115	FFA	18,011.58	28,601.15	25,028.34	14,438.77
05 704 1120	FACILITY USE	241.54	0.00	0.00	241.54
05 704 1124	COLERIDGE FITNESS CENTER	(8,688.28)	1,678.88	2,175.90	(8,191.26)
05 704 1125	LAUREL FITNESS CENTER	(24,874.70)	2,752.64	8,465.00	(19,162.34)
05 704 1130	MIDDLE SCHOOL FFA	713.63	0.00	0.00	713.63
05 704 1140	GENERAL ACTIVITIES	(189,893.91)	124,164.02	61,387.51	(252,670.42)
05 704 1145	INDUSTRIAL ARTS	(19,080.99)	318.08	179.00	(19,220.07)
05 704 1151	HOMECOMING	(4,022.43)	1,979.17	0.00	(6,001.60)
05 704 1152	PROM	(8,905.32)	1,500.00	750.00	(9,655.32)
05 704 1155	LEO	557.44	0.00	0.00	557.44
05 704 1156	MIDDLE SCHOOL PBIS	(1,196.64)	122.35	100.00	(1,218.99)
05 704 1160	LIBRARY	6,468.32	7,621.01	7,650.14	6,497.45
05 704 1161	MAKERSPACE	0.00	697.24	3,947.00	3,249.76
05 704 1163	MATH CLUB	1,321.32	340.48	75.21	1,056.05
05 704 1165	MISCELLANEOUS ACCOUNT	12,688.92	1,972.88	2,150.00	12,866.04
05 704 1170	NATIONAL HONOR SOCIETY	1,997.73	1,361.46	748.00	1,384.27
05 704 1175	FOOTBALL	1,334.27	776.85	1,069.90	1,627.32
05 704 1180	CROSS COUNTRY	2,494.88	574.37	1,370.00	3,290.51
05 704 1185	GIRLS GOLF	1,288.68	127.24	0.00	1,161.44
05 704 1190	QUIZ BOWL	(201.63)	260.19	168.00	(293.82)
05 704 1195	HIGH SCHOOL SCIENCE CLUB	12,809.26	252.06	0.00	12,557.20
05 704 1200	SPANISH CLUB	662.80	1,030.00	481.00	113.80

Fund: 05 ACTIVITIES FUND

		Beginning Balance	Debits	Credits	Ending Balance
05 704 1205	ONE ACTS	3,697.83	2,573.49	2,639.00	3,763.34
05 704 1210	SPEECH	759.92	63.05	400.00	1,096.87
05 704 1215	HIGH SCHOOL STUDENT COUNCIL	811.36	988.00	1,278.00	1,101.36
05 704 1220	FCA	960.81	471.00	0.00	489.81
05 704 1225	SKILLS USA	(30,025.45)	7,652.19	3,483.75	(34,193.89)
05 704 1230	VOCAL MUSIC	557.01	2,748.46	2,231.22	39.77
05 704 1235	VOLLEYBALL	1,226.05	4,019.42	4,850.00	2,056.63
05 704 1240	GIRLS BASKETBALL	271.82	1,756.77	3,292.50	1,807.55
05 704 1245	BOYS BASKETBALL	2,588.43	4,358.42	3,629.50	1,859.51
05 704 1250	WRESTLING	727.01	0.00	0.00	727.01
05 704 1255	E-SPORTS	(7,314.79)	650.26	800.00	(7,165.05)
05 704 1260	SCHOOL PICTURES	3,213.75	0.00	0.00	3,213.75
05 704 1305	AGRICULTURAL FOUNDATION SCHOLARSHIP	9,614.36	2,000.00	0.00	7,614.36
05 704 1310	COLLEGE ACCESS GRANT	880.11	1,131.83	0.00	(251.72)
05 704 1320	STUDENT BOARD MEMBER SCHOLARSHIP	(1,000.00)	0.00	0.00	(1,000.00)
05 704 1400	EDUCATION QUEST FOUNDATION	4,250.00	0.00	0.00	4,250.00
05 704 1500	SECURITY BANK SPONSORSHIP	50,733.54	0.00	0.00	50,733.54
05 704 1550	CLOVER	(3,957.20)	4,150.56	0.00	(8,107.76)
05 704 1600	VIDEO BOARD	2,500.00	0.00	0.00	2,500.00
05 704 1705	GREENHOUSE	15,773.00	82,823.00	67,050.00	0.00
05 704 1710	BELL PLAZA	0.00	0.00	8,000.00	8,000.00
Total: Fund Balance		93,239.28	368,762.47	321,771.42	46,248.23
Revenue					
05 1510 0000	INTEREST ON INVESTMENTS	0.00	0.00	496.88	496.88
05 1790 1009	TRACK	0.00	0.00	90.36	90.36
05 1790 1010	HIGH SCHOOL YEARBOOK	0.00	0.00	812.00	812.00
05 1790 1020	ART CLUB	0.00	0.00	304.00	304.00
05 1790 1025	HIGH SCHOOL BAND	0.00	0.00	2,048.93	2,048.93
05 1790 1034	CHEERLEADING	0.00	0.00	1,921.91	1,921.91
05 1790 1035	HIGH SCHOOL DANCE	0.00	0.00	1,910.00	1,910.00
05 1790 1040	CLASS OF 2028	0.00	0.00	400.00	400.00
05 1790 1045	CLASS OF 2026	0.00	0.00	2,187.51	2,187.51
05 1790 1060	CLASS OF 2025	0.00	0.00	2,571.81	2,571.81
05 1790 1070	BOYS GOLF	0.00	0.00	253.00	253.00
05 1790 1075	HIGH ABILITY LEARNERS	0.00	0.00	1,590.00	1,590.00
05 1790 1080	CONCESSIONS	0.00	0.00	21,236.35	21,236.35
05 1790 1085	MIDDLE SCHOOL STUDENT COUNCIL	0.00	0.00	8,552.70	8,552.70
05 1790 1090	ELEMENTARY ACTIVITY FUND	0.00	0.00	15.00	15.00
05 1790 1100	ELEMENTARY STUDENT COUNCIL	0.00	0.00	2,557.94	2,557.94
05 1790 1102	DIGITAL MEDIA	0.00	0.00	311.00	311.00
05 1790 1105	FBLA	0.00	0.00	7,365.00	7,365.00
05 1790 1110	FCCLA	0.00	0.00	977.00	977.00
05 1790 1115	FFA	0.00	0.00	25,028.34	25,028.34
05 1790 1124	COLERIDGE FITNESS CENTER	0.00	0.00	2,175.90	2,175.90
05 1790 1125	LAUREL FITNESS CENTER	0.00	0.00	8,465.00	8,465.00
05 1790 1140	GENERAL ACTIVITIES	0.00	75.00	59,043.56	58,968.56
05 1790 1145	INDUSTRIAL ARTS	0.00	0.00	179.00	179.00
05 1790 1156	MIDDLE SCHOOL PBIS	0.00	0.00	100.00	100.00
05 1790 1160	LIBRARY	0.00	0.00	7,553.01	7,553.01
05 1790 1161	MAKERSPACE	0.00	0.00	3,947.00	3,947.00
05 1790 1163	MATH CLUB	0.00	0.00	75.21	75.21
05 1790 1165	MISCELLANEOUS ACCOUNT	0.00	0.00	2,150.00	2,150.00
05 1790 1170	NATIONAL HONOR SOCIETY	0.00	0.00	748.00	748.00

Fund: 05 ACTIVITIES FUND

		Beginning Balance	Debits	Credits	Ending Balance
05 1790 1175	FOOTBALL	0.00	0.00	1,069.90	1,069.90
05 1790 1180	CROSS COUNTRY	0.00	0.00	1,370.00	1,370.00
05 1790 1190	QUIZ BOWL	0.00	0.00	168.00	168.00
05 1790 1200	SPANISH CLUB	0.00	0.00	481.00	481.00
05 1790 1205	ONE ACTS	0.00	0.00	2,639.00	2,639.00
05 1790 1210	SPEECH	0.00	0.00	400.00	400.00
05 1790 1215	HIGH SCHOOL STUDENT COUNCIL	0.00	0.00	1,278.00	1,278.00
05 1790 1225	SKILLS USA	0.00	0.00	3,483.75	3,483.75
05 1790 1230	VOCAL MUSIC	0.00	0.00	1,486.22	1,486.22
05 1790 1235	VOLLEYBALL	0.00	0.00	4,850.00	4,850.00
05 1790 1240	GIRLS BASKETBALL	0.00	0.00	3,292.50	3,292.50
05 1790 1245	BOYS BASKETBALL	0.00	0.00	3,629.50	3,629.50
05 1790 1255	E-SPORTS	0.00	0.00	800.00	800.00
05 1790 1705	GREENHOUSE	0.00	0.00	67,050.00	67,050.00
05 1790 1710	BELL PLAZA	0.00	0.00	8,000.00	8,000.00
05 1990 0000	OTHER MISCELLANEOUS LOCAL RECEIPTS	0.00	2.71	62.80	60.09
05 5200 0000	TRANSFERS FROM OTHER FUNDS	0.00	0.00	50,000.00	50,000.00
Total: Revenue		0.00	77.71	315,127.08	315,049.37
Expenditure					
05 2900 610 0 000 008	ACTIVITY DIRECTOR ACCOUNT	0.00	1,592.77	0.00	1,592.77
05 2900 610 0 000 020	ART CLUB	0.00	382.00	0.00	382.00
05 2900 610 0 000 075	HIGH ABILITY LEARNERS	0.00	5,250.57	1,419.04	3,831.53
05 2900 610 0 000 124	COLERIDGE FITNESS CENTER	0.00	1,678.88	0.00	1,678.88
05 2900 610 0 000 125	LAUREL FITNESS CENTER	0.00	2,752.64	0.00	2,752.64
05 2900 610 0 000 160	LIBRARY	0.00	7,621.01	97.13	7,523.88
05 2900 610 0 000 165	MISCELLANEOUS ACCOUNT	0.00	1,972.88	0.00	1,972.88
05 2900 610 0 000 175	FOOTBALL	0.00	776.85	0.00	776.85
05 2900 610 0 000 180	CROSS COUNTRY	0.00	574.37	0.00	574.37
05 2900 610 0 000 185	GIRLS GOLF	0.00	127.24	0.00	127.24
05 2900 610 0 000 230	VOCAL MUSIC	0.00	2,748.46	745.00	2,003.46
05 2900 610 0 000 235	VOLLEYBALL	0.00	4,019.42	0.00	4,019.42
05 2900 610 0 000 240	GIRLS BASKETBALL	0.00	1,756.77	0.00	1,756.77
05 2900 610 0 000 245	BOYS BASKETBALL	0.00	4,358.42	0.00	4,358.42
05 2900 610 0 000 550	CLOVER	0.00	4,150.56	0.00	4,150.56
05 2900 610 0 000 705	GREENHOUSE	0.00	82,823.00	0.00	82,823.00
05 2900 610 1 000 010	HIGH SCHOOL YEARBOOK	0.00	1,445.75	0.00	1,445.75
05 2900 610 1 000 025	HIGH SCHOOL BAND	0.00	17,531.52	0.00	17,531.52
05 2900 610 1 000 034	CHEERLEALDING	0.00	2,895.72	325.00	2,570.72
05 2900 610 1 000 035	HIGH SCHOOL DANCE	0.00	3,047.24	270.00	2,777.24
05 2900 610 1 000 045	CLASS OF 2026	0.00	3,691.79	0.00	3,691.79
05 2900 610 1 000 050	CLASS OF 2027	0.00	198.09	0.00	198.09
05 2900 610 1 000 055	CLASS OF 2024	0.00	214.02	0.00	214.02
05 2900 610 1 000 060	CLASS OF 2025	0.00	2,431.45	0.00	2,431.45
05 2900 610 1 000 080	CONCESSIONS	0.00	15,899.76	623.99	15,275.77
05 2900 610 1 000 105	FBLA	0.00	7,990.31	0.00	7,990.31
05 2900 610 1 000 110	FCCLA	0.00	3,038.17	0.00	3,038.17
05 2900 610 1 000 115	FFA	0.00	28,601.15	0.00	28,601.15
05 2900 610 1 000 140	GENERAL ACTIVITIES	0.00	124,089.02	2,343.95	121,745.07
05 2900 610 1 000 145	INDUSTRIAL ARTS	0.00	318.08	0.00	318.08
05 2900 610 1 000 151	HOMECOMING	0.00	1,979.17	0.00	1,979.17
05 2900 610 1 000 152	PROM	0.00	1,500.00	750.00	750.00
05 2900 610 1 000 163	MATH CLUB	0.00	340.48	0.00	340.48
05 2900 610 1 000 170	NATIONAL HONOR SOCIETY	0.00	1,361.46	0.00	1,361.46

Fund: 05 ACTIVITIES FUND

			Beginning Balance	Debits	Credits	Ending Balance
05 2900 610 1 000 190		QUIZ BOWL	0.00	260.19	0.00	260.19
05 2900 610 1 000 195		HIGH SCHOOL SCIENCE CLUB	0.00	252.06	0.00	252.06
05 2900 610 1 000 200		SPANISH CLUB	0.00	1,030.00	0.00	1,030.00
05 2900 610 1 000 205		ONE ACTS	0.00	2,573.49	0.00	2,573.49
05 2900 610 1 000 210		SPEECH	0.00	63.05	0.00	63.05
05 2900 610 1 000 215		HIGH SCHOOL STUDENT COUNCIL	0.00	988.00	0.00	988.00
05 2900 610 1 000 220		FCA	0.00	471.00	0.00	471.00
05 2900 610 1 000 225		SKILLS USA	0.00	7,652.19	0.00	7,652.19
05 2900 610 1 000 255		E-SPORTS	0.00	650.26	0.00	650.26
05 2900 610 1 000 305		AGRICULTURAL FOUNDATION SCHOLARSHIP	0.00	2,000.00	0.00	2,000.00
05 2900 610 1 000 310		COLLEGE ACCESS GRANT	0.00	1,131.83	0.00	1,131.83
05 2900 610 2 000 090		ELEMENTARY ACTIVITY FUND	0.00	78.00	0.00	78.00
05 2900 610 2 000 092		ELEMENTARY PBIS	0.00	253.19	0.00	253.19
05 2900 610 2 000 100		ELEMENTARY STUDENT COUNCIL	0.00	3,231.32	0.00	3,231.32
05 2900 610 3 000 030		MIDDLE SCHOOL BAND	0.00	2,945.81	0.00	2,945.81
05 2900 610 3 000 085		MIDDLE SCHOOL STUDENT COUNCIL	0.00	5,125.76	70.23	5,055.53
05 2900 610 3 000 156		MIDDLE SCHOOL PBIS	0.00	122.35	0.00	122.35
05 2900 610 3 000 161		MAKERSPACE	0.00	697.24	0.00	697.24
Total:	Expenditure		0.00	368,684.76	6,644.34	362,040.42
Total:	05		186,478.56	1,059,296.36	1,012,305.31	769,586.25

Checking Account ID: 5 Check Type: Check

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Amount
11047	06/02/2025	X			ARLINGSCHO	ARLINGTON PUBLIC SCHOOL	150.00
11048	06/02/2025	X			CLARLEIGBB	CLARKSON/LEIGH BOYS BASKETBALL	175.00
11049	06/02/2025	X			MEYEYA	AARON MEYER	175.00
11050	06/02/2025	X			WESTPOINTB	WEST POINT-BEEMER PUBLIC SCHOOLS	175.00
11053	06/05/2025	X			NCA	NCA	1,590.00
11054	06/05/2025	X			NSAA	NEBRASKA SCHOOL ACTIVITIES ASSOCIATION	1,385.00
11055	06/09/2025	X			AHRENSJ	JASON AHRENS	50.00
11056	06/09/2025	X			CUBBYS	CUBBY'S INC.	209.90
11057	06/09/2025	X			MAINSTAPOT	MAIN STREET APOTHECARY	40.00
11058	06/09/2025	X			NEBRASFBLA	NEBRASKA FBLA	1,110.00
11059	06/09/2025	X			PIONEERATH	PIONEER ATHLETICS	676.25
11060	06/09/2025	X			STADSPORTS	STADIUM SPORTS	2,516.30
11061	06/23/2025				CENTSCHOOL	CENTENNIAL PUBLIC SCHOOL	200.00
11062	06/23/2025				CREATDZYNE	JANET MACKLIN	809.60
11063	06/23/2025				ELANFINANC	ELAN FINANCIAL SERVICES	4,028.07
11064	06/23/2025				ELANFINANC	ELAN FINANCIAL SERVICES	161.78
11065	06/23/2025				NEDLEAGUE	NEBERASKA D-LEAGUE, LLC	1,283.00
11066	06/23/2025				PROVIDENCE	PROVIDENCE MEDICAL CENTER	80.00
11067	06/23/2025				STADIUM	STADIUM SPORTS	256.00
11068	06/23/2025				STADSPORTS	STADIUM SPORTS	658.00
11069	06/23/2025				WAHOOPUBLI	WAHOO PUBLIC SCHOOLS	200.00
11070	06/23/2025				WAYGRE	THE WAYNE GREENHOUSE	716.90
11071	06/30/2025	X			CLOVER	CLOVER	232.95
11072	06/30/2025	X			REVTRAK	REVTRAK	1.81

Check Type Total:	Check	Void Total:	0.00	Total without Voids:	16,880.56
Checking Account Total:	5	Void Total:	0.00	Total without Voids:	16,880.56
	Grand Total:	Void Total:	0.00	Total without Voids:	16,880.56

BCBS Insurance premium payment for School Board member

Board approval, November 13, 2017

Quarterly Report requested by the board:

[coding approved by Lori Olson, auditor]

Jan. 13, 2020	General fund check #105405	$3,206.40	exp code 01 9000 890 0	*payable to BCBS*
	(2 months' premium (Dec 2019 & Jan 2020)			
	Rec'd check #3100 from JH	$1,603.20	rcpt code 01 9000	*payable to LCC*
	Rec'd check #3181 from JH	$1,603.20	rcpt code 01 9000	*payable to LCC*
Feb. 11, 2020	General fund check #105481	$1,603.20	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #3207 from JH	$1,603.20	rcpt code 01 9000	*payable to LCC*
March. 9, 2020	General fund check #105560	$1,603.20	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #3235 from JH	$1,603.20	rcpt code 01 9000	*payable to LCC*
April. 13, 2020	General fund check #105640	$1,603.20	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #3261 from JH	$1,603.20	rcpt code 01 9000	*payable to LCC*
May. 11, 2020	General fund check #105718	$1,603.20	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #3281 from JH	$1,603.20	rcpt code 01 9000	*payable to LCC*
June. 8, 2020	General fund check #105773	$1,603.20	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #3306 from JH	$1,603.20	rcpt code 01 9000	*payable to LCC*
July. 13, 2020	General fund check #105832	$1,603.20	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #3328 from JH	$1,603.20	rcpt code 01 9000	*payable to LCC*
August 11. 2020	General fund check #105912	$1,603.20	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #3363 from JH	$1,603.20	rcpt code 01 9000	*payable to LCC*
September 14. 2020	General fund check # 106060	$1,710.88	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #3395 from JH	$1,710.88	rcpt code 01 9000	*payable to LCC*
October 12. 2020	General fund check #106155	$1,710.88	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #3413 from JH	$1,710.88	rcpt code 01 9000	*payable to LCC*
November 12. 2020	General fund check #106242	$1,710.88	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #3438 from JH	$1,710.88	rcpt code 01 9000	*payable to LCC*
December 15. 2020	General fund check #106324	$1,710.88	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #3477 from JH	$1,710.88	rcpt code 01 9000	*payable to LCC*
January 11. 2021	General fund check #106408	$1,710.88	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #3512 from JH	$1,710.88	rcpt code 01 9000	*payable to LCC*

February 9. 2021	General fund check #106477	$1,710.88	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #3540 from JH	$1,710.88	rcpt code 01 9000	*payable to LCC*
March 8. 2021	General fund check #106560	$1,710.88	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check # 3563 from JH	$1,710.88	rcpt code 01 9000	*payable to LCC*
April 12. 2021	General fund check #106617	$1,710.88	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check # 3592 from JH	$1,710.88	rcpt code 01 9000	*payable to LCC*
May 10. 2021	General fund check #106736	$1,710.88	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check # 3618 from JH	$1,710.88	rcpt code 01 9000	*payable to LCC*
June 21. 2021	General fund check #106821	$1,710.88	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check # 3646 from JH	$1,710.88	rcpt code 01 9000	*payable to LCC*
July 19. 2021	General fund check #106920	$1,710.88	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check # 3673 from JH	$1,710.88	rcpt code 01 9000	*payable to LCC*
August 9. 2021	General fund check #107036	$1,710.88	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #3685 from JH	$1,710.88	rcpt code 01 9000	*payable to LCC*
September 13.2021	General fund check #107218	$1,760.68	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #3727 from JH	$1,760.68	rcpt code 01 9000	*payable to LCC*
October 11. 2021	General fund check #107309	$1,760.68	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #3737 from JH	$1,760.68	rcpt code 01 9000	*payable to LCC*
November 8. 2021	General fund check #107385	$1,760.68	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #3757 from JH	$1,760.68	rcpt code 01 9000	*payable to LCC*
December 13. 2021	General fund check #107462	$1,760.68	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #3795 from JH	$1,760.68	rcpt code 01 9000	*payable to LCC*
January 13. 2022	General fund check #107548	$1,760.68	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #3813 from JH	$1,760.68	rcpt code 01 9000	*payable to LCC*
February 14. 2022	General fund check #107624	$1,760.68	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check from JH	$1,760.68	rcpt code 01 9000	*payable to LCC*
March 14. 2022	General fund check #107700	$1,760.68	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #3882 from JH	$1,760.68	rcpt code 01 9000	*payable to LCC*
April 13. 2022	General fund check #107772	$1,760.68	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #3900 from JH	$1,760.68	rcpt code 01 9000	*payable to LCC*
May 24. 2022	General fund check #107840	$1,760.68	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #3919 from JH	$1,760.68	rcpt code 01 9000	*payable to LCC*

June 20. 2022	General fund check #107920	$1,760.68	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #3944 from JH	$1,760.68	rcpt code 01 9000	*payable to LCC*
July 18. 2022	General fund check #108018	$1,760.68	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #3974 from JH	$1,760.68	rcpt code 01 9000	*payable to LCC*
August 9. 2022	General fund check #108114	$1,760.68	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #3985 from JH	$1,760.68	rcpt code 01 9000	*payable to LCC*
September 16. 2022	General fund check #108231	$1,863.67	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #4026 from JH	$1,863.67	rcpt code 01 9000	*payable to LCC*
October 21. 2022	General fund check #108321	$1,863.67	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #4037 from JH	$1,863.67	rcpt code 01 9000	*payable to LCC*
November 17. 2022	General fund check #108412	$1,863.67	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #4073 from JH	$1,863.67	rcpt code 01 9000	*payable to LCC*
December 19. 2022	General fund check #108507	$1,863.67	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #4097 from JH	$1,863.67	rcpt code 01 9000	*payable to LCC*
January 11. 2023	General fund check #108587	$1,863.67	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #4116 from JH	$1,863.67	rcpt code 01 9000	*payable to LCC*
February 13. 2023	General fund check #108669	$1,863.67	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #4144 from JH	$1,863.67	rcpt code 01 9000	*payable to LCC*
March 13. 2023	General fund check #108753	$1,863.67	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #4172 from JH	$1,863.67	rcpt code 01 9000	*payable to LCC*
April 14. 2023	General fund check #108818	$1,863.67	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #4190 from JH	$1,863.67	rcpt code 01 9000	*payable to LCC*
May 8. 2023	General fund check #108889	$1,863.67	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #4202 from JH	$1,863.67	rcpt code 01 9000	*payable to LCC*
June 12. 2023	General fund check #108979	$1,863.67	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #4242 from JH	$1,863.67	rcpt code 01 9000	*payable to LCC*
July 10. 2023	General fund check #109075	$1,863.67	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #4248 from JH	$1,863.67	rcpt code 01 9000	*payable to LCC*
August 15. 2023	General fund check #109174	$1,863.67	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #4289 from JH	$1,863.67	rcpt code 01 9000	*payable to LCC*
September 11. 2023	General fund check #109338	$1,863.67	exp code 01 9000 890 0	*payable to BCBS*

	Rec'd check #4311 from JH	$1,991.86	rcpt code 01 9000	*payable to LCC*
October 9. 2023	General fund check #10409	$1,991.86	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #4319 from JH	$1,991.86	rcpt code 01 9000	*payable to LCC*
November 13. 2023	General fund check # 109497	$1,991.86	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #4360 from JH	$1,991.86	rcpt code 01 9000	*payable to LCC*
December 11. 2023	General fund check #109582	$1,991.86	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #4389 from JH	$1,991.86	rcpt code 01 9000	*payable to LCC*
January 8. 2024	General fund check #109653	$1,991.86	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #4415 from JH	$1,991.86	rcpt code 01 9000	*payable to LCC*
February 12. 2024	General fund check #109717	$1,991.86	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #4451 from JH	$1,991.86	rcpt code 01 9000	*payable to LCC*
March 11. 2024	General fund check #109807	$1,991.86	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #4468 from JH	$1,991.86	rcpt code 01 9000	*payable to LCC*
April 8, 2024	General fund check #109876	$1,991.86	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #4484 from JH	$1,991.86	rcpt code 01 9000	*payable to LCC*
May 13, 2024	General fund check #109944	$1,991.86	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #4518 from JH	$1,991.86	rcpt code 01 9000	*payable to LCC*
June 10, 2024	General fund check #110036	$1,991.86	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check #4535 from JH	$1,991.86	rcpt code 01 9000	*payable to LCC*
July 15, 2024	General fund check #110128	$1,991.86	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check from JH	$1,991.86	rcpt code 01 9000	*payable to LCC*
August 13, 2024	General fund check #110226	$1,991.86	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check from JH	$1,991.86	rcpt code 01 9000	*payable to LCC*
September 9, 2024	General fund check #110324	$2,031.50	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check from JH	$2,031.50	rcpt code 01 9000	*payable to LCC*
October 14, 2024	General fund check #110403	$2,031.50	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check from JH	$2,031.50	rcpt code 01 9000	*payable to LCC*
November 11, 2024	General fund check #110492	$2,031.50	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check from JH	$2,031.50	rcpt code 01 9000	*payable to LCC*
December 9, 2024	General fund check #110571	$2,031.50	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check from JH	$2,031.50	rcpt code 01 9000	*payable to LCC*

January 13, 2025	General fund check #110651	$2,031.50	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check from JH	$2,031.50	rcpt code 01 9000	*payable to LCC*
February 10, 2025	General fund check #110735	$2,031.50	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check from JH	$2,031.50	rcpt code 01 9000	*payable to LCC*
March 10, 2025	General fund check #110803	$2,031.50	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check from JH	$2,031.50	rcpt code 01 9000	*payable to LCC*
April 14, 2025	General fund check #110879	$2,031.50	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check from JH	$2,031.50	rcpt code 01 9000	*payable to LCC*
May 12, 2025	General fund check #110960	$2,031.50	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check from JH	$2,031.50	rcpt code 01 9000	*payable to LCC*
June 9, 2025	General fund check #111040	$2,031.50	exp code 01 9000 890 0	*payable to BCBS*
	Rec'd check from JH	$2,031.50	rcpt code 01 9000	*payable to LCC*

LAUREL - CONCORD - COLERIDGE SCHOOL

Superintendent
Jeremy Christiansen

Principal
Jennifer Van Meter

Activities Director
Quin Conner

Girls Golf
Christina Patefield

Cross Country
Brandi Settje

Football
Izac Reifenrath

Volleyball
Julie Kvols

Boys Basketball
Quin Conner

Girls Basketball
Blake Brown

Track & Field
Shannon Benson

Boys Golf
Pat Harrington

July '25 Board Report

Athletics

- 10 LCC Coaches will be attending the annual NCA multisport clinic in Lincoln on July 22-23.
- **Summer Camps**
  - Summer weights/open gyms have been going on all summer and have only about 3 weeks left.
    - Youth Volleyball Camp was held on July 7th & 8th
  - HS Volleyball
    - Attending camps @ Valentine, Creighton, Ponca, and hosting here in Laurel Pender, Hartington-Newcastle, Ponca, Wakefield, Wynot, Columbus yet this July.
  - HS Football
    - Held install camp on June 30th & July 1st.
    - Participating in the passing league in Plainview 3 Wednesdays in July.
- Fall Sports
  - Conditioning Week: August 4-8
  - Official Practice: August 11th

Activities

- **Dance Update**
  - Dance held their tryouts on June 24th.
    - Only 2 girls showed up to the tryouts with a 3rd expressing interest after the fact.
    - Working on finding an additional date in August for an additional tryout to gain more interest.

Transportation

- Jackson Hall is currently working on detailing our small fleet vehicles.
- Buses will be in and out of the shop for quarter inspection over the next few weeks.

LAUREL - CONCORD - COLERIDGE SCHOOL

Memo to: Board of Education
From: Jeremy Christiansen
Re: Superintendent's Report
Date: Monday, July 14, 2025

Superintendent's Report

NDE Accreditation Approval

- The State Board of Education has approved and accredited our school district for the 2025-2026 school year indicating that we continue to meet or exceed all requirements as outlined in Rule 10.

Registration and RevTrak On-Line Purchasing

- Our annual Registration process continues to incorporate an online experience for families. Parents will be encouraged to access their PowerSchool portal account (July 21st - August 4th) to update demographic and health history information, as well as complete or submit other necessary forms and documentation for the start of the school year. We continue to host an in-person Registration opportunity for families also. This year's event is scheduled for Wednesday, July 30th (10:00 am - 6:00 pm) and will be held at both the High School Commons as well as at the Middle School.
- We also continue to offer an online purchasing system called RevTrak. This option allows families to deposit funds into student meal accounts, purchase milk/snack tickets, pay for preschool tuition, as well as purchase activity passes.

Freshman Orientation (Wednesday, August 6th)

- LCC High School will be hosting an orientation event for incoming 9th Grade students and their families on Wednesday, August 6th (6:00 pm). This will serve as an opportunity for these transitioning students to get their schedules, see classrooms, find their lockers, and meet school staff.

New Teacher Orientation (Friday, August 8th)

- We will be hosting orientation activities and district-wide tours on Friday, August 8th for new teachers. Activities and shared information will be facilitated by the administrators, the Business Manager, our Instructional Coach, as well as Department heads (Facilities, Nutrition Services, Transportation/Activities).

Professional Development Days (Monday, August 11th - Wednesday, August 13th)

- Plans are nearly finalized for the professional learning activities designed for all school district staff prior to the start of the new school year. All staff officially report on Monday, August 11th with district-wide and building-specific meetings and training sessions ranging from handbook reviews to schedules, procedures and routines, to school safety. Time for teachers and staff to prepare and work in their classrooms is also prioritized during these days.

Back to School Night (Tuesday, August 12th)

- This year's Back to School Night event will be held on Tuesday, August 12th (5:00 pm - 7:00 pm) at each school campus. This is the best opportunity for students and their families to meet their teacher(s) and see their classroom(s) and the school prior to the start of school on Thursday, August 14th. New this year will be several food truck and/or local vendor options available for food/beverage purchases prior to and after the Back to School Night event. Watch for posts and more information coming soon!

NEW: Business After Hours Honoring LCC School Staff and Board of Education (Friday, August 15, 2025)

- Please plan to join us for a special *Business After Hours* event on Friday, August 15th (5:00 pm to 7:30 pm) in recognition of Laurel-Concord-Coleridge School, proudly sponsored by the Laurel Chamber Community Club, the Coleridge Community Club, and several local businesses.
- This community gathering is a great way to celebrate the start of the new school year in a relaxed, social atmosphere. Enjoy appetizers and snacks while connecting with LCC staff, local business leaders, and fellow community members.
- A highlight of the evening will be the public recognition of LCC staff in attendance, including a special introduction of new teachers and staff joining the district this year.
- School board members are especially encouraged to attend as we come together to show appreciation and support for the people who help make LCC a great place to learn and grow.

Personnel Updates

- <u>High School Paraprofessionals</u>
    - **Brandy Maxon** joins LCC High School as a paraprofessional. Brandy several years of experience working as a school paraprofessional as well as in childcare. Originally from South Dakota, Brandy and her family now reside in Carroll, NE.
    - **Carol Potts** is joining the LCC High School team as a paraprofessional. Carol currently calls Hartington, NE home. She has a Bachelor of Science degree in Nursing and is excited to bring her passion and talents to LCC in support of student learning.
- <u>Nutrition Services (Part-Time)</u>
    - **Lindsay Rager** will be joining the Nutrition Services team in a part-time capacity with primary responsibilities focused on point-of-sale service for high school and elementary lunches as well as for a la carte options at the high school. She will also provide support and assistance for both before and after meal service. Lindsay is originally from Minnesota. She and her family now reside in Laurel.
- <u>Permanent Substitute</u>
    - **Eryn Gustman** will be joining the LCC School team as a Permanent Substitute for the upcoming school year. Eryn is from Norfolk, NE and currently resides in Randolph. She recently graduated with her Bachelor of Science degree (Criminal Justice) from Wayne State College and intends to pursue a teaching endorsement and certificate through the UNK Transition to Teaching program. She has a variety of work experience including as a Family Services Specialist with COR Therapeutic Services.

Commercial Mower Replacement

- As has been our practice of maintaining the quality and warranty of our commercial mower every three (3) years, I approved the trade in and purchase of a John Deere Z950R ZTrak 60" Deck Rear Discharge Mower for the price of $6750.00 through Grossenburgs. The purchase price included customer discounts totalling $4899.00 and a trade in value of $7500.00. The mower has been delivered and is in use.

Building Blocks Agreement Payment (Contracted Before & After School Programming)

- This month you will notice the annual contracted service agreement payment to Building Blocks Early Childhood & Family Development Center included in our monthly bills. The contracted amount ($100,000) is for provision of the Before & After School Programming that we previously operated as a school district. Prior costs to the school district included: two (2) full-time, 12-month staff members' compensation and benefits (including health insurance), facility leasing and utility expenses (Presbyterian Church), property and liability insurance, program equipment, supplies and materials, as well as licensing, training and professional development. All of these incurred expenses and responsibility are now part of the services provided through Building Blocks. No additional expenses are incurred. The district receives payment from Building Blocks for contracted nutrition and food/meal services.

Northeast Nebraska Education Roundtable

- On July 10th, I was invited to participate in an Educational Roundtable event hosted at Northeast Community College. Attendees heard about University updates from NU President Dr. Jeffrey Gold, along with leaders from Wayne State College, Northeast Community College, UNMC, as well as the Nebraska State College System. Attendees had the opportunity to speak about the important collaboration that continues to grow among and between the K-12 and higher educational components of the Northeast Nebraska region.

Action Items

- Budget Amendment for 2024-2025
    - Actual expenditures for the current fiscal year will exceed budgeted expenditures for the Cooperative Fund only unless the current fiscal year budget of expenditures is revised. The Cooperative Fund has additional expenditures related to interfund transfers and interlocal agreements. No additional tax dollars are required for this budget amendment.

- NRCSA Annual Membership
    - It is time to consider renewal of the school district's membership with the Nebraska Rural Community School Association. This organization represents the unique needs and interests of our state's rural school districts and Boards of Education. A document highlighting the benefits of NRCSA membership has been attached to your Board materials in the Sparq system.

- Annual Board Policy Updates
    - The Policy Committee met on June 9th prior to the June Board meeting to receive information and review required and recommended annual policy updates due to recent Nebraska and federal legislative action. Please reference the Policy Update Memo from Perry Law Firm attached to your Board materials in Sparq for detailed descriptions of each policy modification. Redline copies of each policy

are also attached to your Board materials for reference. The Board approved the policy updates on First Reading at the June meeting.

- Board Policies - 2000 Series (Administration)
    - As part of the Board's Policy Review Schedule, we are reviewing the 2000 Series (Administration). At the June meeting Board members had the opportunity to discuss or share questions or suggestions. The Policy Committee also met in June to review and consider the 2000 Series policies. No updates or recommendations are provided.
    - Here is the link to these policies for your review - https://drive.google.com/drive/folders/1cAJE5Yy40cT3lsOQaWjZoBQkLEI3M9ry?usp=drive_link

- Handbooks for 2025-2026
    - The administration is presenting four handbooks for approval by the Board:
        - Faculty Handbook
        - Classified Employees Handbook
        - Student & Family Handbook
        - Activity Handbook
    - We have also included a document with notes related to specific, major changes or edits.

- Annual School Audit Services for 2024-2025
    - We have received our annual engagement letter from Dana F. Cole & Company for the year ending August 31, 2025. I would recommend that LCC continues to contract with this accounting and auditing firm to conduct our annual audit. Upon Board approval, the Board President and Superintendent will sign to execute the agreement. The audit date has not yet been set.

Discussion Items

- Stakeholder Engagement
    - I will be presenting updates related to Board-established goals and action plans.

Correspondence

- Regular communication and updates from NASB and NRCSA have been included in monthly materials.

Upcoming Meetings

- Regular Board of Education Meeting
    - Tuesday, August 12, 2025 (7:00 pm - Laurel Public Library Board Conference Room/Laurel)
- Special Board Meeting and Budget Workshop
    - Date/Time TBD (Laurel Public Library Board Conference Room/Laurel)
- NASB Area Membership Meeting
    - Wednesday, August 27, 2025 (4:30 pm - Northeast Community College/Norfolk)

UNIVERSITY OF NEBRASKA

OFFICE OF THE PRESIDENT

July 10, 2025

Jeremy Christiansen
Superintendent
Laurel-Concord-Coleridge School
502 Wakefield Street
P.O. Box 8
Laurel, NE 68745
jeremy.christiansen@lccschool.org

Dear Mr. Christiansen:

Thank you so much for making time in your busy schedule to join us for the recent Educational Roundtable hosted at Northeast Community College with the leadership of President Leah Barrett. It was a great pleasure to provide some University updates, and more importantly to me, to listen to each of you speak about the important collaboration that continues to grow with the University as well as among and between the K-12 and higher educational components of the Northeast Nebraska region.

I hope that the information that we provided and the opportunity to convene was helpful, and that this is just the beginning of continued ongoing dialogue with the University of Nebraska System. There are many opportunities that are ahead as well as challenges, and the stronger we are together, the easier these opportunities will be to achieve, and the challenges minimized.

Please feel free to reach out at any time.

Yours truly,

Jeffrey P. Gold, M.D.
President

JPG/lk

Certified Staff List (2025-2026)											
Administration	4	**District Wide**	7+2	**High School**	16	**Middle School**	9	**Elementary**	15		**Student Teachers**
Christiansen, Jeremy		Beckwith, Sarah		Claussen, Allison*		Backer, Jennifer		Brummels, Crystal			
Hart, Keri		*Conley, Arianne (ESU)*		Duerst, Emily*		Benson, Shannon		Campbell, Melissa			
Leonard, Mark		Conner, Quin		Hahne, Kati		Beyeler, Patti*		Cross, Nicole			
Van Meter, Jennifer		Mogensen, Erica		Hallman, Gaylene*		Brown, Blake		Fernau, Mandi			
		Nordby, Laura		Harrington, Pat		Cunningham, Patti		Gould, Amy			
		Parsons, Robert		Holcomb, Bryce*		Depew, Eric		Granquist, Jean*			
		Promes, Ashley (PT)*		Kesting, Jennifer		Promes, Ashley (PT)*		Hans, Shasta*			
		Settje, Brandi		Kinkaid, Shane		Soden, Kelli		Kinkaid, Denise			
		Titiml, Jesse (ESU Tech)		Krepel, Claire		Tasler, Natasha (PT)		Peters, Paxton			
				Kvols, Ali		Troyer, Doris		Recob, Jessica (PT)			
				Lundahl, Jenni*				Reifenrath, Izac			
				McCorkindale, Kim				Remm, Marissa			
				Scoville, Lisa*				Steinle, Kristina			
				Sims, Nate*				Tanderup, Jenna			
		* Shared Staff		Stephens, Zeke				Wolfgram, Lisa			
				Vollers, Meaghan							
51 + 2 ESU											

Classified Staff List (2025-2026)

Administration	5	**Nutrition Services**	7	**MS (Level 3)**	3	**HS Paras**	4	**Transportation**	5			***Driver Subs***	
Graf, Melissa		Bach, Mindy		Feelhaver, Angie		Kvols, Julie		Carlson, Larry				*Arduser, Shannon*	
Granquist, Megan		Frerichs, Sandy (PT)		Keifer, Julia		Maxon, Brandy		Cunningham, Toby				*Forsberg, Mike*	
Greiner, Megan		Kleinschmit, Vicki		Nordhues, Kayla		Potts, Carol		Hansen, Lori					
Koester, June		Malcom, Conchita				Stone, Trista		Roberts, James				*Lessmann, Brian*	
Urwiler, Lois		Rager, Lindsay (PT)		**MS Paras**	4			Stark, Kenny				*Burns, Monte*	
		Schmit, Pix		Badley, Diana (PT)		**EL Paras**	4+2					*Hoskins, Brad*	
Custodial Services		Suing, Carolyn		Becker, Monica		Christiansen, Sheri		**CommCoaches/Sponsors**	8				
Bermel, Jeff				Urwiler, Diane		Foster, Jennifer		Hall, Angie	FFA				
Ellis, Joe	6	**TeamMates Program**	1	Reifenrath, Cori		Klug, Michelle (PK)		Lund, Riley	WR				
Ellwanger, Jonathan		Lundahl, Sherie				Smith, Katie		Jansen, Jordan	VB				
Kurtzhals, Susan				**Library**	2	*Folkers, Laney (Intern)*		Koch, Chad	WR				
Suing, Chuck		**Permanent Sub**	1	Boysen, Kim		*Hoeppner, Addi (Intern)*		Kvols, Katie	VB				
Suing, Justin		Gustman, Eryn		Folkers, Emma				Patefield, Christina	GG				
						Technology Support	1	Schurman Vanessa	CH				
						Nelson, Derek (Intern)		Wright, Travis	WR				
		42											
		Student Interns - 3											
		Comm Coaches - 8											
		Driver Subs - 2											

Hall, Angie	angie.hall@lccchool.org	FFA Co-Advisor	
Koch, Chad	chad.koch34@gmail.com	Head Wrestling	
Patefield, Christina	cyant44@hotmail.com	Head Girls Golf	
Wright, Travis	travisjerome7@hotmail.com	Asst Wrestling/JH Wrestling	
Lund, Riley	riley.lund@yahoo.com	Asst Wrestling/JH Wrestling	
Jansen, Jordan	Jordan.23.2016@hotmail.com	Asst Volleyball	
Kvols, Katie	katied7777@yahoo.com	Asst Volleyball	
Siem, Carter	cjseim10@gmail.com	Asst Football	(402) 326-5989
Schurman, Vanessa	vanessa.schurman@lccschool.org	Cheerleading	

JOHN DEERE

GROSSENBURG IMPLEMENT INCORPORATED

Quote Id: 32833899

Prepared For:

Toby Cunningham

LCC SCHOOLS

GROSSENBURG
IMPLEMENT INCORPORATED

Winner, SD (605) 842-2040
Pierre, SD (605) 224-1631
Philip, SD (605) 859-2636
Belle Fourche, SD (605) 892-2621
Beresford, SD (605) 763-5020

Bloomfield, NE (402) 373-4449
Hartington, NE (402) 254-3908
Wayne, NE (402) 375-3325
Sundance, WY (307) 283-2971

www.grossenburg.com

Prepared By: **Courtney Berg**

Grossenburg Implement, Inc.
1819 Chiefs Way

Wayne, NE 68787

Tel: 402-375-3325
Mobile Phone: 402-375-8630
Fax: 402-375-3033
Email: courtneyberg@grossenburg.com

Date: 13 May 2025

Offer Expires: 30 June 2025

JOHN DEERE

GROSSENBURG

QuoteId: 32833899

13 May 2025

Toby Cunningham
LCC SCHOOLS
502 WAKEFIELD ST
LAUREL, NE 68745

We would currently have to order a new Z950R with Side Discharge 60" Deck like you currently have. It would not come in until late Fall after mowing season. **If you would take our new 2024 Holdover with the Rear Discharge 60" Deck, we could have it brought down to Nebraska in the next week or so. It was used at a Demo Days event and does have 18 hours on it. We would still not start the Full Factory Warranty until you purchased it, and we would discount the $1.050 higher optioned REAR DISCHARGE Deck to the same price as the new unit with a side discharge. **The rear discharge deck works amazing: Benefits are that you will never have to worry about harming anyone or any windows, etc. because it wont throw debris or Rocks out the side anymore. It just drops out the rear. Also the dirt and debris that would be thrown on the mower and operator when mowing in a wind, will be eliminated. Also, the Rear discharge deck runs quieter and does not sound like a helicopter taking off when the mower is engaged. Lastly, the deck does not have a side discharge chute to get caught on things plus you can mow around obstacles with either side of the deck.
Courtney Berg
402-375-3325
Grossenburg Implement, Inc.

JOHN DEERE

GROSSENBURG IMPLEMENT INCORPORATED

Quote Summary

Prepared For

Toby Cunningham
LCC SCHOOLS
Toby Cunningham
502 WAKEFIELD ST
LAUREL, NE 68745
Business: 402-518-0276
Email:
JEREMY.CHRISTIANSEN@LCCSCHOOL.ORG

Prepared By

Courtney Berg
Grossenburg Implement, Inc.
1819 Chiefs Way
Wayne, NE 68787
Phone: 402-375-3325
Mobile: 402-375-8630
courtneyberg@grossenburg.com

Has the emissions been altered from the original factory specifications on your trade in? Y____ N____ please initial.
If your purchase is taxable in your state and Grossenburg's did not collect sales tax, you may be liable for tax in your state. If you find that tax is due, please remit the correct tax directly to your state.
Customer is responsible for satisfying all liens on all trade ins.

Any payment by card is subject to 3% transaction fee.

Quote Id: 32833899

Created On: 13 May 2025
Last Modified On: 20 June 2025
Expiration Date: 30 June 2025

Equipment Summary	Suggested List	Selling Price		Qty		Extended
2024 JOHN DEERE Z950R ZTrak - 60" REAR DISCHARGE DECK-SUSPENSION SEAT-18 DEMO Hours - 1TC950RHPRR130029	$ 19,149.00	$ 14,250.00	X	1	=	$ 14,250.00
Equipment Total						**$ 14,250.00**

Trade In Summary	Qty	Each	Extended
2021 JOHN DEERE Z950R - 1TC950RCKMT090309	1	$ 7,500.00	$ 7,500.00
PayOff			$ 0.00
Total Trade Allowance			$ 7,500.00
Trade In Total			**$ 7,500.00**

Quote Summary

Equipment Total	$ 14,250.00
Trade In	$ (7,500.00)
SubTotal	$ 6,750.00
Est. Service Agreement Tax	$ 0.00
Total	$ 6,750.00
Down Payment	(0.00)
Rental Applied	(0.00)
Balance Due	**$ 6,750.00**

Salesperson : X_____ **Accepted By : X**_____

Salesperson : X_____

Accepted By : X_____

JOHN DEERE

GROSSENBURG IMPLEMENT INCORPORATED

Selling Equipment

Quote Id: 32833899 **Customer:** LCC SCHOOLS

2024 JOHN DEERE Z950R ZTrak - 60" REAR DISCHARGE DECK-SUSPENSION SEAT-18 DEMO Hours - 1TC950RHPRR130029

Equipment Notes: Machine was demo'd by City of Spearfish and Spearfish Fire Department. 17.8 total hours.

Hours: 18

Stock Number: 88564

Suggested List $ 19,149.00

Selling Price $ 14,250.00

Code	Description	Qty	Unit	Extended
2195TC	JOHN DEERE MOWER 2195TC	1	$ 18,099.00	$ 18,099.00
	Standard Options - Per Unit			
001A	United States/Canada	1	$ 0.00	$ 0.00
1036	24x12x12 Pneumatic Turf Tire for 54 In. and 60 In. Decks	1	$ 0.00	$ 0.00
1524	60 In. Rear Discharge Mower Deck	1	$ 1,050.00	$ 1,050.00
2093	Fully Adjustable Suspension Seat with Armrests (24" High Back)	1	$ 0.00	$ 0.00
	Standard Options Total			**$ 1,050.00**
	Suggested Price			**$ 19,149.00**
	Customer Discounts			
	Customer Discounts Total		**$ -4,899.00**	**$ -4,899.00**
Total Selling Price				**$ 14,250.00**

JOHN DEERE

GROSSENBURG

Trade In

QuoteId: 32833899 **Customer:** LCC SCHOOLS

Machine Details

2021 JOHN DEERE Z950R
SN# 1TC950RCKMT090309

Description	Net Trade Value
2021 JOHN DEERE Z950R	$ 7,500.00
SN# 1TC950RCKMT090309	

Your Trade In Description

"Adult run and well maintained 2021 JD Z950R 60" Deck, Commercial Z-Trak mower, Suspension Seat, Pneumatic tires. Always shedded. Annual Service Inspections and Dealer Service. From the Local High School."

Additional Options	
Hour Meter Reading	675
Total	**$ 7,500.00**

Regular; Processing Month 06/2025; Accounts to Include Accounts with Activity

Fund: 01 GENERAL FUND

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
01 1100	LOCAL PROPERTY TAXES	0.00	199,209.50	4,828,168.02	0.00	(4,828,168.02)
01 1115	CARLINE TAX	0.00	0.00	1,072.19	0.00	(1,072.19)
01 1125	MOTOR VEHICLE TAX	0.00	30,182.23	315,795.35	0.00	(315,795.35)
01 1323	TUITION- OTHER DIST W/I STATE -SP ED	0.00	0.00	59,368.00	0.00	(59,368.00)
01 1370	PRE-SCHOOL TUITION AND FEES	0.00	0.00	24,053.61	0.00	(24,053.61)
01 1510	INTEREST ON INVESTMENTS	0.00	2,483.16	9,235.35	0.00	(9,235.35)
01 1911	LOCAL LICENSE FEES	0.00	0.00	1,400.00	0.00	(1,400.00)
	Subtotal: LOCAL RECIEPTS	0.00	231,874.89	5,239,092.52	0.00	(5,239,092.52)
01 2110	COUNTY FINES AND LICENSE FEES	0.00	1,563.14	13,498.80	0.00	(13,498.80)
	Subtotal: COUNTY AND ESU RECEIPTS	0.00	1,563.14	13,498.80	0.00	(13,498.80)
01 3110	STATE AID	0.00	64,462.00	644,656.00	0.00	(644,656.00)
01 3120	SPECIAL ED SCHOOL AGE	0.00	261,944.00	858,090.00	0.00	(858,090.00)
01 3125	SCHOOL AGE SPECIAL ED TRANSPOR	0.00	0.00	25,211.00	0.00	(25,211.00)
01 3130	HOMESTEAD EXEMPTION	0.00	8,413.61	33,654.44	0.00	(33,654.44)
01 3131	RELIEF TO PROPERTY TAXPAYERS	0.00	0.00	2,584,690.81	0.00	(2,584,690.81)
01 3133	NAMEPLATE CAPACITY (WIND ENERGY TAX)	0.00	0.00	4,043.53	0.00	(4,043.53)
01 3180	PRO-RATE MOTOR VEHICLE	0.00	0.00	10,468.45	0.00	(10,468.45)
01 3400	STATE APPORTIONMENT	0.00	0.00	158,913.15	0.00	(158,913.15)
01 3535	HIGH ABILITY LEARNERS	0.00	0.00	4,969.00	0.00	(4,969.00)
01 3990	OTHER STATE RECEIPTS	0.00	0.00	797.13	0.00	(797.13)
	Subtotal: STATE RECEIPTS	0.00	334,819.61	4,325,493.51	0.00	(4,325,493.51)
01 4310	REAP	0.00	34,103.00	71,032.00	0.00	(71,032.00)
01 4505	TITLE I, PART A	0.00	0.00	59,409.00	0.00	(59,409.00)
01 4509	TITLE II, PART A	0.00	0.00	13,373.00	0.00	(13,373.00)
01 4516	IDEA PRESCHOOL-BASE ALLOCATION AGE 3-5	0.00	0.00	4,569.00	0.00	(4,569.00)
01 4518	IDEA PART B (611) BASE & ENROLL POVERTY	0.00	0.00	114,552.00	0.00	(114,552.00)
01 4524	OTHER FEDERAL NON-CATEGORICAL RECEIPTS	0.00	0.00	41,500.00	0.00	(41,500.00)
01 4525	FED VOC ED (CARL PERKINS)-BSN	0.00	0.00	16,441.69	0.00	(16,441.69)
01 4708	MEDICAID IN PUBLIC SCHOOLS	0.00	0.00	12,240.52	0.00	(12,240.52)
01 4709	MEDICAID ADMINISTRATIVE ACTIV.	0.00	0.00	2,011.15	0.00	(2,011.15)
01 4969	TITLE IV, PART A (SSAE)	0.00	0.00	10,000.00	0.00	(10,000.00)
01 4998	ARP ESSER III	0.00	0.00	184,106.00	0.00	(184,106.00)
	Subtotal: FEDERAL RECEIPTS	0.00	34,103.00	529,234.36	0.00	(529,234.36)
01 5200	TRANSFERS FROM OTHER FUNDS	0.00	0.00	225,892.08	0.00	(225,892.08)
01 5300	SALE OF PROPERTY	0.00	0.00	1,282.00	0.00	(1,282.00)
01 5690	OTHER NON-REVENUE RECEIPTS	0.00	2,217.80	10,041.89	0.00	(10,041.89)
	Subtotal: NON-REVENUE RECEIPTS	0.00	2,217.80	237,215.97	0.00	(237,215.97)
01 9000	NON-PROGRAM RECEIPTS	0.00	2,131.50	562,415.00	0.00	(562,415.00)
01 9003	INTERFUND LOAN FROM SPECIAL BUILDING FUND	0.00	0.00	0.00	0.00	0.00
	Subtotal: NON-PROGRAM RECEIPTS	0.00	2,131.50	562,415.00	0.00	(562,415.00)
	Fund Total:	0.00	606,709.94	10,906,950.16	0.00	(10,906,950.16)

Regular; Processing Month 06/2025; Accounts to Include Accounts with Activity

Fund: 02 DEPRECIATION RESERVE FUND

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
02 1510	INTEREST ON INVESTMENTS	0.00	140.50	2,052.26	0.00	(2,052.26)
Subtotal:	LOCAL RECIEPTS	0.00	140.50	2,052.26	0.00	(2,052.26)
	Fund Total:	0.00	140.50	2,052.26	0.00	(2,052.26)

Regular; Processing Month 06/2025; Accounts to Include Accounts with Activity

Fund: 03 EMPLOYEE BENEFIT FUND

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
03 1510	INTEREST ON INVESTMENTS	0.00	35.68	150.93	0.00	(150.93)
	Subtotal: LOCAL RECIEPTS	0.00	35.68	150.93	0.00	(150.93)
03 5200	TRANSFERS FROM OTHER FUNDS	0.00	10.62	3,065.35	0.00	(3,065.35)
	Subtotal: NON-REVENUE RECEIPTS	0.00	10.62	3,065.35	0.00	(3,065.35)
03 9000	NON-PROGRAM RECEIPTS	0.00	4,954.94	49,549.40	0.00	(49,549.40)
	Subtotal: NON-PROGRAM RECEIPTS	0.00	4,954.94	49,549.40	0.00	(49,549.40)
	Fund Total:	0.00	5,001.24	52,765.68	0.00	(52,765.68)

Regular; Processing Month 06/2025; Accounts to Include Accounts with Activity

Fund: 05 ACTIVITIES FUND

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
05 1510 0000	INTEREST ON INVESTMENTS	0.00	51.41	496.88	0.00	(496.88)
05 1790 1009	TRACK	0.00	0.00	90.36	0.00	(90.36)
05 1790 1010	HIGH SCHOOL YEARBOOK	0.00	0.00	812.00	0.00	(812.00)
05 1790 1020	ART CLUB	0.00	0.00	304.00	0.00	(304.00)
05 1790 1025	HIGH SCHOOL BAND	0.00	0.00	2,048.93	0.00	(2,048.93)
05 1790 1034	CHEERLEADING	0.00	0.00	1,921.91	0.00	(1,921.91)
05 1790 1035	HIGH SCHOOL DANCE	0.00	0.00	1,910.00	0.00	(1,910.00)
05 1790 1040	CLASS OF 2028	0.00	0.00	400.00	0.00	(400.00)
05 1790 1045	CLASS OF 2026	0.00	0.00	2,187.51	0.00	(2,187.51)
05 1790 1060	CLASS OF 2025	0.00	0.00	2,571.81	0.00	(2,571.81)
05 1790 1070	BOYS GOLF	0.00	160.00	253.00	0.00	(253.00)
05 1790 1075	HIGH ABILITY LEARNERS	0.00	0.00	1,590.00	0.00	(1,590.00)
05 1790 1080	CONCESSIONS	0.00	0.00	21,236.35	0.00	(21,236.35)
05 1790 1085	MIDDLE SCHOOL STUDENT COUNCIL	0.00	485.00	8,552.70	0.00	(8,552.70)
05 1790 1090	ELEMENTARY ACTIVITY FUND	0.00	0.00	15.00	0.00	(15.00)
05 1790 1100	ELEMENTARY STUDENT COUNCIL	0.00	500.00	2,557.94	0.00	(2,557.94)
05 1790 1102	DIGITAL MEDIA	0.00	0.00	311.00	0.00	(311.00)
05 1790 1105	FBLA	0.00	0.00	7,365.00	0.00	(7,365.00)
05 1790 1110	FCCLA	0.00	0.00	977.00	0.00	(977.00)
05 1790 1115	FFA	0.00	0.00	25,028.34	0.00	(25,028.34)
05 1790 1124	COLERIDGE FITNESS CENTER	0.00	25.00	2,175.90	0.00	(2,175.90)
05 1790 1125	LAUREL FITNESS CENTER	0.00	0.00	8,465.00	0.00	(8,465.00)
05 1790 1140	GENERAL ACTIVITIES	0.00	0.00	58,968.56	0.00	(58,968.56)
05 1790 1145	INDUSTRIAL ARTS	0.00	0.00	179.00	0.00	(179.00)
05 1790 1156	MIDDLE SCHOOL PBIS	0.00	0.00	100.00	0.00	(100.00)
05 1790 1160	LIBRARY	0.00	0.00	7,553.01	0.00	(7,553.01)
05 1790 1161	MAKERSPACE	0.00	0.00	3,947.00	0.00	(3,947.00)
05 1790 1163	MATH CLUB	0.00	0.00	75.21	0.00	(75.21)
05 1790 1165	MISCELLANEOUS ACCOUNT	0.00	200.00	2,150.00	0.00	(2,150.00)
05 1790 1170	NATIONAL HONOR SOCIETY	0.00	0.00	748.00	0.00	(748.00)
05 1790 1175	FOOTBALL	0.00	0.00	1,069.90	0.00	(1,069.90)
05 1790 1180	CROSS COUNTRY	0.00	1,080.00	1,370.00	0.00	(1,370.00)
05 1790 1190	QUIZ BOWL	0.00	0.00	168.00	0.00	(168.00)
05 1790 1200	SPANISH CLUB	0.00	0.00	481.00	0.00	(481.00)
05 1790 1205	ONE ACTS	0.00	0.00	2,639.00	0.00	(2,639.00)
05 1790 1210	SPEECH	0.00	0.00	400.00	0.00	(400.00)
05 1790 1215	HIGH SCHOOL STUDENT COUNCIL	0.00	0.00	1,278.00	0.00	(1,278.00)
05 1790 1225	SKILLS USA	0.00	0.00	3,483.75	0.00	(3,483.75)
05 1790 1230	VOCAL MUSIC	0.00	0.00	1,486.22	0.00	(1,486.22)
05 1790 1235	VOLLEYBALL	0.00	0.00	4,850.00	0.00	(4,850.00)
05 1790 1240	GIRLS BASKETBALL	0.00	1,591.00	3,292.50	0.00	(3,292.50)
05 1790 1245	BOYS BASKETBALL	0.00	880.00	3,629.50	0.00	(3,629.50)
05 1790 1255	E-SPORTS	0.00	0.00	800.00	0.00	(800.00)
05 1790 1705	GREENHOUSE	0.00	0.00	67,050.00	0.00	(67,050.00)
05 1790 1710	BELL PLAZA	0.00	0.00	8,000.00	0.00	(8,000.00)
05 1990 0000	OTHER MISCELLANEOUS LOCAL RECEIPTS	0.00	0.90	60.09	0.00	(60.09)
	Subtotal: LOCAL RECIEPTS	0.00	4,973.31	265,049.37	0.00	(265,049.37)
05 5200 0000	TRANSFERS FROM OTHER FUNDS	0.00	0.00	50,000.00	0.00	(50,000.00)
	Subtotal: NON-REVENUE RECEIPTS	0.00	0.00	50,000.00	0.00	(50,000.00)
	Fund Total:	0.00	4,973.31	315,049.37	0.00	(315,049.37)

Regular; Processing Month 06/2025; Accounts to Include Accounts with Activity

Fund: 06 SCHOOL LUNCH/MILK FUND

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
06 1510	INTEREST ON INVESTMENTS	0.00	18.48	271.51	0.00	(271.51)
06 1611	DAILY SALES - SCHOOL LUNCH PROGRAM	0.00	150.00	96,796.82	0.00	(96,796.82)
06 1613	DAILY SALES - SPECIAL MILK PROGRAM	0.00	0.00	7,722.40	0.00	(7,722.40)
06 1620	DAILY SALES NON-REIMB. -ADULT or ALA CARTE	0.00	75.00	8,943.60	0.00	(8,943.60)
06 1990	OTHER MISCELLANEOUS LOCAL RECEIPTS	0.00	0.00	1,443.79	0.00	(1,443.79)
	Subtotal: LOCAL RECIEPTS	0.00	243.48	115,178.12	0.00	(115,178.12)
06 4210	SCHOOL LUNCH FEDERAL REIMBURSEMENT	0.00	6,546.31	99,713.79	0.00	(99,713.79)
	Subtotal: FEDERAL RECEIPTS	0.00	6,546.31	99,713.79	0.00	(99,713.79)
06 5200	TRANSFERS FROM OTHER FUNDS	0.00	50,000.00	275,000.00	0.00	(275,000.00)
06 5690	OTHER NON-REVENUE RECEIPTS	0.00	105.64	564.09	0.00	(564.09)
	Subtotal: NON-REVENUE RECEIPTS	0.00	50,105.64	275,564.09	0.00	(275,564.09)
	Fund Total:	0.00	56,895.43	490,456.00	0.00	(490,456.00)

Regular; Processing Month 06/2025; Accounts to Include Accounts with Activity

Fund: 07 BOND FUND

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
07 1100	LOCAL PROPERTY TAXES	0.00	37,601.79	830,916.49	0.00	(830,916.49)
07 1115	CARLINE TAX	0.00	0.00	146.70	0.00	(146.70)
07 1510	INTEREST ON INVESTMENTS	0.00	268.65	2,651.21	0.00	(2,651.21)
	Subtotal: LOCAL RECIEPTS	0.00	37,870.44	833,714.40	0.00	(833,714.40)
07 3130	HOMESTEAD EXEMPTION	0.00	1,144.30	4,577.20	0.00	(4,577.20)
07 3131	PROPERTY TAX CREDIT	0.00	0.00	113,981.13	0.00	(113,981.13)
07 3133	NAMEPLATE CAPACITY (WIND ENERGY TAX)	0.00	0.00	559.94	0.00	(559.94)
07 3180	PRO-RATE MOTOR VEHICLE	0.00	0.00	1,454.15	0.00	(1,454.15)
	Subtotal: STATE RECEIPTS	0.00	1,144.30	120,572.42	0.00	(120,572.42)
07 9000	NON-PROGRAM RECEIPTS	0.00	0.00	301,500.00	0.00	(301,500.00)
	Subtotal: NON-PROGRAM RECEIPTS	0.00	0.00	301,500.00	0.00	(301,500.00)
	Fund Total:	0.00	39,014.74	1,255,786.82	0.00	(1,255,786.82)

Regular; Processing Month 06/2025; Accounts to Include Accounts with Activity

Fund: 08 SPECIAL BUILDING FUND

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
08 1100 0002	LOCAL PROPERTY TAXES	0.00	30,338.70	752,904.28	0.00	(752,904.28)
08 1115 0002	CARLINE TAX	0.00	0.00	164.49	0.00	(164.49)
08 1510	INTEREST ON INVESTMENTS	0.00	91.61	983.09	0.00	(983.09)
08 1510 0001	INTEREST ON INVESTMENTS	0.00	0.30	261.10	0.00	(261.10)
08 1510 0002	INTEREST ON INVESTMENTS	0.00	770.56	3,343.66	0.00	(3,343.66)
	Subtotal: LOCAL RECIEPTS	0.00	31,201.17	757,656.62	0.00	(757,656.62)
08 3130 0002	HOMESTEAD EXEMPTION	0.00	1,281.37	5,125.48	0.00	(5,125.48)
08 3131 0002	PROPERTY TAX CREDIT	0.00	0.00	393,638.51	0.00	(393,638.51)
08 3133 0002	NAMEPLATE CAPACITY (WIND ENERGY TAX)	0.00	0.00	629.31	0.00	(629.31)
08 3180 0002	PRO-RATE MOTOR VEHICLE	0.00	0.00	1,635.30	0.00	(1,635.30)
	Subtotal: STATE RECEIPTS	0.00	1,281.37	401,028.60	0.00	(401,028.60)
	Fund Total:	0.00	32,482.54	1,158,685.22	0.00	(1,158,685.22)

Regular; Processing Month 06/2025; Accounts to Include Accounts with Activity

Fund: 09 QUALIFIED CAPITAL PURPOSE UNDERTAKING

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
09 1100	LOCAL PROPERTY TAXES	0.00	4,569.87	73,853.46	0.00	(73,853.46)
09 1115	CARLINE TAX	0.00	0.00	23.60	0.00	(23.60)
09 1510	INTEREST ON INVESTMENTS	0.00	113.86	327.04	0.00	(327.04)
	Subtotal: LOCAL RECIEPTS	0.00	4,683.73	74,204.10	0.00	(74,204.10)
09 3130	HOMESTEAD EXEMPTION	0.00	204.34	817.36	0.00	(817.36)
09 3131	RELIEF TO PROPERTY TAXPAYERS	0.00	0.00	62,224.07	0.00	(62,224.07)
09 3133	NAMEPLATE CAPACITY (WIND ENERGY TAX)	0.00	0.00	66.66	0.00	(66.66)
09 3180	PRO-RATE MOTOR VEHICLE	0.00	0.00	153.82	0.00	(153.82)
	Subtotal: STATE RECEIPTS	0.00	204.34	63,261.91	0.00	(63,261.91)
	Fund Total:	0.00	4,888.07	137,466.01	0.00	(137,466.01)

Regular; Processing Month 06/2025; Accounts to Include Accounts with Activity

Fund: 10 SCH DIST #54 COOPERATIVE FUND

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
10 1321	TUITION FROM OTHER DIST-GEN ED	0.00	0.00	5,421.70	0.00	(5,421.70)
10 1510	INTEREST ON INVESTMENTS	0.00	9.66	1,155.82	0.00	(1,155.82)
10 1990	OTHER LOCAL RECEIPTS	0.00	7,732.58	32,092.85	0.00	(32,092.85)
	Subtotal: LOCAL RECIEPTS	0.00	7,742.24	38,670.37	0.00	(38,670.37)
10 5200	TRANSFERS FROM OTHER FUNDS	0.00	0.00	5,000.00	0.00	(5,000.00)
	Subtotal: NON-REVENUE RECEIPTS	0.00	0.00	5,000.00	0.00	(5,000.00)
	Fund Total:	0.00	7,742.24	43,670.37	0.00	(43,670.37)

Regular; Processing Month 06/2025; Accounts to Include Accounts with Activity

Fund: 12 STUDENT FEE FUND

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
12 1510	INTEREST ON INVESTMENTS	0.00	8.87	78.32	0.00	(78.32)
12 1741	EXTRACURRICULAR ACTIVITY FEES- BRIGHT HORIZONS	0.00	850.00	1,940.00	0.00	(1,940.00)
Subtotal:	LOCAL RECIEPTS	0.00	858.87	2,018.32	0.00	(2,018.32)
	Fund Total:	0.00	858.87	2,018.32	0.00	(2,018.32)

Regular; Processing Month 06/2025; Accounts to Include Accounts with Activity

	Revised Budget	During Month	To Date	% of Budget	Budget Balance
Grand Total:	0.00	758,706.88	14,364,900.21	0.00	(14,364,900.21)

--YOUR ANNUAL MEMBERSHIP PROVIDES SUPPORT FOR --

Nebraska Rural Community Schools Association

STATE LEGISLATIVE ADVOCACY NRCSA is active in representing rural public schools in the Unicameral. The Executive Director is the main spokesperson for NRCSA, but is also represented by the lobbying firm of Nowka and Edwards. NRCSA's Legislative Committee includes 20 Superintendents/ ESU Administrators and 6 Board of Education members from member schools/ESUs. Former NRCSA Presidents serve as ex officio members.	**RURAL ADVOCACY** NRCSA is the only organization that speaks solely on behalf of public rural schools in the State of Nebraska. Other groups do a great job of representing their members, but at times cannot take a stand as they represent both very large and smaller districts. NRCSA is not necessarily tied down along those lines.	**SUPERINTENDENT/PRINCIPAL SEARCHES** NRCSA's Superintendent and Principal Search Servics are conducted by veteran Superintendents whose professional lives were involved in rural education in Nebraska. The service is available to all Nebraska school districts, with member districts paying a lower rate than non-member districts. A professional cost effective proposal and fee structure is available upon request.
PLANNING WORKSHOPS The NRCSA Planning Support Service is an elective service that assists districts in planning and goal-setting. The service is conducted by veteran Superintendents whose professional lives were involved in rural education in Nebraska.	**NATIONAL ADVOCACY** NRCSA is a member of the National Rural Education Advocacy Consortium (NREAC), which represents the interests of rural public schools in national forums where education issues are decided.	**DISTRICT MEETINGS** Each fall NRCSA conducts a meeting in each of the six membership districts. These meetings provide an opportunity for rural schools to connect with NRCSA leadership on a face-to-face basis.
COMMUNICATIONS NRCSA provides regular updates from the Executive Director to member schools. A more in-depth update is provided to all members just prior to monthly Board of Education meetings. The NRCSA webpage is www.nrcsa.net. NRCSA also has a social media presence on Twitter (@ NRCSA1980) and on Facebook (www.facebook. com/nrcsahome).	**SPRING CONFERENCE** NRCSA offers an annual conference in Kearney in March. The conference targets issues and interests of rural schools. An opportunity is created to network with other rural school districts and to interact directly with policymakers and NRCSA leaders.	**TEACHER SCHOLARSHIPS** New for this year, NRCSA provies six $1,000 scholarship to employees of member districts/ ESUs who are working to attain teacher certification either through a recognized "para to teacher" program such as offered by the state colleges or a transitional program such as offered by UNK.
DIGITAL CITIZENSHIP NRCSA recently partnered with ***a-plum creative*** to provide an opportunity for rural districts to provide monthly digital citizenship materials to their students, parents, and staff. This is a purchased service.	**US BANK ONE CARD PROGRAM** NRCSA has partnered with US Bank to provide this unique purchase card program for school districts. Individual school districts decide which staff members receive purchase cards. The district has control over where purchases can be made and for what amounts. This can be especially helpful when sending sponsors out with student groups.	**NRCSA AWARDS** NRCSA annually recognizes individuals who are outstanding at serving member districts. At the Spring Conference each year NRCSA recognizes an Outstanding Elementary Teacher, Secondary Teacher, Classified Staff Member, ESU Staff Member, Music Teacher, Principal, Board of Education Member, and Superintendent/ESU Administrator.
NRCSA EXECUTIVE BOARD The 10-member Executive Board provides leadership and direction for the organization. Each of the six NRCSA districts is represented by at least one Superintendent from a district within the district.	**NRCSA SCHOLARSHIPS** NRCSA annually awards 20 $2,000 scholarships to high school seniors from NRCSA-member schools who are entering college with the goal of becoming school teachers. NRCSA also presents two $2,000 Gary Fisher Scholarships to high school seniors going into the fine arts	**EXCESS EQUIPMENT CLEARINGHOUSE** A free service to member districts and ESUs is the opportunity to post items for sale to all other members. Items such as vehicles, scoreboards, weight equiqment, school furniture, and text books have been posted on behalf of members.
NEBRASKANS UNITED NRCSA is a strong member of this group which includes most education and ag-related organizations in the State. The purpose is to work to provide property tax relief, as well as to protect and promote funding to public education.	**NEW LEAF TELETHERAPY** Beginning with the 2023-24 school year, NRCSA has partnered with New Leaf to provide another tool in helping to provide cost effective Mental Health teletherapy services for their staff and students.	**LEADERSHIP OPPORTUNITIES** Each year there are over 70 leadership positions on the Executive Committee or other NRCSA committees that provide opportunities for member Superintendents/ESU Administrators.
EDUCATION ASSOCIATIONS COALITION NRCSA is an active member of this group that is comprised of all of the major education associations in the state. The purpose of the group is to work together on legislative issues facing public education.	**NATIONAL RURAL EDUCATION ASSOCIATION** NRCSA is a strong member of the NREA. The NREA provides leadership on issues facing rural education on the national level.	**RURAL TEACHER SHORTAGE** NRCSA has started a Rural Teacher Committee that was established to find ways to address the shortage of teachers in rural schools. Twelve member Superintendents work with representatives from Chadron State College, Wayne State College, and Peru State College in this work.

Nebraska Rural Community Schools Association

Invoice

Nebraska Rural Community Schools Association
440 S.13th St, Ste B
Lincoln, NE 68508

Invoice #: 1112

Date: 7/1/2025

Bill To:

Laurel-Concord-Coleridge School
PO Box 8
Laurel NE 68745

For: 2025-26 NRCSA Membership Dues

Item	Amount
2025-26 NRCSA Dues Renewal	*$850.00*

Invoice Total *$850.00*

Make all checks payable to **NRCSA**

If you have any questions concerning this invoice, contact Jeff Bundy at (402) 202-6028
or e-mail:jbundy@nrcsa.net

James B. Gessford
Daniel F. Kaplan
Gregory H. Perry
Joseph F. Bachmann
R. J. Shortridge*
Joshua J. Schauer*
Derek A. Aldridge**
Justin J. Knight***
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** Also admitted in Kansas
***Also admitted in Colorado

Ernest B. Perry (1876-1962)
Arthur E. Perry (1910-1982)
R.R. Perry (1917-1999)
Edwin C. Perry (1931-2012)

MEMORANDUM

To: Dr. Bill Heimann, ESU 1 Administrator
From: Justin Knight, Perry Law Firm
Date: June 2, 2025
RE: 2025 School District Annual Policy Service Update

The Legislature has adjourned after their 90-day session. This Memo covers the policy updates as a result of this past session, as well as legislation passed in prior sessions.

A. REQUIRED POLICY UPDATES

1. Policies 1200, 4003, and 5401 (and accompanying forms) – AM 1617 to LB 150 updates Nebraska's Fair Employment Practice Act to add "military or veteran status" as a protected class. As a result, our nondiscrimination policies have been updated to add this new protected class.

In addition, with the changes in federal guidance under the new presidential administration, some of the "hard" deadlines in these policies can be relaxed to give greater flexibility for internal investigations.

2. Policies 3131 ("Procurement Plan") & 3132 ("Internal Controls") – Several bidding references were updated in the federal regulations governing grants and federal audit requirements. These policies have been updated to reflect these changes, as well as adding a new preference for veteran-owned businesses that was added to 2 C.F.R. § 200.321.

3. Policy 3410 ("Safe Driving Record Standard for Drivers" – NDE Rule 91 requires a medical exam for drivers of small vehicles (vans and cars with 10 passengers or less) when driving routes, but not for activities-only drivers. In other words, a small vehicle driver of a regular pick-up/drop-off route must have a medical exam; but a coach that drives a small vehicle only to activities does not. This requirement has created confusion in situations involving unexpected driving situations, part-time or temporary drivers, and the like. Policy 3410 has been updated to clarify Rule 91's requirements.

It is also worth noting that the U.S. Department of Transportation has proposed revised regulations that would change the background and testing requirements, so there may be more policy updates on this topic next year.

4. Policy 4009 ("Drug and Substance Use and Abuse") – Updates in federal driving requirements (relating to alcohol and drug reporting to the federal Clearinghouse) require adding language to this policy for bus drivers.

In addition, in light of these changes, Form A (accompanying Policy 4009) needs to be updated. However, Forms C and D can be rescinded since they are no longer necessary.

5. Policy 5001 ("Admission") – LB 143 tweaked the student admission statutes for military families. Neb. Rev. Stat. § 79-215 now requires a school to provisionally enroll a student if the student's family resides on a federally owned facility within the District. We have updated Policy 5001 to make this clearer.

6. Policy 5101 ("Student Discipline") – There are three main changes to this Policy:

A. New Dress Code: Two years ago, LB 298 imposed a new dress code policy requirement. However, an analysis of the text of this new statutory mandate shows how contradictory and convoluted the statutory directives appear to encompass. For one, Neb. Rev. Stat. 79-2,158 dictates that each school have a policy that "is consistent with" a model policy adopted by the State Board of Education. Yet, the same statutory provision states that a District "may include any other procedures and provisions that the school board deems appropriate," which suggests that the model policy is more of a sample than a prescription. In addition, 79-2,158(2) outlines three specific components of each *school*'s required policy, which further suggests that the State Board's model policy is to be more of an example (otherwise the Legislature would have specified that the model policy itself must include those three items). Still, 79-2,159(4) lists that the State Board's model policy "may" develop a health and safety standard within the model dress code. That same provision requires the State Board to include detailed steps that administrators must take in "health and safety" situations (including obtaining parental consent before requiring a student to change clothes), despite the "health and safety" provision being optional. In fairness to the State Board of Education (who was given this unfunded mandate by the Legislature), it is unsurprising that these inconsistencies within statute have led to significant confusion and anxiety among school administrators across the state.

With all of this confusion in mind, we have updated the "dress code" component of our Student Discipline Act to try and keep the required changes as straightforward as possible, while complying with the law's dictates that a school dress code cannot be used to discriminate against any student.

We have also attached the State Board's model policy in case your district would like to adopt the State Board's model policy.

This new dress code policy must be adopted by July 1, 2025.

B. Cell Phones. LB 140 requires all schools to adopt a "cell phone" policy before the beginning of the 2025-2026 school year. (The new, required policy is listed as Policy 6113.) Policy 5101 has been updated to clearly reference the new cell phone law and student disciplinary consequences.

C. Added Language About "Deep Fakes." Finally, in light of the increase in "deep fakes," this Policy has been updated to add language that students can be disciplined for deep fake images of students or staff. As noted below, LB 383 criminalizes "deep fakes" in certain situations, but having clear language in board policy can help school administrators better address concerns within the school setting.

7. Policy 5004 ("Full-time and Part-time Enrollment") – LB 306 updates the part-time enrollment statutes to provide more options for non-public schools to participate in extracurricular activities. LB 306's language is subject to differing interpretations, especially after the Legislature changed the part-time statutes to address these same concerns two years ago. School administrators will need to familiarize themselves with these new rules before the 2025-2026 school year.

8. Policy 5103 ("Extracurricular Activity Discipline") – For the same reasons listed in the changes to Policy 5101, the reference to dress code violations have been removed.

9. Policy 5201 ("Promotion and Retention") and (New) Policy 5201x ("Request to Repeat Grade Form") – Last year, the Legislature adopted a new law (§ 79-2,161) that allows parents to require their student to repeat a grade if the student qualifies under the statutory criteria. To apply to repeat a grade, a parent must submit a form prescribed by NDE. We have updated the new statutory reference to Policy 5201 and added that form as Policy 5201x.

10. Policy 5202z (Notification of Rights Under FERPA") – Within the past year, the U.S. Department of Education issued a "Model Notice" to update parents' rights under FERPA. To remain consistent with DOE's guidance, we have updated this Policy.

11. Policy 5301 ("Association Activities") – LB 89 requires each school board to adopt a policy designating each school-sponsored interscholastic athletic team or sport as either biologically male, female, or co-ed. The bill does not require each sport or team listed in the Policy. In turn, we added language to Policy 5301 to authorize the Superintendent to make the required designations.

12. Policy 5414 ("Identification of Learners with High Ability") – We realized this Policy may no longer be accurate or current with your district's practices. As a result, we revised the Policy to give school administrators more discretion in developing criteria to identify high-ability learners.

13. (New) Policy 5507 ("Foster Care Student Transportation") – NDE audits have frequently requested information about the District's foster care transportation. The Every Student Succeeds Act only requires a school district to have "procedures" (not requiring board approval). However, given the confusion and ease of having a formal board policy in these audits, we have prepared Policy 5507 to memorialize a school district's foster care transportation requirements.

14. (New) Policy 6113 ("Electronic Communication Devices and Cell Phones") – For the same reasons listed in the changes to Policy 5101, LB 140's cell phone requirements have been added to this new policy.

15. Policy 6400 ("Parental/Community Involvement in Schools") – Last year, the Legislature passed LB 71 to, in part, update Nebraska's parental involvement statutes. Policy 6400 has been updated to reflect these changes. Note that LB 71 requires the updated Parental Involvement to be approved by July 1, 2025, and posted to the school's website by August 1, 2025.

Further, LB 428 (passed this year) requires additional revisions to Policy 6400. LB 428 adds new requirements for school-issued surveys, including the rights of parents to review and/or opt their student out of "sensitive" surveys. Depending on what types of surveys your district administers, this update may need to be carefully examined before the beginning of the 2025-2026 school year.

16. (New) Policy 6931 ("Behavioral Intervention and Classroom Management") – Two years ago, the Legislature passed LB 1329 which, in part, required each school to adopt a policy on "behavioral intervention, behavioral management, classroom management, and removal of a student from a classroom in school." The Legislature directed the State Board of Education to develop a "model policy" reflecting the new policy's requirements. By August 1, 2025, each school must adopt a policy "consistent with or comparable to the model policy." This policy will now be a requirement for accreditation by NDE. To ensure compliance with this new accreditation requirement, our Policy 6931 largely mirrors the State Board's model policy.

B. POLICY RESCISSIONS

1. Policy 5001 Forms ("Summary of the School Immunization Rules and Regulations") – This Form has led to confusion and headaches for schools that have not kept this current. To avoid further confusion and consternation, we recommend rescinding this form in your Policy Manual.

2. Policy 6410 ("Combined District and School Title I Parent and Family Engagement Policy") – The US Department of Education informed NDE that Title I involvement policies need to be more specifically tailored to each school district, instead of incorporated as a general policy. As such, NDE has recommended that schools rescind their Title I Involvement

Policy and, instead, complete the template available on their website: https://www.education.ne.gov/federalprograms/title-i-a-educationally-disadvantaged/#TitleIParentandFamilyengagement

Of note, the Title I engagement "policy" does not need to be Board approved (despite being called a "policy") under the Every Student Succeeds Act.

C. OPTIONAL POLICY AND/OR HANDBOOK UPDATES

1. Policy 3241 ("Emergency Response Mapping") – Last year, schools that adopted an Emergency Response Mapping Policy were eligible to apply for safety and security grant funds. If your district was not approved for grant funds and no longer want an Emergency Response Mapping Policy on file, you could rescind Policy 3241 this summer.

D. OTHER CONSIDERATIONS

1. Title IX Procedures – In light of the constant changes to the Title IX Regulations, we recommended last year to rescind any Board-approved procedures. Instead, we recommended a policy that delegated the Superintendent the authority to develop procedures consistent with Title IX. If you have not done so, we would strongly recommend it. A copy of those procedures is attached. The procedures also need to be posted on the school's website.

2. Veteran's Preference – LB 144 (passed this session without an emergency clause) will update Nebraska's veteran's preference laws. In particular, LB 144 adds the spouse of a veteran who "was killed in the line of duty or died due to his or her military service" as a person who qualifies for a veteran's preference. This update is a good reminder to review your district's application forms to ensure that the school's job applications state that positions are "subject to a veteran's preference," per Neb. Rev. Stat. § 48-227(3).

3. Paid Sick Leave Initiative – Last November, the voters approved Initiative 436, which requires an increase in employer-provided paid sick leave. However, the Initiative exempted political subdivisions from the paid sick leave requirements. Therefore, there are no required changes to any school's paid sick leave benefits.

4. Nebraska's Minimum Wage Increase. Similar to the Paid Sick Leave Initiative, Nebraska's recent Minimum Wage Increase Initiative does not apply to political subdivisions, so school districts are not legally required to follow the increases in the State's minimum wage rates.

5. Medical Marijuana Initiative. Nebraska voters also approved the Medical Marijuana Initiative last November. LB 677 would have added specific statutory requirements for medical marijuana in schools, but LB 677 did not advance. Thus, we will need to work over the summer months to prepare for medical marijuana requests by staff, students, and community members on school grounds and at school activities.

6. New Open Meetings Act Poster. LB 521 "cleaned up" language within the Open Meetings Act. The changes to the Open Meetings Act are largely technical and do not require any policy updates. With that being said, each board is required to have a current copy of the Open Meetings Act posted during all board meetings. The bill has an emergency clause so each board will need to update their Open Meetings Act posters this summer.

7. Forthcoming Update on Bidding Threshold. This year, the State Board of Education will update the bidding threshold for construction, remodeling, or repair projects. This update will result in a future policy update.

8. Changes to NPERS – Two main bills changed different aspects of the Retirement System: LB's 295 and 645. None of these require policy changes but are worth noting.

a. LB 295 largely makes technical changes to the retirement statutes. However, LB 295 makes some substantive changes that your business managers will want to follow any new procedures implemented by NPERS.

b. LB 645 will adjust both the employer, employee, and state retirement contribution percentages on an annual basis, depending on the state retirement plan's funding ratio. When the plan is well-funded, contribution percentages will decrease. But when the plan needs additional funding, contributions will increase. This change will likely have a significant impact on negotiations moving forward, given that teachers' retirement deductions will now fluctuate from year-to-year. We will provide more information on this change in the fall for your negotiations preparations.

9. LB 383 – LB 383 passed this session that adopts two main statutory frameworks: (1) criminalizing "deep fakes" and (2) generally requiring parental consent for a minor to create or maintain a social media account. To date, some County Attorneys have been reluctant to prosecute instances of "deep fakes," so LB 383 establishes clear statutory authority for criminal charges moving forward. In addition, it remains to be seen how social media companies will respond to LB 383 in Nebraska, though your school's technology coordinator will want to keep a close eye on any forthcoming changes.

10. Computer Science and Technology – Years ago, the Legislature adopted computer science and technology curriculum requirements. These requirements will begin to take effect during the 2025-2026 school year. Most (if not all) schools already incorporate technology into the curriculum, so this change may not be significant. However, next year (2027-2028), graduates must have completed a five-credit hour computer science course. These requirements can be found at Neb. Rev. Stat. 79-3304.

11. LB 390 (Library Directory) – LB 390 (passed this year) will require all school districts to adopt a policy requiring a catalog of all books in school libraries and allow parents the option of being notified when their student checks out a book. However, this policy does not need to be adopted until the beginning of the 2026-2027 school year, so we will wait to distribute a library catalog policy until next summer.

12. School Psychologist Interstate Licensure Company – The Legislature adopted the Interstate Compact to allow greater flexibility in licensed school psychologists to work in Nebraska schools. This does not require any policy updates but may be of interest to those schools looking to hire a school psychologist from a different state.

13. New Anaphylaxis Policy Requirement – LB 457 requires DHHS and NDE to the develop a model policy "for the prevention of anaphylaxis and during a medical emergency resulting from anaphylaxis." This policy needs to be adopted by July 1, 2026. Since we do not have the model policy, we will wait until next summer to send the required anaphylaxis policy.

14. Forthcoming NDE Rule 15 Changes – The State Board of Education has not made substantive changes to NDE Rules over the past year, at least changes that require policy updates. The State Board is considering changes to NDE Rule 15 (English Language Learners) that might require policy updates next year, depending on the final version of Rule 15.

15. NSAA Coaching Change. Last year, the NSAA voted to change its bylaws. Previously, coaches were required to meet a certification requirement to coach NSAA activities. Now, NSAA Bylaw 2.12 waives the certification requirement. Moving forward, each school is responsible for vetting their coaches. Some districts have a policy requiring background checks on all hires (including coaches). This may be a discussion within your district on how you plan to handle evaluating coaching hires and positions.

As always, please let us know if you have any questions or concerns.

Business Operations

Safe Driving Record Standard for Drivers

Standard for Pupil Transportation Vehicle Drivers: Each person who is required to have a permit to operate a pupil transportation vehicle for this School District shall meet all requirements to hold and continue to hold a pupil transportation operator's permit, including the successful completion of a physical assessment and a Medical Examiner's Certificate.

One of the requirements for obtaining such a permit is that the person have a record of satisfactory driving as determined by Board policy. For such persons, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior 5 years; or,
3. Reckless driving or willful reckless, within the immediate prior 2 years; or
4. Accumulation of 6 or more points under the motor vehicle operators' license point system within the immediate prior 4 years. In the event the person has accumulated 3 or 4 points within the immediate prior 4 years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

Standard for Drivers of Small Vehicles for Activity Trips: Each person who drives a small vehicle (car or van) other than a pupil transportation vehicle for school activities and who is not required to have a permit to operate a pupil transportation vehicle shall be precluded from driving in the event it is discovered that the person does not have a record of satisfactory driving. For such persons, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior 5 years; or,
3. Reckless driving or willful reckless, within the immediate prior 2 years; or
4. Accumulation of 6 or more points under the motor vehicle operators' license point system, within the immediate prior 4 years. In the event the person has accumulated 3 or 4 points within the immediate prior 4 years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

Drivers who exclusively drive small vehicles for activity trips are not required to obtain a Medical Examiner's Certificate.

Standard for Drivers of Other School Vehicles: Each person who drives a school vehicle other than a pupil transportation vehicle and does not transport students in the vehicle shall be precluded from driving in the event it is discovered that the person does not have a record of satisfactory driving. In the event the person's employment position requires driving vehicles as a function of the person's employment, the employment may be terminated in the absence of a record of satisfactory driving. For such persons, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior 2 years; or,
3. Reckless driving or willful reckless, within the immediate prior 1 years; or
4. Accumulation of 8 or more points under the motor vehicle operators' license point system within the immediate prior 4 years. In the event the person has accumulated 3, 4 or 5 points within the immediate prior 4 years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

The record of satisfactory driving standards shall apply to all new employees from and after adoption of this policy. Existing employees shall be subject to the same standards, provided that the Superintendent or Superintendent's designee may determine to permit an exception based on the existing employee's record of satisfactory driving while employed with the District and the nature and proximity of prior driving offenses as such offenses relate to safe transportation.

Legal Reference: Neb. Rev. Stat. " 79-318, 79-602, 79-607 and 79-608
Neb. Rev. Stat. ' 60-4,182 (point system)
Title 92, Nebraska Administrative Code, Chapters 91 & 92

Date of Adoption: August 10, 2015
Date of Amendment: August 14, 2017
Date of Review: June 12, 2023
Date of Amendment: July 14, 2025

Business Operations

Internal Controls

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

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

(a) Establish and maintain effective internal control over the federal award that provides reasonable assurance that the District manages the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. The District will endeavor to develop and maintain these internal controls consistent with the "Standards for Internal Control in the Federal Government" issued by the Comptroller General of the United States or the "Internal Control Integrated Framework" issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO);

(b) Comply with the U.S. Constitution, federal statutes, regulations, and the terms and conditions of the federal award;

(c) Evaluate and monitor the District's compliance with statutes, regulations and the terms and conditions of federal award;

(d) Take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; and

(e) Take reasonable measures to safeguard protected personally identifiable information and other information the federal awarding agency, or pass-through entity, designates as "sensitive" or the District considers sensitive, consistent with applicable federal, state, and local laws regarding privacy and responsibility over confidentiality.

Legal Reference: 2 C.F.R. § 200.303.

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

1) Maintain property records of the equipment (including equipment description, serial number or other identification number, source of funding, acquisition date, and the like);
2) Maintain a physical inventory procedure, with an inventory occurring at a minimum of every two (2) years;
3) Implement a Control System procedure;

4) Continue to develop and implement adequate maintenance procedures for the equipment;
5) Continue to develop and implement sales procedures for the equipment; and
6) Continue to develop and implement disposition procedure for the equipment.

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

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

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

Legal Reference: 2 C.F.R. §§ 200.317 through 200.326.
Cross-Reference: Policies 3130 & 3131.

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

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

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

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

1) Identifying all of the federal awards received and expended and the federal programs under which they were received;

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

Legal Reference: 2 C.F.R. § 200.302.

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

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

1) Are verifiable from the District's records;
2) Are not included as contributions for any other Federal award;
3) Are necessary and reasonable for accomplishment of project or program objectives;
4) Are allowable under the applicable Cost Principles requirements;
5) Are not paid by the Federal Government under another Federal award, except where the federal statute authorizing a program specifically provides that Federal funds made available for such program can be applied to matching or cost sharing requirements of other Federal programs;
6) Are provided for in the approved budget when required by the federal awarding agency; and
7) Conform to other provisions of the law or terms and conditions of the federal award, as applicable.

Legal Reference: 2 C.F.R. § 200.306.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Date of Adoption: August 10, 2021
Date of Review: June 12, 2023
Date of Amendment: July 14, 2025

Business Operations

Procurement Plan – School Food Authorities

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

Procurement Policy

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

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

Micro-Purchase Procedures

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

Simplified Acquisition Threshold Procedures

For purchases made below the simplified acquisition threshold, simplified acquisition threshold procedures will be utilized to purchase necessary goods and services. When simplified acquisition threshold procedures are used, this organization will take the following steps:

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

Formal Competitive Solicitation Procedures

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

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

(Note: If the simplified acquisition threshold established in the sponsor's procurement policy statement is less than $150,000, the smaller bid threshold will govern.)

Procurement Summary

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

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

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

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

D. Code of Conduct: This program shall be governed by the attached Code of Conduct and it shall apply to all personnel, employees, directors, agents, officers, volunteers or any

person(s) acting in any capacity concerning the food service procurement program. [2 CFR 200.318(c)(1)]

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

G. General Requirements:

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

H. Duties of Food Service Supervisor:

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

Date of Adoption: August 14, 2017
Date of Amendment: August 12, 2019
Date of Review: June 12, 2023
Date of Amendment: July 14, 2025

Complaint Form
Discrimination, Harassment or Retaliation

The Laurel-Concord-Coleridge Public School District does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities and provides equal access to 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: Jeremy Christiansen, Superintendent, 502 Wakefield St., Laurel, NE 68745 (402) 256-3133 (jeremy.christiansen@lccschool.org)
Employees and Others: Jeremy Christiansen, Superintendent, 502 Wakefield St., Laurel, NE 68745 (402) 256-3133 (jeremy.christiansen@lccschool.org)

Name: _____ Date: _____

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

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

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

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

_____
_____.

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

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

Signature:_____

Received by: _____ Date: _____

Students (& Employees)

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

A. Elimination of Discrimination.

The Laurel-Concord-Coleridge 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 Laurel-Concord-Coleridge School District does not discriminate on the basis of sex, disability, race, color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: Jeremy Christiansen, Superintendent, 502 Wakefield St., Laurel, NE 68745 (402) 256-3133 (jeremy.christiansen@lccschool.org)
Employees and Others: Jeremy Christiansen, Superintendent, 502 Wakefield St., Laurel, NE 68745 (402) 256-3133 (jeremy.christiansen@lccschool.org)

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

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

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

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

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

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

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

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

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

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

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

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

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

2. Anti-retaliation:

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

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

3. Grievance (or Complaint) Procedures:

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

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

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

i. Level 1 (Investigation and Findings):

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

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

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

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

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

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

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

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

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

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

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

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

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

5. **Training:**

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

6. Designated Compliance Coordinators:

Designated compliance coordinators will be responsible for:

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

have been subjected to discrimination, including harassment and retaliation.

i. Determining whether District employees with knowledge of allegations of discrimination, including harassment and retaliation, failed to carry out their duties in reporting the allegations to the designated compliance coordinator and responding to the allegations.
j. Recommending changes to this policy and grievance procedure.
k. Performing other duties as assigned.

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

7. Preventive Measures:

The District will publish and widely distribute on an ongoing basis a notice of nondiscrimination (notice) in electronic and printed formats, including prominently displaying the notice on the District's website and posting the notice at each building in the District. The District also will designate an employee to coordinate compliance with anti-discrimination laws (see Designated Compliance Coordinator section, above, for further information on compliance coordinator), and widely publish and disseminate this grievance procedure, including prominently posting it on the District's website, at each building in the District, reprinting it in District publications, such as handbooks, and sending it electronically to members of the school community. The District will provide training to employees and students at the beginning of each academic year in the areas (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 10, 2015
Amended: August 10, 2021
Amended: July 14, 2025

Complaint Form
Discrimination, Harassment or Retaliation

The Laurel-Concord-Coleridge School District does not discriminate on the basis of sex, disability, race, (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities and provides equal access to 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 Policies 4003 and 5401 for the particulars of the formal complaint process. You may attach additional materials to this form if needed.

Designation of Coordinators

Any person having inquiries concerning the District's compliance with anti-discrimination laws or policies or other programs should contact or notify the following person(s) who are designated as the coordinator for such laws, policies or programs. The contact address for the coordinators are:
Laurel-Concord-Coleridge School, 502 Wakefield St, PO Box 8, Laurel, Nebraska 68745, (402) 256-3133.

Law, Policy or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment based on race, color, or national origin; harassment	Jeremy Christiansen
Title IX	Discrimination or harassment based on sex; gender equity	Jennifer Van Meter
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment or reasonable accommodations of persons with disabilities	Sarah Beckwith
Homeless student laws	Children who are homeless	Jeremy Christiansen
Safe and Drug Free Schools and Communities	Safe and drug free schools	Jeremy Christiansen

Complaint Form
Discrimination, Harassment or Retaliation

Name: _____ Date: _____

Note: You may attach additional documentation to your complaint if needed.

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

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

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

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

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

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

Signature:_____ Date: _____

_____

Received by: _____ Date: _____

Notice of Nondiscrimination

The Laurel-Concord-Coleridge School District does not discriminate on the basis of sex, disability, race, (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs, 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:

Designation of Coordinators

Any person having inquiries concerning the District's compliance with anti-discrimination laws or policies or other programs should contact or notify the following person(s) who are designated as the coordinator for such laws, policies or programs. The contact address for the coordinators are:

Laurel-Concord-Coleridge School, 502 Wakefield St, PO Box 8, Laurel, Nebraska 68745, (402) 256-3133.

Law, Policy or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment based on race, color, or national origin; harassment	Jeremy Christiansen
Title IX	Discrimination or harassment based on sex; gender equity	Jennifer Van Meter
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment or reasonable accommodations of persons with disabilities	Sarah Beckwith
Homeless student laws	Children who are homeless	Jeremy Christiansen
Safe and Drug Free Schools and Communities	Safe and drug free schools	Jeremy Christiansen

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 the OCR at One Petticoat Lane, 1010 Walnut Street, 3rd Floor, Suite 320, Kansas City, MO 64106, (816) 268-0550 (voice), Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

Date Amended: July 14, 2025

Personnel - All Employees (& Students)

Anti-discrimination, Anti-harassment, and Anti-retaliation
Title IX Policy and Grievance Procedures

A. Elimination of Discrimination.

Laurel-Concord-Coleridge School 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 Laurel-Concord-Coleridge School does not discriminate on the basis of sex, disability, race, (including skin color, hair texture and protective hairstyles), color religion, military or veteran status, disability, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected category in admission or access to, or treatment of employment, in its programs and activities. Reasonable accommodations will be provided to employees with disabilities and to those who are pregnant, have given birth, or have a related medical condition, as required by law.

The Coordinators listed as follows have been designated to handle inquiries regarding complaints, grievance procedures or the application of these policies of nondiscrimination.

Designation of Coordinators

Any person having inquiries concerning the District's compliance with anti-discrimination laws or policies or other programs should contact or notify the following person(s) who are designated as the coordinator for such laws, policies or programs. The contact address for the coordinators is: Laurel-Concord-Coleridge School, 502 Wakefield St, PO Box 8, Laurel, Nebraska 68745, (402) 256-3133.

Law, Policy or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment based on race, color, or national origin; harassment	Jeremy Christiansen
Title IX	Discrimination or harassment based on sex; gender equity	Jennifer Van Meter
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment or reasonable accommodations of persons with disabilities	Sarah Beckwith
Homeless student laws	Children who are homeless	Jeremy Christiansen

Safe and Drug Free Schools and Communities	Safe and drug free schools	Jeremy Christiansen

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

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

1. Purpose:

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

Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, that is sufficiently serious to deny, interfere with, or limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

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

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

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

a. Name-calling,
b. Teasing or taunting,
c. Insults, slurs, or derogatory names or remarks,

d. Demeaning jokes,
e. Inappropriate gestures,
f. Graffiti or inappropriate written or electronic material,
g. Social media comments, including cyberbullying or cyber-harassment,
h. Visual displays, such as cartoons, posters, or electronic images,
i. Threats or intimidating or hostile conduct,
j. Physical acts of aggression, assault, or violence, or
k. Criminal offenses

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

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

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

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

2. <u>Anti-retaliation:</u>

The District prohibits retaliation, intimidation, threats, coercion, or discrimination against any person for opposing discrimination, including harassment, or for participating in the District's

discrimination complaint process or making a complaint, testifying, assisting, or participating in any manner, in an investigation, proceeding, or hearing. Retaliation is a form of discrimination.

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

3. Grievance (or Complaint) Procedures:

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

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

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

i. Level 1 (Investigation and Findings):

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

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

criminal complaint, and District employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation.

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

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

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

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

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

If someone other than the designated compliance coordinator conducted the investigation, the compliance coordinator will review, approve, and sign the investigative report. The District will ensure that prompt, appropriate, and effective remedies are provided if a finding of discrimination, harassment, or retaliation is made. The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings

and any subsequent determinations, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings.

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

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

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

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

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

harasser, the District will pursue other steps to limit the effects of the alleged harassment and prevent its recurrence, if warranted.

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

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

6. Designated Compliance Coordinators:
Designated compliance coordinators will be responsible for:

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

7. Preventive Measures:

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

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

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

Date of Adoption: August 10, 2015
Date of Amendment: August 14, 2017
Date of Amendment: August 11, 2020
Date of Review: November 13, 2023
Date of Amendment: July 14, 2025

Community Relations

Personnel - All Employees and Students

Anti-discrimination

A. **Elimination of Discrimination.**

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

Laurel-Concord-Coleridge Public Schools and its staff shall comply with all state and federal laws prohibiting discrimination. The Board of Laurel-Concord-Coleridge Public Schools intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination and directs its staff to take all actions necessary to meet this objective.

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

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

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

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

a. In general, ethnic or racial slurs or other verbal or physical conduct relating to

a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, constitutes harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.

b. Age harassment has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.

c. Sexual harassment has been defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the workplace, classroom or educational environment.

Sexual harassment may exist when:

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

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

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

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

2. **Procedures**:

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

b. If the report is not satisfactorily resolved within ten calendar days, or if the

discrimination or harassment continues, please report your complaint to the Superintendent of Laurel-Concord-Coleridge Public Schools.

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

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

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

f. Based on the results of the investigation, appropriate corrective action, up to and including discharge of offending employees, etc., may be taken.

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

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

Date of Adoption: August 11, 2020
Date of Amendment: August 10, 2021
Date of Review: December 12, 2022
Date of Amendment: July 14, 2025

Personnel - All Employees

Drug and Substance Use and Abuse

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

Section 1 Drug-Free Workplace

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

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

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

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

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

5. Employees shall be advised through employee publications about drug and alcohol

counseling and rehabilitation and reentry programs that are available.

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

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

Section 2 Alcohol and Drug Testing

The District will implement regulations and practices which will insure compliance with the Omnibus Transportation Employee Testing Act of 1991, the Moving Ahead for Progress in the 21st Century (MAP-21) Act, and all regulations and rules promulgated pursuant to such Acts. Employees in "safety-sensitive" positions, as defined by the Act and regulations promulgated thereunder, including employees whose position requires a commercial driver's license (CDL), shall be tested for alcohol and controlled substances as required by law. (See attached Appendix "1"). Refusal to submit to such pre-employment testing, or testing positive, shall disqualify an applicant from employment. Reasonable suspicion, random, post-accident, return-to-duty, and follow-up testing shall also be conducted. Employees who test positive shall be immediately removed from safety-sensitive positions and shall be removed from employment.

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

Date of Adoption: August 10, 2015
Date of Review: November 13, 2023
Date of Amendment: July 14, 2025

4009 - APPENDIX 1

CONTROLLED SUBSTANCES AND ALCOHOL USE AND TESTING: FEDERAL REGULATIONS AND LAUREL-CONCORD-COLERIDGE SCHOOL'S COMPLIANCE POLICIES AND PROCEDURES, AND EDUCATIONAL MATERIALS

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

(A) **The persons designated by Laurel-Concord-Coleridge School to answer employee questions about these materials are**:

Superintendent of Schools
Business Manager

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

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

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

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

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

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

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

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

2. **Post-accident testing**.

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

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

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

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

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

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

3. **Random testing**.

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

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

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

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

4. **Reasonable suspicion testing**.

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

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

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

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

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

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

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

6. **Follow-up testing**.

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

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

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

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

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

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

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

notice of the requirement for urine testing, or (3) engages in conduct that clearly obstructs the testing process. A failure to remain readily available for post-accident testing, or to notify the employer of the need for such testing, or to proceed to the test site immediately for random testing, may be deemed by the employer to constitute a refusal to submit.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(A) On duty alcohol use;

(B) Pre-duty alcohol use;

(C) Alcohol use following an accident; and

(D) Controlled substance use;

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

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

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

General Consent for Limited Queries of the Federal Motor Carrier Safety Administration (FMCSA) Drug and Alcohol Clearinghouse

I, _____(Driver Name), hereby provide consent to Laurel-Concord-Coleridge School ("District") to conduct a limited query of the FMCSA Commercial Driver's License Drug and Alcohol Clearinghouse (Clearinghouse) to determine whether drug or alcohol violation information about me exists in the Clearinghouse. This consent is valid for so long as I remain an applicant for, or an employee of, the District for a position that requires a CDL.

I understand that if the limited query conducted by the District indicates that drug or alcohol violation information about me exists in the Clearinghouse, FMCSA will not disclose that information to the District without first obtaining additional specific consent from me.

I further understand that if I refuse to provide consent for the District to conduct a limited query of the Clearinghouse, the District must prohibit me from performing safety-sensitive functions, including driving a commercial motor vehicle, as required by FMCSA's drug and alcohol program regulations.

_____	_____	_____
Signature of Applicant	Print Name	Date

Students

Full-time and Part-time Enrollment

Full-time Enrollment

Students must be enrolled in Laurel-Concord-Coleridge School 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 Laurel-Concord-Coleridge School is allowed for the purpose of providing enhanced educational opportunities not otherwise available to the non-public school student. It is not to supplant programming of the student's primary school.
(3) Non-public school students are not to be given priority over full-time students.
(4) Non-public school students are to be enrolled only in programs or courses that are educationally appropriate for the student.
(5) Enrollment of non-public school students is not to negatively affect the educational services to be provided to full-time students.

The School Board establishes the following specific policies and procedures for enrollment of non-public school students. In the event the specific policies and procedures require interpretation or do not fully resolve an issue, the above established guiding principles are to be considered.

A. Non-Public School Student Enrollment Application Procedures.

1. Application. Parent or guardian must submit an Application of Non-Public School Student for Part-Time Enrollment to the principal of the school the student desires to attend.

2. Deadline for Applications. The application must be received by August 1st preceding the school year the student wishes to enroll.
   a. Change of Residence Exception: The application deadline for a student who becomes a resident of the District after the school year has commenced is: 20 calendar days after the student becomes a resident of the District. The principal may delay enrollment until the next following quarter or semester starts, or at such other time as determined to be educationally appropriate.
   b. High School Course Exception: The application deadline for a student who desires to enroll in a second semester high school course is December 1st.

3. Action on Applications. The principal will review the application and will notify the parent of the approval or denial of the application within 2 weeks of receipt of the application or 2 weeks prior to the start of school or 2 weeks prior to the start of the next semester, whichever is later.

4. Appeals. The parent or guardian may appeal the principal's action to deny their application. Any such appeal must be submitted to the Superintendent within 14 calendar days from the date of the principal's action. The appeal shall be in writing and shall be decided on the basis of the written submission. The Superintendent may request the parent or guardian to provide further explanation or information and the appeal may be denied in the event the parent or guardian fails to fully respond on a timely basis. The Superintendent shall decide the appeal within 10 calendar days of the submission of the appeal. The Superintendent may make a decision later than the 10 days in the event good reason for delay exists. Good reason includes but is not limited to the Superintendent being unable to gather the information the Superintendent determines necessary to make the decision within the decision period.

5. Annual Applications. Part-time enrollment is determined annually. Application must be made each school year. There will be no guarantee that enrollment will 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 not be available for non-public school students.

3. Integrated Courses. Students must meet prerequisite requirements to be enrolled in a course by appropriate credits earned through an accredited program. The principal may on a discretionary basis allow prerequisite requirements to be satisfied where the student provides reasonable indications that the academic criteria have been met, such as results from achievement tests or other indications of adequate preparation.

4. Educationally Appropriate Programs and Courses. Students will not be allowed to enroll in programs or courses which the school administration determines to not be educationally appropriate for the student. Determination of whether a program or course is educationally appropriate will be made based on the standards the District uses for making academic placement decisions.

5. Selection of Courses. Subject to Paragraphs 1 through 4 of this Paragraph C, and all other applicable provisions of this Policy, non-public school students may select their courses.

D. Non-Public School Student Policies

1. General Standard. Non-public school students who are enrolled part-time are to be subject to the same standards as full-time enrolled students except where appropriate to reflect their part-time status.

2. Building assignment. Students must enroll in the attendance center that serves the student's residence, provided that the administration reserves the authority to make a different attendance center assignment. A student may request assignment to an attendance center other than that of the student's residence under the intra-district transfer procedures.

3. No Partial Part-Time Enrollment. Students must apply for enrollment and attend the entire school year for which enrollment is made or, for high school courses, for the full length of the course. Once enrolled, part-time students will be required to participate in all activities, programs, and tests related to the program or course for which the student is enrolled, including as applicable State or District-wide assessments, as full-time students.

4. Student Conduct Policies. Students enrolled on a part-time basis shall be required to follow all school policies that apply to other students at any time the part-time student is present on school grounds or at a school-sponsored activity or athletic event. This includes the District's student conduct policies. Students enrolled on a part-time basis shall be subject to discipline, including suspension or expulsion, for violation of student conduct rules.

5. Attendance. Students enrolled on a part-time basis are not exempt from the compulsory attendance laws or from the District's attendance policies. Students who engage in excessive absenteeism as defined in Board policy are to be reported under the truancy laws.

6. Presence on School Grounds. Students enrolled on a part-time basis are to be present on school grounds during the school day only at the times required for their attendance in the program or course in which they are enrolled. Exceptions may be made 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. Non-resident students may only be admitted on a part-time basis or permitted to participate in a school-sponsored extracurricular activity when required by law. The District's Activities Director will coordinate with the student's parent or guardian to secure assurances of compliance with these expectations. Any student covered by this subsection must enroll in five credit hours through the District in the semester in which the student participates in an extracurricular activity. There shall be no preference given to any student participating in any extracurricular activity based off their status as a full-time or part-time student. Part-time students will be expected to comply with the same or similar expectations as full-time students to participate in any activity, including team rules. Participation in activities that are subject to the bylaws of the Nebraska School Activities Association (NSAA) will be limited to those students who meet the NSAA bylaws.

Legal Reference: Neb. Rev. Stat. Sec. 79-2,136 and Sec. 79-526
LB 705, § 75
Title 92, Nebraska Administrative Code, Chapter 10

Date of Adoption: August 10, 2015
Date of Amendment: August 14, 2023
Date of Amendment: July 14, 2025

Students

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 Administrative.

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, gender, 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 identify 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 than an exception to the immunization requirements are met.

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

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

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

Enrollment of Expelled Students

If a student has been expelled from any public school district in any state, or from a private, denominational, or parochial school in any state, and the student has not completed the terms or time period of the expulsion, the student shall not be permitted to enroll in this school district until the expulsion period from such other school has expired, unless the School Board of this school district in its sole and absolute discretion upon a proper application approves by a majority vote the enrollment of such student prior to expiration of the expulsion period. As a condition of enrollment, the School Board may require attendance in an alternative school, class or educational program pursuant to Nebraska law until the terms or time period of the original underlying expulsion are completed. 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, and the parent resides in or is stationed on federally owned property within the boundaries of the District, the District will enroll preliminarily the parent's students, including any such student that has an Individualized Education Plan, a 504 Plan, or otherwise receives special education services.

Legal Reference: Neb. Rev. Stat. §§ 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: August 10, 2015
Amended: August 11, 2020
Date Amended: July 14, 2025

Instruction

Parental/Community Involvement in Schools

Laurel-Concord-Coleridge School, after having conducted a public hearing concerning parental involvement and participation, declares that it shall be the policy of the District:

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

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

3. Parents are encouraged to communicate to school staff when the parent believes it to be appropriate for their child to be excused from testing, classroom instruction, and other school experiences that the parent finds objectionable. The Superintendent or designee shall make a provision on the complaint form hereinabove referenced for receiving information from a parent concerning what specific testing, classroom instruction, or other school experience the parent finds objectionable, the basis for the parent's objection and a proposed solution for dealing with the objection that would be satisfactory to the parent and consistent with the mission of the District and legitimate school interests.

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

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

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

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

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

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

Date of Adoption: August 10, 2015
Date of Amendment: August 13, 2018
Date of Review: May 13, 2024
Date of Amendment: July 14, 2025

Instruction

Electronic Communication Devices and Cell Phones

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

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

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

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

Legal Reference: LB 140 (2025)

Date of Adoption: July 14, 2025

Students

Foster Care Student Transportation

In accordance with federal and state law, the District's written transportation procedures for foster care children are as follows:

Students to be Transported

DHHS will contact the District to inform the District of a foster care student living in the District and/or to be educated by the District. The District will communicate with DHHS on any further matters concerning said foster care student(s).

School of Origin

The District will work to develop a transportation plan for each foster care student needing transportation to the student's school of origin, as defined and required by federal law. Each student's situation will be different, so there is no single transportation plan for every foster care student. Transportation options may include: (1) the foster care family; (2) a bus or school vehicle; (3) transportation to a pickup location; or (4) some other form of transportation in accordance with state and federal law. Foster care students on an IEP may require other considerations and/or different transportation obligations.

When required by law, the District will coordinate the foster care student's transportation to the school of origin while any disputes regarding transportation until the disputes are resolved.

Costs

If the student can be transported by the District without the District incurring any additional costs, then the District will normally transport the student. However, if the District will need to incur additional costs to transport the student, then DHHS will cover any such additional costs associated with the foster care student's transportation. If the District and DHHS are unable to agree on a transportation plan, the District and DHHS will work together to resolve any differences.

Oversight, Implementation, and Administration

The District's Homeless Liaison is responsible for overseeing these procedures, updating them as needed, and otherwise ensuring that the District complies with the transportation requirements for foster care students.

Legal Reference: 20 U.S.C. § 6312.

Date of Adoption: July 14, 2025

Students

Identification of Learners with High Ability

The Board of Education recognizes that the student population includes students with exceptional academic and/or intellectual aptitudes. Efforts to refer and identify such learners will be made at each grade level. Multiple criteria shall be used for identification purposes and identification efforts shall be inclusionary.

~~Within the first thirty (30) days of each school year, the school district will notify parents or guardians of identified learners and of identified areas for support and extended learning opportunities.~~

~~The administration shall develop and implement a district-wide plan for learners with high ability, as such plan is modified from time to time, in accordance with applicable laws and regulations.~~

The Superintendent or designee shall develop and implement such criteria to identify high ability learners, and shall take steps to offer accelerated or differentiated curriculum programs that will address the educational needs of the identified students at levels appropriate for the abilities of those students. The accelerated or differentiated curriculum programs shall meet the standards of quality established by the Nebraska Department of Education.

Legal Reference: Neb. Rev. Stat. §§ 79-1106 to 79-1108.03
NDE Rule 3

Date of Adoption: August 10, 2015
Date of Amendment: July 8, 2019
Date of Amendment: July 14, 2025

Students

Association Activities

The Laurel-Concord-Coleridge 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 Laurel-Concord-Coleridge School. The Superintendent or designee shall, as required by law, designate each school-sponsored interscholastic athletic team or sport as either: (1) boys; (2) girls; or (3) mixed.

Students who represent Laurel-Concord-Coleridge School in any of its allied or extracurricular activities shall practice a high level of citizenship both in school and in community living.

Legal Reference: LB 89 (2025)

Date of Adoption: August 10, 2015
Date of Amendment: July 14, 2025

Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1) The right to inspect and review the student's education records within 45 days of the day the District receives a request for access.

   Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading at the time the record was created.

   Parents or eligible students may ask the School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests or otherwise allowed by law. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks.

   A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

   Upon request, the District discloses education records without consent to officials of another School District in which a student seeks or intends to enroll.

4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Office of the Chief Privacy Officer
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Notice Concerning Directory Information

The District may disclose directory information. ~~The types of personally identifiable information that the District has designated as directory information are as follows:~~ The primary purpose of directory information is to allow the District to include information from your child's education records in certain school publications. Examples may include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Under FERPA, "directory information" is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. The types of personally identifiable information that the District has designated as directory information are as follows:

1. Student's Name, address, telephone ~~listing~~ number, and the name, address, telephone ~~listings~~ number, 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; and
9. Student's photograph.

~~10. School or school district the student attended before he or she enrolled in the District.~~

Notwithstanding the foregoing, the District does not designate as directory information personally identifiable information from students' education records where the District determines that the disclosure to the potential recipient poses a risk to student safety or well-being, including but not limited to circumstances where the potential recipient is a registered sex offender and the personally identifiable information would permit the potential recipient to communicate with or otherwise contact the student, or would otherwise not be in a student's best interests..

A parent or eligible student has the right to refuse to let the District designate information about the student as directory information. Parents or guardians may refuse to allow their student's information to be designated as "directory information" at any time during the school year, so

long as the parent or guardian notifies the Superintendent in writing. ~~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 [Name] Police Department as the District's "law enforcement unit" for purposes of (1) enforcing any and all federal, state or local law, (2) maintaining the physical security and safety of the schools in the District, and (3) maintaining safe and drug free schools.

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Request to Repeat a Grade

August 2024

Nebraska Revised Statute 79-2,161 establishes a procedure whereby a parent or guardian can request their child to repeat a grade for the following reasons:

a) Academic needs *(Student in grades Kindergarten thru fourth)* – Academic needs means that a child is at least one year below grade level and behind the child's typically developing peers in reading, English, and language arts such that the child does not possess the necessary academic skills required to succeed in reading, English, and language arts at grade level for the next grade the student would otherwise advance to

b) Excessive Absenteeism *(Student in grades K-12)* – Excessive absenteeism means that the child was absent fifty percent or more of the school year and includes excused absences, unexcused absences, and absences due to suspension or expulsion. Absences due to approved school-related activities, such as field trips, competitions, athletic events, and testing, are not included; and

c) Illness (*Student in grades Kindergarten thru fourth)* - Illness means that the child experienced a severe mental or physical illness resulting in hospitalization of two or more weeks during the school year.

A parent or guardian intending to have their child repeat a grade shall request a meeting with school district superintendent or their designee to discuss the decision. The meeting should identify any alternative educational opportunities. If after meeting with the superintendent or their designee, the parent still wishes to retain their child, they must complete this form.

Parent/Guardian Name: _____

Name of Child:_____

Grade Level to be Repeated: _____

Current School District:_____

Date of Meeting with District: _____

Reason and Description for Requesting Repeating of Grade:

☐ Academic Needs (K-4)

_____

_____

_____

_____

☐ Excessive Absenteeism (K-12)

_____

_____

_____

_____

☐ Illness (K-4)

_____

_____

_____

_____

Summary of Meeting with Superintendent or their Designee:

_____

_____

_____

_____

Please submit this form to the superintendent or their designee with whom you met initially about the request for retention. Upon completion of the form, and if all requirements are met, the school district shall honor the request to repeat a grade for the next school year.

_____

Signature of Parent/Guardian Date

To be completed by district:

School of Attendance Name: _____

School of Attendance Code: _____

Student State ID (To be Provided by District): _____

_____

Signature of Superintendent/Designee Date

Districts, please retain a copy of this form, and email nde.form@nebraska.gov for instructions on how to securely submit this form.

Students

Promotion and Retention

Students will typically progress annually from grade to grade. A student may be retained at a grade level or be required to repeat a course or program when such is determined in the judgment of the Principal, in consultation with the student's teachers and counselor, to be appropriate for the educational interests of the student and the school's educational program.

If a parent or guardian would like their student to retake a grade level, the parent or guardian must meet with the Superintendent or designee to discuss the student repeating a grade. At that meeting, the parent or guardian must provide evidence of academic needs, illness, or excessive absenteeism that would warrant the student to repeat the grade. A student in kindergarten through fourth grade may be retained due to academic needs, illness, or excessive absenteeism. A student in grades fifth through twelfth grade may be retained due to excessive absenteeism. At such meeting, the Superintendent or designee shall identify any alternative educational opportunities, including remedial instruction, if applicable, and verify any special education supports available to such student. If the student's parent or guardian still intends for their student to repeat a grade, such parent or guardian shall then complete the required form and return such form to the District. Upon completion of the form and if all requirements pursuant to this policy and law are met, the District shall permit the student to repeat the student's grade for the next school year.

Legal Reference: Neb. Rev. Stat. 79-526 & 79-2,161

Date of Adoption: August 10, 2015
Date of Amendment: July 8, 2024
Date of Amendment: July 14, 2025

Students

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 Club, Pep Band, vocal, band, speech and drama, One-Act, FBLA, FCCLA, Spanish Club, Art Club, Student Council, Student Advisory Board, National Honor Society, and other school sponsored organizations and activities. The Code of Conduct also applies to participation in school sponsored activities such as school dances and royalty for such activities.

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

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

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

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

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

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, bullying, harassment or similar conduct in a manner that constitutes a substantial interference with school or extracurricular activity purposes or making any communication that a reasonable person would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property, repeated damage or theft involving property or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including a school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect another person shall not constitute a violation.
5. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from a student or making a threat which causes or may be expected to cause a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (including personal safety or security devices, such as tasers, mace and pepper spray, unless a District administrator gives prior approval) or that has the appearance of a weapon, or bringing or possessing any explosive device, including fireworks, on school grounds or at a school function or event, or in an manner that is unlawful or contrary to school activity rules.
7. Engaging in selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including

but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.

8. Public indecency.
9. Sexual assault or attempting to sexually assault any person. Engaging in sexual conduct, even if consensual, on school grounds or at a school function or event.
10. Engaging in any activity forbidden by law which constitutes a danger to other students, interferes with school purposes or an extracurricular activity, or reflects a lack of high ideals.
11. Repeated violation of any of the school rules.
12. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
13. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to a school employee, school volunteer, or student. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion.
14. ~~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.

Drug and Alcohol Violations.

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

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

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

(1) Alcohol is in a vehicle in which the student is present. The student is considered to be in possession if the student is aware that the alcohol is in the vehicle, even though the student has not touched or consumed the alcohol; and

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

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

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

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

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

Drugs and Alcohol.
An activity participant who violates the drug or alcohol rules (other than steroids) shall be prohibited from participating in any extracurricular activity for the following minimum periods:

1. First Violation: 45 days.
2. Second or Any Subsequent Offense: One calendar year.
3. Reduction for Self-Reporting: If the student has self-reported, the first violation shall be reduced to 21 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.
4. 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.
5. 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.

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 the earlier of: (1) before the end of the next school day after the conduct occurred and (2) before participation in an extracurricular or co-curricular activity.

In 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 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: August 15, 2023
Date of Amendment: July 14, 2025

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Students

Student Discipline

A. Development of Uniform Discipline System. It shall be the responsibility of the Superintendent to develop and maintain a system of uniform discipline. The discipline which may be imposed includes actions which are determined to be reasonably necessary to aid the student, to further school purposes, or to prevent interference with the educational process, such as (without limitation) counseling and warning students, parent contacts and parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling upon written consent of the parent or guardian, or in-school suspension. The discipline may also include out-of-school suspension (short-term or long-term) and expulsion.

1. Short-Term Suspension: Students may be excluded by the Principal or the Principal's designee from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:

   a. Conduct that constitutes grounds for expulsion, whether the conduct occurs on or off school grounds; or
   b. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.

The following process will apply to short-term suspensions:

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

document their attempt to make a reasonable effort to hold a conference with the parent or guardian.

e. A student who is on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.

2. Long-Term Suspension: A long-term suspension means an exclusion from school and any school functions for a period of more than five school days but less then twenty school days. A student who is on a long-term suspension shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends a long-term suspension. The notice will include a description of the procedures for long-term suspension; the procedures will be those set forth in the Student Discipline Act.

3. Expulsion:

a. Meaning of Expulsion. Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period. A student who has been expelled shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends an expulsion. The notice will include a description of the procedures for expulsion; the procedures will be those set forth in the Student Discipline Act.

b. Suspensions Pending Hearing. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers. If the student is suspended pending the outcome of the hearing, the student may complete classwork and homework, including, but not limited to, examinations, missed during the period of suspension. During this period, the student will not be required

to attend the alternative programs for expelled students in order to complete classwork or homework.

c. Summer Review. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year in accordance with law.

d. Alternative Education: Students who are expelled may be offered an alternative education program that will enable the student to continue academic work for credit toward graduation. A student will not be required to attend the alternative education program in order to complete classwork and homework. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal or another school representative assigned by the Principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.

e. Suspension of Enforcement of an Expulsion: Enforcement of an expulsion action may be suspended (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 nonduplicative, grade-appropriate credits earned by the student during the term of expulsion from any

Nebraska accredited institution or institution accredited by one of the six regional accrediting bodies in the United States.

h. Exception for Pre-Kindergarten through Second Grade Students. Notwithstanding the foregoing, no pre-kindergarten through second grade student may be suspended from school, unless the student brings a deadly weapon on school grounds, in a school vehicle, or to a school activity. Instead, the Principal or Principal's designee may implement alternative disciplinary measures on a case-by-case basis if a pre-kindergarten through second grade student engages in misconduct that would otherwise result in a short-term suspension. If a pre-kindergarten through second grade student brings a deadly weapon on school grounds, in a school vehicle, or to a school activity, then the student may be suspended or expelled in accordance with this Policy's disciplinary procedures.

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

4. Emergency Exclusion: A student may be excluded from school in the following circumstances:

a. If the student has a dangerous communicable disease transmissible through normal school contacts and poses an imminent threat to the health or safety of the school community; or
b. If the student's conduct presents a clear threat to the physical safety of himself, herself, or others, or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education.

Any emergency exclusion shall be based upon a clear factual situation warranting it and shall last no longer than is necessary to avoid the dangers described above.

If the emergency exclusion will be for five school days or less, the procedures for a short-term suspension shall be followed. If the Superintendent or his or her designee determines that an emergency exclusion shall extend beyond five days, a hearing 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. This includes "deep fakes" or other computer-generated images of other students or staff intended to bully, harass, intimidate, or humiliate another student or staff member.
9. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events.
10. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction.
11. Engaging in any activity forbidden by law which constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion regardless of the time or location of the offense if the conduct creates or had the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off-school grounds to threaten.
12. A repeated violation of any rules established by the school district or school officials if such violations constitute a substantial interference with school purposes, including (but not limited to) a violation of the District's dress code and electronic communication device rules.
13. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
14. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, disability, national origin, or religion.
~~15. 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 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 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 reasonably forecasted to ~~dangerous to the health and safety of anyone or~~ interferes with the learning environment or teaching process in our school. Following is a list of examples of attire that will not be considered appropriate, such list is not exclusive and other forms of attire deemed inappropriate by the administration may be deemed inappropriate for the school setting:
    a. Clothing that shows an inappropriate amount of bare skin or underwear (midriffs, spaghetti straps, sagging pants) or clothing that is too tight, revealing or baggy, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, or otherwise of an appropriate size and fit so as to be revealing or drag on the ground.
    b. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.
    c. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage "horse-play" or that would damage property (e.g. cleats).
    d. Head wear and head coverings, including hats, caps and hoods.
    e. Clothing or jewelry, which exhibits nudity, makes sexual references or carries lewd, indecent, or vulgar double meaning.
    f. Clothing or jewelry that is gang related.
    g. Bare feet (Some type of footwear must be worn at all times.)

    A student who is a member of an indigenous tribe of the United States or another country may wear tribal regalia in any location where the student is authorized to be on such school grounds or at any school function, as long as the tribal regalia does not interfere with the educational process and does not endanger another person, as determined by the administration. Further, students will also be permitted to wear attire, including religious attire, natural and protective hairstyles, adornments or other characteristics associated with race, national origin, or religion, as long as the attire does not interfere with the educational

process and does not endanger another person, as determined by the administration.

No student shall be disproportionately affected by a dress code or grooming policy enforcement because of the student's gender, race, color, religion, disability, or national origin.

No school staff shall permanently or temporarily alter or cut a student's hair.

The final decision regarding attire and grooming will be made by the Principal or Superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school's guidelines, the student should contact the Principal for approval, and may also review such additional posting of prohibited items or grooming which may be available in the Principal's office.

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.~~

A student dress code violation will be treated as a minor rule violation and may not require the student to miss substantial classroom time, instructional time, or school activities. However, a repeated violation of school rules may subject the student to further discipline, as outlined in this Policy.

2. Academic Integrity.

a. Policy Statement: Students are expected to abide by the standards of academic integrity established by their teachers and school administration. Standards of academic integrity are established in order for students to learn as much as possible from instruction, for students to be given grades which accurately reflect the student's level of learning and progress, to provide a level playing field for all students, and to develop appropriate values.

Cheating and plagiarism violate the standards of academic integrity. Sanctions will be imposed against students who engage in such conduct.

b. Definitions: The following definitions provide a guide to the standards of academic integrity:

(1) "Cheating" means intentionally misrepresenting the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others. Cheating includes, but is not limited to:

(a) Tests (includes tests, quizzes and other examinations or academic performances):

(i) Advance Information: Obtaining, reviewing or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test.

(ii) Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formulae in calculators, or other unauthorized material, devices or information while taking a test except as expressly permitted. For example, except for "open book" tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.

(iii) Use of Other Student Answers: Copying or looking at another student's answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student's paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student's answers on the test paper.

(iv) Use of Other Student to Take Test. Having another person take one's place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.

(v) Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student's real reason for missing class was because the student was not prepared for the test.

(b) Papers (includes papers, essays, lab projects, and other similar academic work):

i) Use of Another's Paper: Copying another student's paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.

(ii) Re-use of One's Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.

(iii) Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student's work. For example, a student engages in cheating if the student has a draft essay reviewed by the student's parent or sibling, and the essay is substantially re-written by the student's parent or sibling. Assistance from home is encouraged, but the work must remain the student's.

(iv) Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.

(v) Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student's real reason for missing class was because the student had not finished the paper.

(c) Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher's grade book or the school records is a serious form of cheating.

(2) "Plagiarism" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. Plagiarism includes, but is not limited to:

(a) Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit.

Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.

(b) Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.

(3) "Contributing" to academic integrity violations means to participate in or assist another in cheating or plagiarism. It includes but is not limited to allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.

c. Sanctions: The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:

(1) Academic Sanction. The instructor will refuse to accept the student's work in which the academic integrity offense took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standards, the instructor will assign a grade which the instructor determines to be appropriate for the work.

(2) Report to Parents and Administration. The instructor will notify the Principal of the offense and the instructor or Principal will notify the student's parents or guardian.

(3) Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The Principal may recommend sanctions in addition to those assigned by the instructor, up to and including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.

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, lap top 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.

i. Unless expressly approved by the teacher, school staff member, or a school administrator, electronic device usage, including but not limited to, cell phones, smart watches/bands, and wired or wireless headphones/earbuds, is restricted during instructional class time, independent work times, and study hall periods, including voice calls, text messaging, digital imaging and listening to music.

ii. A student is permitted to possess and use electronic devices before school hours, at lunchtime (high school only), during passing periods (high school only), and after school hours, provided that the student not commit any abusive use of the device (see paragraph (4)(a)). 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.

iii. 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.

d. Violations

i. 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.

ii. Disposition of Confiscated Electronic Device

1. 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 at the end of the school day.

a. 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 at the end of the school day

b. 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.

c. 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.

d. Subsequent Violations: 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 at least the conclusion of the school day and as the student's parent/guardian personally comes to the school's main office and retrieves the electronic device. Additionally, Detention, ISS, or OSS may be assigned.

(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.

(5) 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:

a. Seeds are not allowed in the school building or classrooms. The pop machine is closed until after school and pop is to be consumed outside.

a. Students are expected to bring all books and necessary materials to class. This includes study halls.

a. Assignments for all classes are due as assigned by the teacher.

a. Students are not to operate the mini-blinds or the windows without permission of the teacher.

a. 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.

a. Students are to be in their seats and ready for class on the tardy bell.

a. 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.

a. 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.

a. 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.

a. 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. Sections 79-254 to 79-296
LB 43 (2024)
Neb. Rev. Stat. Section 79-2,160

Date of Adoption: August 15, 2023
Date of Amendment: July 8, 2024
Date of Amendment: July 14, 2025

Instruction

Behavioral Intervention and Classroom Management

1. Purpose

The District is committed to creating a learning environment where every individual is valued, respected, and supported. This Policy emphasizes the shared responsibility of individuals for their actions and their ability to learn, grow, and thrive. This Policy further provides a framework for encouraging positive behavior, addressing challenges in a caring and constructive way, and ensuring safe and supportive school and classroom environments.

2. General Principles

As part of the District's commitment to all students, the Board hereby implements a tiered-system of support to foster a positive school climate and culture, encourage appropriate student behavior, and provide the necessary supports for academic and behavioral success.

This Policy does not replace or alter the Student Discipline Act when behaviors warrant student disciplinary action under that Student Discipline Act.

3. Standards

Tier 1: Universal Supports			
	District Level	**School Level**	**Classroom Level**
Sound Infrastructure & Shared Leadership	Develop and maintain a district-wide behavior framework, ensuring alignment with the district's vision and goals. Establish a leadership team to oversee implementation and sustainability.	Create school-level leadership teams to implement the district behavior framework. Build systems to support staff in consistent implementation of universal behavior strategies.	Teachers set up clear, consistent behavior expectations aligned with school and district policies. Classroom routines and physical environments are structured to promote positive behaviors.
Layered Continuum of Support	Ensure all schools have access to evidence-based universal behavior practices and instructional tools for promoting positive behavior.	Develop a school-wide plan for teaching and reinforcing positive behavior expectations for all students.	Integrate the development of emotional and interpersonal skills into daily instruction and explicitly teach expected behaviors.
Data-Based Decision-Making	Implement a district-wide behavior data system for tracking	Use behavioral data to assess school culture,	Collect and reflect on classroom behavior data to identify patterns or

	student behavioral incidents, attendance, and other indicators of behavior. Analyze district trends to guide support for schools.	climate and adjust universal supports.	unanticipated signs of distress and adjust teaching practices as needed.
Communication and Collaboration	Share district-wide behavior policies, expectations, and data with all stakeholders, including families and the community.	Develop intervention teams to identify students in need of Tier 2 support and manage their plans.	Teachers collaborate with intervention teams to integrate targeted strategies into the classroom.
Tier 2: Targeted Supports			
	District Level	**School Level**	**Classroom Level**
Sound Infrastructure & Shared leadership	Provide a menu of evidence-based Tier 2 intervention and training for implementation.	Develop intervention teams to identify students in need of Tier 2 support and manage their plans.	Teachers collaborate with intervention teams to integrate targeted strategies into the classroom that align with school and district policies.
Layered Continuum of Support	Allocate resources to support targeted interventions, such as additional staff or training for small group supports.	Implement interventions such as mentoring programs, social skills groups, or targeted behavior coaching.	Provide additional supports like daily progress monitoring and structured break.
Data-Based Decision-Making	Use district-wide systems to track the effectiveness of Tier 2 interventions and adjust as needed.	Monitor progress using behavior data: point sheets, observations, or student self-assessments and input data in district-wide systems.	Document daily data on student progress to evaluate the impact of interventions.
Communication and Collaboration	Facilitate communication between schools, families, and community partners about available Tier 2 supports.	Engage families in the intervention process by providing regular updates and involving them in problem solving and goal setting.	Maintain open lines of communication with families about their child's progress and strategies to promote support the behavior goals at home.
Tier 3: Intensive, Individualized Supports			
	District Level	**School Level**	**Classroom Level**
Sound Infrastructure & Shared leadership	Ensure access to specialized staff to design and oversee intensive interventions.	Assemble a multidisciplinary team to develop and implement Functional Behavioral Assessments (FBAs) and Behavior	Collaborate with specialists to integrate individualized supports into classroom routines that align with school and district policies.

		Intervention Plans (BIPs).	
Layered Continuum of Support	Coordinate external services and resources for students requiring wraparound support beyond the school.	Provide interventions or sessions tailored to the student's unique needs and communicate with external services and resources to align supports for students.	Consistently implement accommodations and modifications, such as sensory supports or de-escalation plans, to address individual behaviors.
Data-Based Decision-Making	Regularly review data on Tier 3 interventions and outcomes to ensure its effectiveness.	Use detailed, frequent data collection to refine and adjust BIPs based on student progress.	Implement daily monitoring and adjust individualized strategies as data indicates.
Communication and Collaboration	Partner with community agencies to align supports for students with complex needs.	Conduct regular meetings with families to review and revise plans based on student progress.	Provide ongoing feedback to families and specialists about the student's daily performance, progress, and needs.

4. Addressing Dysregulated Behavioral and Classroom Removal

This Policy outlines a structured approach for managing dysregulated behavior that disrupts the learning environment or poses safety concerns. The aim is to ensure the safety and well-being of all students and staff, while supporting the student in developing self-regulation skills and reintegrating into the classroom.

A. Criteria for Removal

i. *Safety Concerns*: Immediate removal may occur if a student poses a threat to their own safety, the safety of others, or the environment.

ii. *Disruption to Learning*: Removal may be necessary if the student's behavior significantly disrupts instruction or the learning environment.

iii. *Attempted Interventions*: Whenever possible, staff should use de-escalation techniques, behavior redirection, or other Tier 1 or Tier 2 interventions before considering removal. Severe behaviors that endanger safety may bypass prior interventions.

B. Procedure for Removal

i. *Behavior Documentation*: The teacher or staff member documents the behavior leading to the removal, including antecedents, attempted interventions, and the incident itself. A clear, objective description of the behavior must be included.
ii. *Safe Transition*: The student is escorted to a designated safe space, such as the office or a designated calming area, by trained personnel. Efforts are made to ensure the student remains calm and safe during the transition.
iii. *Notification*: Parents or guardians are notified as soon as possible about the removal. A detailed account of the behavior and any interventions attempted are shared.

C. Post-Removal Actions
i. *Restorative Meeting*: A meeting involving the student, parents or guardians, teacher or other designated staff member, and administrator may be scheduled to review the behavior, its impact, and steps to prevent recurrence. The meeting emphasizes restoring relationships and understanding the root cause of the behavior.
ii. *Behavior Support Plan (if needed)*: For recurring incidents, a behavior support plan is developed or reviewed, including targeted interventions and supports aligned with the student's needs. The plan may include strategies such as check-ins, mentoring, or additional behavioral learning supports.

D. Transition Back to the Classroom
i. *Reintegration Plan*: The student returns to the classroom with appropriate support, which may include a reintegration checklist, a designated buddy, or frequent check-ins with a trusted adult. Expectations and routines are explicitly reviewed with the student.
ii. *Ongoing Support and Monitoring*: Follow-up meetings with the student, teacher or other designated staff member, and parents/guardians are scheduled to evaluate progress. Data from behavior observations are used to adjust interventions and supports as needed.
iii. *Focus on Positive Growth*: A strengths-based approach is applied to recognize and reinforce improvements in behavior.

5. Communication and Collaboration

Families are partners in addressing the student's behavior and supporting reintegration. School staff will provide clear and transparent communication about any incident, the student's plan for return, and available resources. Collaboration will also occur between general education, special education, school psychologist, behavior specialists, school counselors, and/or social workers to ensure all supports align with the student's needs and strengths.

6. Required Training

The District will ensure that school employees are trained in behavioral awareness and intervention as required by this Policy and state law. The Superintendent is hereby delegated the authority and responsibility to develop or contract for such training and to ensure that the appropriate staff receive said training as required by state law.

7. Monitoring and Feedback

Parents, guardians, students, advocates and community members are encouraged to provide feedback on this Policy and the District's actions under this Policy. The Superintendent or

designee is also directed to provide any feedback to the Board of Education as the Superintendent deems appropriate.

Legal Reference: Neb. Rev. Stat. § 79-262.01

Date of Adoption: July 14, 2025

FORMS FOR HEALTH RELATED ADMISSION REQUIREMENTS

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

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

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

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

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

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

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

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

9. **Request for Non Disclosure of High School Personal Information to Institutions of Higher Education and Military Recruiters**

10. **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 and each school year thereafter) by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a visual evaluation. The visual evaluation is to consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity.
4. Evidence of protection against diphtheria, tetanus, pertussis, polio, measles, mumps, and rubella, Hepatitis B, Varicella (chicken pox) and Haemophilus Influenzae type b (Hib) and other diseases as required by applicable law, by immunization, prior to enrollment, unless the parent or legal guardian submits a written statement refusing immunization or meets other exceptions established by law (refer to Health and Human Services regulations, 173 NAC 3).
5. On and after July 1, 2010, every student entering the seventh grade shall have a booster immunization containing diphtheria and tetanus toxoids and an acellular pertussis vaccine which meets the standards approved by the United States Public Health Service for such biological products, as such standards existed on January 1, 2009.

Forms to submit objections are available from the school.

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

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

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

This affidavit is submitted for the following child: _____.

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

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

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

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

I will not hold Laurel-Concord-Coleridge School responsible for any injury or harm caused by or relating to such refusal to obtain immunization for the child.

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

_____
Affiant

STATE OF NEBRASKA)
) ss.
COUNTY OF _____)

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

_____
Notary Public

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

AFFIDAVIT
Refusal of Immunization of Student for Religious Reasons

State of Nebraska

ss.

County of

This Affidavit is being submitted on behalf of

_____

(Name of Student) (Birthdate of Student)

If the student is of the age of majority:

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

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

If the student is a minor:

I, , as legally authorized representative of
(Name of Affiant)

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

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

(Signature of Affiant)

SUBSCRIBED AND SWORN to before me this day of

Notary Public

REFUSAL OF IMMUNIZATION
For Medical Reasons

As the physician of:

_____

Child's Last Name First Name Age

_____

Birth Date School Grade

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

☐ Diphtheria

☐ Tetanus

☐ Pertussis

☐ Polio

☐ Measles (Rubeola)

☐ Mumps

☐ Rubella (German Measles)

☐ Hepatitis B

☐ Varicella (chickenpox)

In my opinion, this/these immunization(s) would be injurious to the health and well-being of

☐ The student

☐ A member of the student's household or family

Comments _____

_____

_____

Signature of Physician Date

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

Printed from the Nebraska Health and Human Services System Web site. www.hhs.state.ne.us

Documentation of Varicella (Chickenpox) Disease

(To be filled out by the parent, guardian, or medical provider of the child/student)

This document is being submitted on behalf of:

_____

(Name of child/student) (Birth date of child/student)

I _____ verify that the above listed child/student
Parent/Guardian/Medical Provider

had the varicella disease in _____ (year).

_____
(Signature of parent/guardian/medical provider)

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

I am the parent or guardian of the following children who are enrolling in the beginner grade or seventh grade in Laurel-Concord-Coleridge School, or who are transferring from out of state into any grade in Laurel-Concord-Coleridge School:

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 Laurel-Concord-Coleridge School 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]

Nebraska Department of Health and Human Services

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#
School Name	Grade

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

Check which apply:

☐ Physical examination by a licensed physician, physician assistant or advance nurse practitioner within six months prior to school entry. *(Applies to: Kindergarten or beginner grade, out of state transfers to any grade, and seventh grade).*

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

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

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

SIGN HERE_____
Signature of Parent/Guardian Date

Comments: _____

_____

_____

_____

_____

_____

FH-40 (44040) 6/07
(New Form)

Summary of the School Immunization Rules and Regulations

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

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

The School Rules & Regulations are available on the internet: http://www.hhs.state.ne.us/reg/t173.htm (Title 173: Control of Communicable Diseases - Chapter 3; revised and implemented 2011)
Updated 1/25/2017

AFFIDAVIT
(For Child to Enroll Early in Kindergarten)

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

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

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

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

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

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

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

_____
Parent or Guardian

STATE OF NEBRASKA)
) ss.
COUNTY OF _____)

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

_____
Notary Public

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

I hereby request that the name, address, and telephone listing of _____ (name of student), a high school student at [Name] Public Schools, not be released without prior parental consent to:

____ institutions of higher education
____ military recruiters
(check one, both, or none)

Signed by: ___ Student ___ Parent (Check One)

_____ Signature/Date

_____ Print Name

_____ Address

_____ City/State/Zip Code

Note to students/parents: This certificate can be signed by either student or a parent. The provision of this form does not reflect the position of Laurel-Concord-Coleridge School 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.

Instruction

Title I Parental and Family Engagement Policy

The written District Parent and Family Engagement Policy has been developed jointly with, updated periodically and distributed to parents and family members of participating children and the local community in an understandable and uniform format. This policy agreed on by such parents describes the means for carrying out the requirements as listed below.

- Parents and family members of all students are welcomed and encouraged to become involved with their child's school and education; this includes parents and family members that have limited English proficiency, limited literacy, are economically disadvantaged, have disabilities, racial or ethnic minority background or are migratory children. Information related to school and parent programs, meetings, school reports and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand.

- Parents are involved in the planning, review, evaluation and improvement of the Title I program, Parent and Family Engagement Policy and the School-Parent Compact at an annual parent meeting scheduled at a convenient time. This would include the planning and implementation of effective parent and family involvement activities.

- Conduct, with meaningful parent and family involvement, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy. Use the evaluation findings to design evidence-based strategies for more effective parental involvement, and to revise the Parent and Family Engagement Policy.

- Opportunities are provided for parents and family members to participate in decisions related to the education of their child/children. The school and local educational agency shall provide other reasonable support for parental involvement activities.

- Parents of participating children will be provided timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their children's academic achievement in a format, and when feasible, in a language the parents and family members can understand.

- Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.

- Coordinate and integrate parental involvement programs and activities with other Federal, State and local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children.

Legal Authorities: 20 U.S.C. §§6318 and 7801(32)

Date of Adoption: August 10, 2015
Date of Amendment: August 13, 2018
Date of Revew: May 13, 2024

LAUREL-CONCORD-COLERIDGE SCHOOL

STUDENT & FAMILY HANDBOOK
2025-2026

Laurel-Concord-Coleridge School
502 Wakefield Street
PO Box 8
Laurel, NE 68745
402-256-3133

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FOREWORD

Section 1 Intent of Student & Family Handbook

This handbook is intended to be used by students, parents, staff, and patrons as a guide to the rules, regulations, and general information about Laurel-Concord-Coleridge School. Each student is responsible for becoming familiar with the handbook and knowing the information contained in it. Parents are encouraged to use this handbook as a resource and to assist their child in following the rules and expectations contained in this handbook.

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

Section 2 Members of the Board of Education

Name	Contact Information
Jay Hall, President	jay.hall@lccschool.org
Carol Erwin, Vice President	carol.erwin@lccschool.org
Grant Settje, Secretary	grant.settje@lccschool.org
Garry Anderson	garry.anderson@lccschool.org
Jon Graham	jon.graham@lccschool.org
Bryan Pippitt	bryan.pippitt@lccschool.org
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Section 3 Administrative Staff

Name	Position	Location	Contact Information
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Keri Hart	Principal	Elementary	keri.hart@lccschool.org

Section 4 Certified Staff

Name	Contact Information	Position
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Beckwith, Sarah	sarah.beckwith@lccschool.org	School Counselor/TeamMates
Benson, Shannon	shannon.benson@lccschool.org	Middle School Physical Education
Beyeler, Patti	patti.beyeler@lccschool.org	High/Middle School Instrumental Music
Brown, Blake	blake.brown@lccschool.org	Middle School Language Arts
Brummels, Crystal	crystal.brummels@lccschool.org	Elementary Special Education
Claussen, Allison	allison.claussen@lccschool.org	HS/MS Agriculture Education/FFA
Campbell, Melissa	melissa.campbell@lccschool.org	Kindergarten
Conley, Arianne	aconley@esu1.org	School Nurse (ESU 1)
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Peters, Paxton	paxton.peters@lccschool.org	4th Grade

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Reifenrath, Izac	izac.reifenrath@lccschool.org	5th Grade
Remm, Marissa	marissa.remm@lccschool.org	Elem Reading and Math Specialist
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Settje, Brandi	brandi.settje@lccschool.org	Licensed Mental Health Practitioner
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Wolfgram, Lisa	lisa.wolfgram@lccschool.org	Kindergarten

Section 5 Classified Staff/Community Coach/Sponsor

Name	Location	Position	Contact Information
Bach, Mindy	Middle School	Nutrition Services	mindy.bach@lccschool.org
Badley, Diana	Middle School	Paraprofessional (PT)	diana.badley@lccschool.org
Becker, Monica	Middle School	Paraprofessional	monica.becker@lccschool.org
Bermel, Jeff	HS/Middle/Elem	Facilities and Maintenance Director	jeff.bermel@lccschool.org
Boysen, Kim	Library	Paraprofessional	kim.boysen@lccschool.org
Carlson, Larry	Bus Barn	Transportation Services	larry.carlson@lccschool.org
Christiansen, Sheri	Elementary School	Paraprofessional	sheri.christiansen@lccschool.org
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Ellis, Joe	Middle School	Custodial Services	joe.ellis@lccschool.org
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Gustman, Eryn	District	Permanent Substitute	eryn.gustman@lccschool.org
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Hansen, Lori	Bus Barn	Transportation Services	lori.hansen@lccschool.org
Jansen, Jordan	High School	Coach/Sponsor	jordan.23.2016@hotmail.com
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Kleinschmit, Vicki	High School/Elem	Nutrition Services	vicki.kleinschmit@lccschool.org
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Maxon, Brandy	High School	Paraprofessional	brandy.maxon@lccschool.org
Nordhues, Kayla	Middle School	Level III Para	kayla.nordhues@lccschool.org
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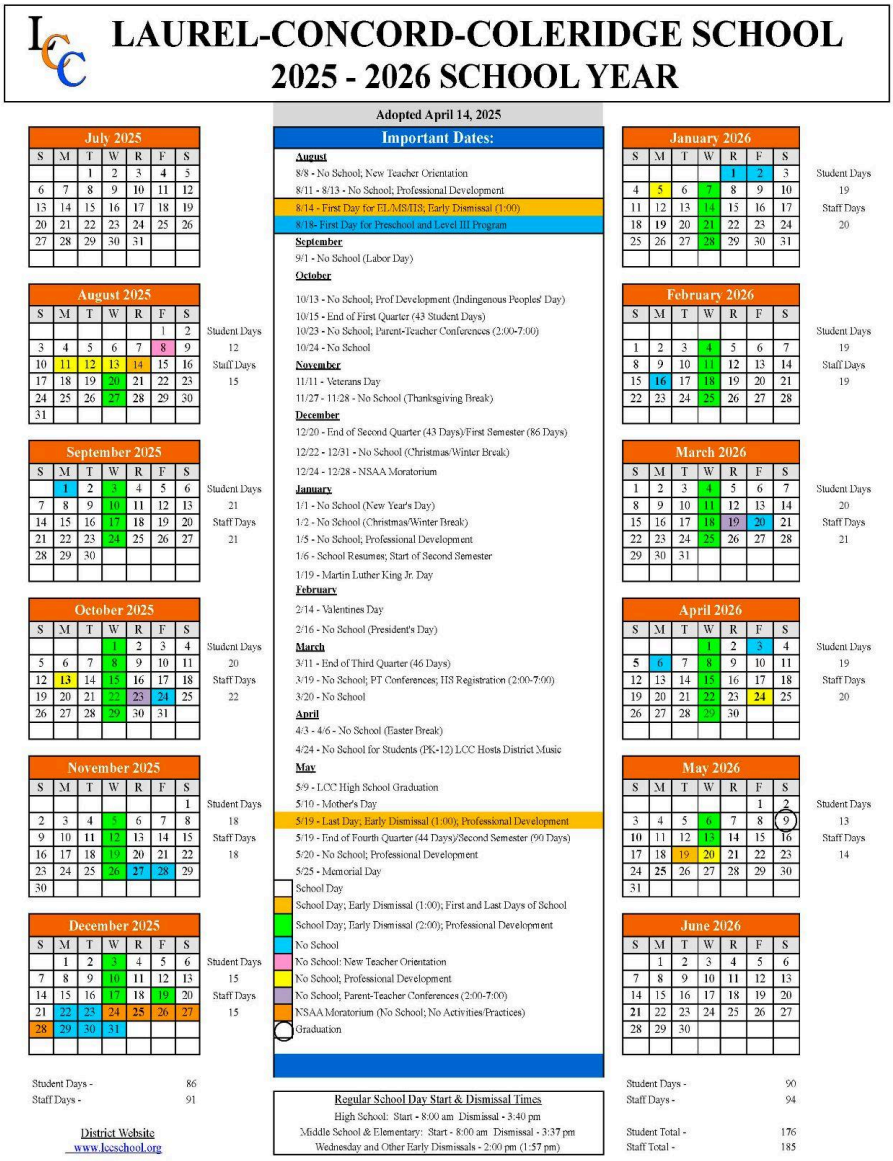
Suing, Justin	HS/Elementary	Custodial Services	justin.suing@lccschool.org
Urwiler, Diane	Middle School	Paraprofessional	diane.urwiler@lccschool.org

Urwiler, Lois	High School	Administrative Asst	lois.urwiler@lccschool.org
Wright, Travis	High School	Coach/Sponsor	travisjerome7@hotmail.com

Section 6 School Calendar

Link to Calendar Document



LAUREL-CONCORD-COLERIDGE SCHOOL
2025 - 2026 SCHOOL YEAR

Adopted April 14, 2025

July 2025

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

August 2025

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

September 2025

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

October 2025

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

November 2025

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

December 2025

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

Student Days - 86
Staff Days - 91

District Website
www.lccschool.org

Important Dates:

August
8/8 - No School; New Teacher Orientation
8/11 - 8/13 - No School; Professional Development
8/14 - First Day for EL/MS/HS; Early Dismissal (1:00)
8/18- First Day for Preschool and Level III Program

September
9/1 - No School (Labor Day)

October
10/13 - No School; Prof Development (Indingenous Peoples' Day)
10/15 - End of First Quarter (43 Student Days)
10/23 - No School; Parent-Teacher Conferences (2:00-7:00)
10/24 - No School

November
11/11 - Veterans Day
11/27 - 11/28 - No School (Thanksgiving Break)

December
12/20 - End of Second Quarter (43 Days)/First Semester (86 Days)
12/22 - 12/31 - No School (Christmas/Winter Break)
12/24 - 12/28 - NSAA Moratorium

January
1/1 - No School (New Year's Day)
1/2 - No School (Christmas/Winter Break)
1/5 - No School; Professional Development
1/6 - School Resumes; Start of Second Semester
1/19 - Martin Luther King Jr. Day

February
2/14 - Valentines Day
2/16 - No School (President's Day)

March
3/11 - End of Third Quarter (46 Days)
3/19 - No School; PT Conferences; HS Registration (2:00-7:00)
3/20 - No School

April
4/3 - 4/6 - No School (Easter Break)
4/24 - No School for Students (PK-12) LCC Hosts District Music

May
5/9 - LCC High School Graduation
5/10 - Mother's Day
5/19 - Last Day; Early Dismissal (1:00); Professional Development
5/19 - End of Fourth Quarter (44 Days)/Second Semester (90 Days)
5/20 - No School; Professional Development
5/25 - Memorial Day

School Day
School Day; Early Dismissal (1:00); First and Last Days of School
School Day; Early Dismissal (2:00); Professional Development
No School
No School: New Teacher Orientation
No School; Professional Development
No School; Parent-Teacher Conferences (2:00-7:00)
NSAA Moratorium (No School; No Activities/Practices)
Graduation

Regular School Day Start & Dismissal Times
High School: Start - 8:00 am Dismissal - 3:40 pm
Middle School & Elementary: Start - 8:00 am Dismissal - 3:37 pm
Wednesday and Other Early Dismissals - 2:00 pm (1:57 pm)

January 2026

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

February 2026

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

March 2026

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

April 2026

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

May 2026

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

June 2026

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

Student Days - 90
Staff Days - 94

Student Total - 176
Staff Total - 185

Article 1 – MISSION AND GOALS

Section 1 School Vision and Mission

Laurel-Concord-Coleridge School

Our Vision for LCC School

Together, we build a stronger future
where communities unite, educators inspire, and students excel.
We shape a legacy of excellence, leadership, and opportunity for all
through achievement, integrity, resilience, and respect.

Our Mission

Strengthening Communities Inspiring Excellence Shaping the Future

Tagline

Strength Through Community ~ Excellence Through Education

Hashtag

#LCCStrongerTogether

Section 2 Complaint Procedures

The proper procedure for a parent or student to make complaints or raise concerns is to begin with the school employee who is most immediately or directly involved in the matter, as illustrated in the complaint procedure set forth below. There are specific procedures to address certain complaints or concerns, such as discrimination or harassment, bullying, and/or disciplinary actions. Those procedures should be used where applicable.

1. Complaint Procedure
   Step 1. Schedule a conference with the staff person most immediately or directly involved in the matter.
   Step 2. Address the concern to the Principal if the matter is not resolved at Step 1.
   Step 3. Address the concern to the Superintendent if the matter is not resolved at Step 2.
   Step 4. Address the concern to the Board of Education if the matter is not resolved at Step 3.

2. Conditions Applicable to All Levels of Complaint Procedure
All information to be considered at each step should be placed in writing in order to be most effective. Action or decisions will be expedited as quickly as possible, typically within ten (10) calendar days, depending on the nature of the complaint and the need for prompt resolution.

Article 2 – SCHOOL DAY

Section 1 Daily Schedules

<u>High School</u>
Daily Schedule
Breakfast - 7:20 am - 7:35 am for those students utilizing the shuttle
Shuttle - 7:35 am
Breakfast - 7:35 am - 7:55 am for non-shuttle riders
Period 1 - 8:00 am - 8:50 am
Period 2 - 8:53 am - 9:41 am
Period 3 - 9:43 am - 10:32 am
Period 4 - 10:35 am - 11:23 am
Period 5 - 11:26 am - 12:14 pm
LUNCH - 12:14 pm - 12:46 pm
Period 6 - 12:49 pm - 1:37 pm
Period 7 - 1:40 pm - 2:28 pm
Period 8 - 2:31 pm - 3:19 pm
Period 9 (HR)- 3:22 pm - 3:40 pm

Wednesday Early Dismissal Schedule:
Breakfast - 7:20 am - 7:35 am for those utilizing the shuttle
Shuttle - 7:35 am
Breakfast - 7:35 am - 7:55 am for non-shuttle riders
Period 1 - 8:00 am - 8:36 am
Period 2 - 8:39 am - 9:15 am
Period 3 - 9:18 am - 9:54 am
Period 4 - 9:57 am - 10:33 am
Period 5 - 10:36 am - 11:12 am

Period 6 - 11:15 am - 11:51 am
Period 7 - 11:54 am - 12:30 pm
LUNCH - 12:30 pm - 1:00 pm
Period 8 - 1:03 pm - 1:39 pm
Period 9 (HR) - 1:42 pm - 2:00 pm

Late Start Schedule:
No Breakfast
Shuttle - 9:35am
Period 1- 10:00 am - 10:33 am
Period 2- 10:36 am - 11:09 am
Period 3- 11:12 am - 11:45 am
Period 4 - 11:48 am - 12:21 pm
LUNCH - 12:21 pm - 12:55 pm
Period 5 - 12:58 pm - 1:31 pm
Period 6 - 1:34 pm - 2:07 pm
Period 7 - 2:10 pm - 2:43 pm
Period 8 - 2:46 pm - 3:19 pm
Period 9 - 3:22 pm - 3:40 pm

Middle School
Daily Schedule
Breakfast - 7:20 am - 7:35 am for those students utilizing the shuttle
Shuttle - 7:35 am
Breakfast - 7:35 am - 7:55 am for non-shuttle riders
Period 1 – 8:00 am - 8:44 am
Period 2 – 8:47 am - 9:31 am
Period 3 – 9:34 am - 10:18 am
Period 4 – 10:21 am - 11:05 am
Period 5 – 11:08 am - 11:52 am
LUNCH – 11.52 am - 12:22 pm
Period 6 – 12:25 pm - 1:09 pm
Period 7 – 1:12 pm - 1:56 pm
Period 8 WIN – 1:59 pm - 2:28 pm
Period 9 – 2:31 pm - 3:15 pm
Period 10 – 3:15 pm - 3:37 pm

Early Dismissal Schedule:
Breakfast - 7:20 am - 7:35 am for those utilizing the shuttle
Shuttle - 7:35 am
Breakfast - 7:35 am - 7:55 am for non-shuttle riders
Period 1 – 8:00 am - 8:32 am
Period 2 – 8:35 am - 9:07 am
Period 3 – 9:10 am - 9:42 am

Period 4 –	9:45 am - 10:17 am
Period 5 –	10:20 am - 10:52 am
Period 8 WIN –	10:52 am - 11:22 am
LUNCH –	11:22 am - 11:52 am
Period 6 -	11:53 am - 12:25 pm
Period 7 –	12:28 pm - 1:00 pm
Period 9 –	1:03 pm - 1:35 pm
Period 10 –	1:35 pm - 1:57 pm

Late Start Schedule:

No Breakfast	
Shuttle -	9:35 am
Period 2 –	10:00 am - 10:33 am
Period 3 –	10:36 am - 11:09 am
Period 4 –	11:12 am - 11:45 am
Period 5 –	11:48 am - 12:21 pm
LUNCH –	12:21 pm - 12:51 pm
Period 6 –	12:54 pm - 1:27 pm
Period 7 –	1:30 pm - 2:03 pm
Period 8 WIN –	2:06 pm - 2:39 pm
Period 9 -	2:42 pm - 3:15 pm
Period 10 -	3:15 pm - 3:37 pm

Elementary School

School Hours:
8:00 a.m. to 3:37 p.m. (Monday – Friday)
8:00 am - 1:10 pm (Early Dismissal Days)
10:00 am - 3:37 pm (Late Start Days)

Breakfast:
7:35 am - Breakfast

Lunch/Recess:

11:00 am - 11:30 am -	Kdg - 2nd Grade Lunch
11:30 am - 11:50 am -	Kdg - 2nd Grade Recess
11:35 pm - 12:05 pm -	3rd - 5th Grade Lunch
12:05 pm - 12:25 pm -	3rd - 5th Grade Recess

Morning Recess:

9:30 am - 9:45 am	K - 2nd Grade Recess

Afternoon Recess:

2:25 pm - 2:40 pm	3rd - 5th Grade Recess
2:50 pm - 3:05 pm	K - 2nd Grade Recess

Section 2 Severe Weather and School Cancellations

The Superintendent of Schools is authorized by the Board of Education to close school in case of severe weather. Representatives of the Superintendent's staff will notify local news media when inclement weather warrants such action. The information is broadcast regularly by radio and television stations. Information will also be shared using the district's webpage, social media accounts, and electronic messaging service.

Decision to Close Schools

A decision to close school is made when forecasts by the weather service, law enforcement advisories, or civil defense officials indicate that it would be unwise to hold school. If possible, a decision about the next school day will be made for announcement during the 10:00 pm news. An early decision is not always possible because of uncertain weather conditions. School officials will make periodic assessments of conditions during the night and will decide early in the morning (by 6:00 am if possible). In any case, an announcement will be made to the news media when schools will be closed. In some instances, schools will be open, but certain services may be canceled (bus transportation, preschool, student activities).

When it becomes necessary to cancel school, start late, or dismiss early, announcements to this effect will be sent to your phone using our message alert system and will also be made on radio and TV stations. You may also check the school's websites for information: https://www.lccschool.org

After School Starts

Every attempt will be made to avoid closing school once classes are in session. In some instances, closing school during the day is inevitable if children are to safely return home before the brunt of a major storm hits. In these cases, as much advance notice as possible will be given to parents. If school is closed during the day, the notice will be broadcast by the media. Parents should have a plan in place to accommodate these circumstances.

Parental Decisions

Parents may decide to keep their children at home in inclement weather because of personal circumstances. Students absent because of severe weather when school is in session will not be marked absent. The absence will be treated like any other absence for legitimate causes provided parents properly notify the school of their decision. Parents may pick up their children in inclement weather during the school day. Students will not normally be dismissed from school during severe weather on the basis of a telephone request.

What Not To Do

Parents should not attempt to come to school during a tornado warning. School officials are not permitted to release students from the school building during a tornado warning. Tornado safety procedures are practiced regularly by students and staff members. Also, parents are urged not to call radio and television stations and school buildings during severe weather.

Emergency Conditions

Laurel-Concord-Coleridge School has a signal which, when activated, includes the necessity to either evacuate the building or to move to safer areas of the building. All regular drills are held as required by law through the school year. There are plans for Emergency Evacuation, Tornado Warning System, and Critical Incident Response. **School officials are not permitted to release students from the school building during a tornado warning.** In the event of an emergency evacuation or tornado warning, the schools' established safety procedures will be implemented.

Recess

Outside recesses are scheduled throughout the year. Students are expected to wear adequate clothing (hats, gloves, and boots) for cold and wet weather. A small supply of outdoor clothing is available for students needing to borrow. Exceptions to the above rule are:

1. When the weather is raining.
2. When the temperature is below 5 degrees F.
3. When lightning or an approaching storm is in the immediate area.
4. Under the discretion of school officials.

Individual exceptions to the outside recess rule are:

1. Teacher request to keep the child indoors.
2. Doctor request to have the child remain indoors for a period of time designated by the physician. Please send a note to this effect.

The playground supervisor is responsible for maintaining a safe environment for all students. The following rules will be enforced on a consistent basis:

1. Respect the person in charge.
2. Use appropriate language.
3. Play fair and safe.

Snow Rules

1. Snow boots shall be worn upon first snow UNTIL Spring and/or dry conditions.
2. Students with **No Boots** - hard surfaces only (walking trail, sidewalk, or basketball court if cleared of snow)
    a. Students may stand or walk on cleared surfaces - no balls, equipment, running
3. Students with **Boots but No Snow Pants** - no rolling, falling, or sitting in snow
4. Students with **Boots and Snow Pants** - full snow play
5. Students may build with snow. **Absolutely no snowballs or snow throwing.**
    a. Snowballs or snow throwing will result in sitting out of recess activities. No warnings.

Snow boots must be boots that are NOT inside shoes. No Uggs or cowboy boots unless they are the student's designated outdoor shoes.

Section 3 Open-Closed Campus

To encourage students to eat a nutritious lunch, students in grades Kdg-8th 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. All High School students

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. Students are required to return from lunch prior to the start of classes following the lunch period.

Consequences for High School students returning from lunch late will be addressed accordingly:

- Students will lose open campus privileges for one day after the first late arrival per quarter.
- Students will lose open campus privileges for two days after the second late arrival per quarter.
- Students will lose open campus privileges for the remainder of the quarter, after their third late arrival. If the consequence falls within the last five days of a quarter, the loss of open campus privileges will carry over through the subsequent quarter.

Section 4 Supervision Responsibility Before/After School

Arrival at School/Dismissal From School

Students are expected to arrive at school no more than 20 minutes prior to the first class or school program in which they are participating unless otherwise specified by school personnel. Students are to enter through their assigned entrance and proceed to designated areas. Once students enter the building, they are to stay in the building unless they have permission from office personnel or administrators to leave again.

Students will be dismissed at the end of the last period of the school day unless there are other circumstances (early dismissal, detention etc.). Upon dismissal, students must leave the school grounds and proceed home or to a previously designated location unless participating in a school-sponsored activity. The school is not responsible for supervision of students once the students are to have left school grounds.

Certain days on the calendar are “shortened days,” meaning that the school day starts or ends other than on the normal schedule. Parents are strongly encouraged to be aware of those days so their children are not left in an unsupervised situation or without a means to get home upon dismissal.

Signing a Child In and Out of School

Parents or guardians are required to sign their children in and/or out of school if they are entering after their first class or leaving prior to their final class. The parent or guardian must report to the main office for this purpose. The computer to check a child in and/or out of school is located in the main office. If a child is being signed out, the school secretary will call the appropriate classrooms. The schools will only release children to adults designated by the parent on the emergency information document.

If there is a special circumstance, such as a court order limiting access to a student by a parent or guardian, affecting who a student can be released to, the parent must inform the Principal and provide the Principal with a copy of that order to maintain on file at the school.

Supervision at Dismissal

Parents or guardians of children in grades PreK to 5th, where the child does not use district-provided transportation after dismissal, may request the school or program not release the child to walk home after dismissal unless the child is released to the parent or legal guardian or an escort designated by the parent or guardian. The parent or guardian may designate up to three (3) escorts. Parents or guardians requesting their children only be released to the parent or guardian or a designated escort after dismissal must submit a completed written request with the Principal to this effect.

Students who leave before the end of the day are to be signed out by a parent or guardian or an escort designated by the parent or guardian. High school students should report to the office and sign out with office personnel.

Emergency Closing Procedures

Parents are requested to provide an emergency contact telephone number to have on file in the event of an emergency closing or any other general or individual situation that requires the immediate presence of a parent/guardian. In the event that parents do not have such a number or cannot be contacted, it will be assumed that the parent has instructed their children concerning the procedure they are to follow should school be dismissed early. Realizing that the school might be unable to reach all parents, it is suggested that all children be advised as to what they are to do should they ever be dismissed early. It is recommended that parents give their children an alternate destination and that the building principal be made aware of this information.

If conditions allow and supervision is available in the event of an early dismissal, the child will be held in school until the normal dismissal time. If the parent or guardian has not arrived to pick up the child by the normal dismissal time, law enforcement or child protective services may be contacted to ensure the safety of the child.

Article 3 – USE OF BUILDING AND GROUNDS

Section 1 Visitors

All visitors must report to the office, upon entering the main entrance, to sign in and receive a visitor's pass. Visits to classrooms during the first week of school and the last week of school may be limited to ensure a smooth transition. Visits by parents to classrooms are encouraged provided that the visits do not disrupt the educational program, individual students, or create a safety concern.

Section 2 Smoke and Tobacco-Free Environment

We appreciate your help in meeting the goal of a smoke and tobacco-free environment for our children. The use of tobacco products is prohibited in all school buildings and all school vehicles. Smoking shall also be prohibited in any area where school staff, students, or members of the public may be present or may be affected by smoke, including, without limitation, the stands and bleachers of outdoor athletic fields and near the entry of school buildings.

For purposes of this policy, 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.

Section 3 Care of School Property

1. Students are responsible for the proper care of all books, equipment, supplies, and furniture supplied by the school.

2. Students who disfigure property, break windows, or do other damage to school property or equipment will be required to pay for the damage done or replace the item.

3. Fines are determined on books according to the following criteria:

Lost Book:	Replacement cost
Missing one or both covers:	Same as lost book
Loose Cover:	$1.00
Missing Page:	50 cents per page (up to replacement cost)
Torn Page:	20 cents per page (up to replacement cost)
Marks that cannot be erased:	20 cents per mark (up to replacement cost)

4. School-issued items that are stolen or damaged from unlocked lockers are the responsibility of the student to whom they were issued. Students must pay all fines before they can receive school publications and final grades.

Section 4 Lockers

Each student (Grades 3-12) will be assigned a locker. Students must use their own assigned locker and are not to share lockers with other students except as assigned by school officials. We recommend that the locker be locked with a combination or key padlock. Students must turn in an extra key or the combination code to the office. Locks are available for students to borrow at the school office. Students are expected to keep all books, etc., in their assigned locker. Students are also responsible for the cleanliness inside their locker and the door of their locker. Students may be assessed a fine for damage to lockers.

<u>Locker Decorations and Treats:</u>

The school will not post non-school activity locker decorations or hand out locker treats to students for non-school related activities. We encourage parents to bring school activity treats to practice the night before, or they may be dropped off at the school office. Parents must receive permission from the school principal prior to decorating the outside of lockers for school activities; however, parents are not allowed to put treats into lockers.

Section 5 Searches of Lockers and Other Types of Searches

Student lockers, desks, computer equipment, and other such property are owned by the school. The school exercises exclusive control over school property. Students should not expect privacy regarding usage of or items placed in or on school property, including student vehicles parked on school property, because school property is subject to search at any time by school officials. Periodic, random searches of lockers, desks, computers and other such property may be conducted at the discretion of the administration.

Students are hereby notified that the District may, with or without notice, utilize trained dogs to search the District's property and premises for drugs or other illegal contraband. In the event that a dog "hits" on any item on District property (including lockers, vehicles, or backpacks), the District's administrators may search such items without notice to the student or student's parents. Students with dog allergies or other dog-related medical conditions are to notify their building principal at the beginning of the school year. The District will make reasonable accommodations for students with such dog-related medical conditions.

The following rules apply to searches of students and of a student's personal property and to the seizure of items in a student's possession or control:

1. School officials may conduct a search if there is a reasonable basis to believe that the search will uncover evidence of a crime or a school rule violation. The search is to be conducted in a reasonable manner under the circumstances.
2. Illegal items or other items reasonably determined to be a threat to the safety of others or a threat to educational purposes may be taken and kept by school officials. Any firearm or other weapon will be confiscated and delivered to law enforcement officials as soon as practicable.
3. Items which have been or are reasonably expected to be used, disrupt, or interfere with the educational process (that is, "nuisance items") may be removed from student possession.

Section 6 Video and Audio Surveillance

The Board of Education has authorized the use of video cameras on School District property to ensure the health, welfare, and safety of all staff, students, and visitors to District property, and to safeguard District facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent.

Notice is hereby given that video and audio surveillance may occur on District property. In the event a video or audio surveillance recording captures a student or other building user violating school policies or rules or local, state, or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

Section 7 Use of School Telephone

Office or classroom phones are to be used during class time only with staff permission.

Section 8 Bicycles

Bicycles must be parked in the racks provided. All bicycles should be equipped with locks. The

school is not responsible for damage or theft of parts while bicycles are on school property.

Section 9 Student Valuables
Students, not the school, are responsible for their personal property. Students are cautioned not to bring large amounts of money or items of value to school. If it is necessary to bring valuable items or more money than is needed to pay for lunch, leave the money or valuables with a staff member in the school office for temporary safe-keeping. Even then, the school is not in a position to guarantee that the student's property will not be subject to loss, theft, or damage.

Section 10 Lost and Found
Students who find lost articles are asked to take them to the office, where the articles can be claimed by the owner. If articles are lost at school, report that loss to office personnel.

Section 11 Accidents
Every accident in the school building, on the school grounds, at practice sessions, or at any athletic events sponsored by the school must be reported immediately to the Principal.

Section 12 Laboratory Safety Glasses
As required by law, approved safety glasses will be required when designated of every student and teacher while participating in or observing vocational, technical, industrial technology, science, and art classes. All visitors to these areas must check out a pair of safety glasses when entering any of these areas when designated.

Section 13 Insurance
Under Nebraska law, the District may not use school funds to provide general student accident or athletic insurance. The District requires that all student participants in athletic programs have injury and accident insurance and encourages all students who are in classes with risk of personal injury or accident to have insurance coverage. The District does not make recommendations nor handle the premiums or claims for any insurance company, agent, or carrier. Information about student insurance providers will be available in the school office or on the school website.

Section 14 Bulletins and Announcements
Bulletin boards and digital displays are available for school-related and approved materials to be posted and displayed. Posters to be used in the halls or materials for distribution will need to be approved by an administrator with an administrator's signature/initials. Posters are not to be attached to any painted wall surfaces without permission of the administration. Place posters on marble, glass, metal, brick, and/or wood. The person or organization responsible for distributing the posters are responsible to see that all posters are removed within 48 hours after the event.

Section 15 Copyright and Fair Use Policy
It is the school's policy to follow the federal copyright law. Students are reminded that, when using school equipment and when completing coursework, they also must follow the federal copyright laws. The federal copyright law governs the reproduction of works of authorship. Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format.

Copyrighted works are not limited to those that bear a copyright notice.

The “fair use” doctrine allows limited reproduction of copyrighted works for educational and research purposes. The relevant portion of the copyright statute provides that the “fair use” of a copyrighted work, including reproduction “for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research” is not an infringement of copyright. The law lists the following factors as the ones to be evaluated in determining whether a particular use of a copyrighted work is a permitted “fair use,” rather than an infringement of the copyright:

- the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- the nature of the copyrighted work;
- the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and
- the effect of the use upon the potential market for or value of the copyrighted work.

Although all of these factors will be considered, the last factor is the most important in determining whether a particular use is “fair.” Students should seek assistance from a faculty member if there are any questions regarding what may be copied.

Article 4 – ATTENDANCE

Section 1 Attendance Policy
Students are expected to attend classes and to be on time in order to gain maximum benefit from the instructional program and to develop habits of punctuality, self-discipline, and responsibility. Irregularity in attendance among students is the most frequent cause of failure. Students learn from books, teachers, and other students. When a student is absent, they miss learning from their teachers and other students. Continuity in the learning process is seriously disrupted by excessive absences. Students do not learn as well by doing make-up work. In most instances, students who have good attendance generally achieve higher grades, enjoy school more, and are more employable after high school. Attendance records are part of the student’s permanent file. Absences are accumulated for each individual period.

Regular and punctual student attendance is required. The Board’s policies require such attendance. The administration is responsible for developing further attendance rules and regulations, and staff are responsible for assisting in the enforcement of the rules and regulations. Students and parents are responsible for developing behaviors, which will result in regular and punctual student attendance.

Section 2 Attendance and Absences
Excused and Unexcused Absences. An absence from school will be reported as:
(a) an excused absence or (b) an unexcused absence.

1. Excused Absences. Absences should be cleared through the Principal's office in

advance whenever possible. An absence or tardy, even by parental approval, may not be excused. An absence for any of the following reasons will be excused, provided the required procedures have been followed:

a. Attendance at a funeral for a member of the immediate family (parents, siblings, and grandparents).
b. Illness, which causes a student to be absent from school.
c. Doctor or dental appointment, which cannot be scheduled outside of school hours. It is recommended that a student have documentation from his or her physician.
d. Court appearances that are required by a court order, and the student is responsible for needing to be in court.
e. School-sponsored activities, which require students to be absent from school.
f. Family trips in which a student accompanies parent(s)/legal guardian(s).
g. Other absences, which have received prior approval from the Principal.

The Principal has the discretion to deny approval for the latter two (2) reasons, depending on circumstances such as the student's absence record, the student's academic status, the tests or other projects which may be missed, and in the case of a family trip, whether the trip could be taken during non-school time and the educational nature of the trip.

2. Unexcused Absences: Unexcused absence is defined as any absence that the parent/guardian has not authorized and does not conform to the excused absence as defined. A student is unexcused when the parent does not notify the office to excuse the student. Students should be aware of the fact that an excuse from home does not necessarily mean an excused absence will be given. If a student's absence is unexcused, the student may receive zeros for any class work missed during the absence and may be required to make-up work and the time missed.

Tardy to Class

Students will be considered tardy to school if they are not in their assigned classrooms by 8:00 am. Middle school and high school students have a sufficient amount of time between classes to make it to their next assigned class on time. Students will be considered tardy to class if they are not in their assigned classroom when the tardy bell rings, unless they have a pass from the teacher who detained them.

Detentions for tardies will be as follows:

- 3 total accumulated tardies: Student will serve a lunch detention, and communication will be made with parent/guardian.
- 6 total accumulated tardies: Student will serve a 30-minute after school detention, and communication will be made with parent/guardian.
- Every 3rd tardy thereafter: Student will serve a 30-minute after school detention.

Leaving School or Class

Students who leave school for any reason during the school day must check out at the office before leaving. Students leaving school must be cleared in advance by a phone call, note, or e-mail from the student's parent or legal guardian.

Students returning to school from activity/field trips during school hours must sign in at the office and return to regularly scheduled classes. Students who fail to check in and return to class will be considered as unexcused.

Students who leave school without permission and without signing out in the proper manner, or who leave their assigned classroom without teacher permission, will be considered unexcused.

Collaborative Attendance Plan

The following process will be followed to encourage and support attendance.

1. At the point a student accumulates 5 days (or periods at the middle/high school) of absences in one semester, parents will receive a phone call from the child's teacher or school counselor.
2. At the point a student accumulates 7 days (or periods at the middle/high school) of absences in one semester, the building principal will call the student's parent or guardian to discuss attendance and to collaboratively develop an attendance plan via phone.
3. At the point a student accumulates 10 days (or periods at the middle/high school) of absences in one semester, a collaborative in-person meeting will be required to develop a more intensive plan of support. This meeting could include, but is not limited to, parent(s)/guardian(s), building principal, school counselor, general education teacher(s).
4. At the point a student accumulates 20 days (or periods at the middle/high school) of absences during the school year, the student is considered habitually truant. Another in-person meeting will be required and scheduled to update and revise the plan of support for the student. A letter may be sent to the county attorney as deemed necessary or required by policy or statute.

Section 3 Homework and/or Make-Up Work

Written make-up work may be assigned for each day missed regardless of the type of absence. If make-up work is not completed, students will receive no credit for the work required. It is the responsibility of the teachers and the students to communicate about make-up assignments.

It is the student's responsibility to obtain the missed information and classwork from his/her teachers. This includes all tests and quizzes missed. The student will have two (2) days to make up the work for each day of absence with a maximum of 10 days allowed to make up work.

- EXAMPLE: If a student is absent for 3 consecutive days, their make-up work will be due on the seventh (7th) day back in school. If the student knows about an assignment in advance, the work should be completed by the original due date.
- EXAMPLE: On Monday, the teacher assigns a project due for Friday. If a student then

misses school during the week, they are still required to submit the project on Friday unless the instructor allows the student an extension.

For unexcused absences, the student may receive a failing mark for or in each class period missed.

Section 4 Attendance is Required to Participate in Activities

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 five or more unexcused absences in the quarter 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, the student must be in attendance for the full day. A student who is not in attendance for the full day is ineligible for the contest, performance, or activity, including any other after school activities.

Exceptions may be made for extenuating circumstances, such as doctor/dentist appointments or family emergencies. The exception must be approved by the Principal.

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 5 Truancy

A student who engages in unexcused absences may be considered truant as per state law. Truancy is a violation of school rules. The consequence of truancies may include disciplinary action up to expulsion and referral to the county attorney for compulsory attendance violations.

<u>Reporting and Responding to Truant Behavior</u>

Any administrator, teacher, or member of the board of education who knows of any failure on the part of any child aged six (6) to eighteen (18) to attend school regularly without lawful reason, shall within three days report such violation to the Superintendent. The Superintendent shall immediately cause an investigation into any such report to be made. The Superintendent shall also investigate any case when, based on his/her personal knowledge or based on a report from any resident of the district, the Superintendent believes that any child is unlawfully absent from school. The school shall render all services in its power to compel such child to attend some public, private, denominational, or parochial school, which the person having control of the child shall designate, in an attempt to remediate the child's truant behavior.

<u>Excessive Absenteeism</u>

Students who accumulate five (5) unexcused absences in a quarter shall be deemed to have

"excessive absences." Such absences shall be determined on a per day basis for elementary students and on a per class basis for 6-12 grade students. When a student has excessive absences, the following procedures shall be implemented:

1. One or more meetings shall be held between a school attendance officer, school counselor, or other person designated by the school administration and the parent/guardian and the student to report and attempt to solve the truancy problem. If the parent/guardian refuses to participate in such meeting, the principal shall place in the student's attendance records documentation of such refusal.
2. Educational counseling to determine whether curriculum changes, including but not limited to, enrolling the child in an alternative education program that meets the specific educational and behavioral needs of the child.
3. Educational evaluation, which may include a psychological evaluation, to assist in determining the specific condition, if any, contributing to the truancy problem, supplemented by specific efforts by the school to help remedy any condition diagnosed.
4. Investigation of the truancy problem by the school attendance officer, or another person designated by the administration to identify conditions which may be contributing to the truancy problem. If services for the child and his or her family are determined to be needed, the person performing the investigation shall meet with the parent/guardian and the child to discuss any referral to appropriate community agencies for economic services, family or individual counseling, or other services required to remedy the conditions that are contributing to the truancy problem.

Reporting Habitual Truancy

Students who accumulate twenty (20) absences or the hourly equivalent per year shall be deemed to be habitually truant. If the student continues to be or becomes habitually truant, the Principal shall serve a written notice to the person violating the Nebraska truancy laws (i.e., the person who has legal or active charge or control of the student) warning him or her to comply with the provisions of that law. If within one (1) week after the time the notice is given such person is still violating the school attendance laws or policies, the Principal shall file a report with the county attorney of the county in which such person resides.

Article 4 – SCHOLASTIC ACHIEVEMENT

Section 1 Grading System

Students will receive letter grades on report cards and transcripts. The following scale will be used to assign letter grades and a grade point average from a percent for grades 6-12:

Superior	98-100 95-97 93-94	A+ A A-	The student is more than meeting the demands of the teacher. Work is on time. The work is of superior quality. It shows mastery of the subject matter. Student has the ability to carry the job through and exerts a positive influence on the class.

Above Average	90-92 87-89 85-86	B+ B B-	The work is of superior nature and the required work is well done. The student meets the demands of the teacher and exerts a positive influence on the class.
Average	82-84 79-81 76-78	C+ C C-	The student satisfactorily completes the required work. The work is on time and is of average quality. The student is showing achievement.
Below Average to Unsatisfactory	74-75 72-73 70-71	D+ D D-	The student is not doing all of the assigned work, is dependent on others, is inconsistent, uncertain, and confused. Work is below normal, but shows some evidence of growth.
Failing	0-69	F	Unsatisfactory, with little growth taking place, lack of interest, and irregular attendance and attention. (Provides no credit toward those needed for graduation.)
P	Passing		Indicates that the student is passing regular work in the class.
I	Incomplete		Incompletes are assigned in cases where the student's work is incomplete at the end of the nine week period and/or semester. This may be due to absence because of illness, etc. The student and teacher will work together to arrange a timeline for the completion of the missed work. If the assigned work is not completed by the established deadline, the incomplete becomes an F. Incompletes not taken care of in this time frame will not be eligible for the honor roll.

Each teacher will define the grading procedures to be used in their classes.

Elementary Grading System
Standards-Based Grading Scale (Kindergarten -5th Grade)
Students will receive a grade of 1-4 in grades Kindergarten - 5th grade. Grading is based on your child's performance based on Nebraska State Standards. A grade of 3 indicates that your child is meeting state standards and on track.

Each teacher will define the grading procedures to be used in their classes.

Grading Assignment	Academic Grade Description	Participation Grades Descriptions

1	Not Meeting Nebraska State Standards Requirements	Student does not give any effort and does not participate.
2	Approaching Nebraska State Standards Requirements	Student gives minimal effort.
3	Meeting Nebraska State Standards Requirements	Student participates and generally gives best effort.
4	Exceeding Nebraska State Standards Requirements	Student is consistently giving optimum effort.

Section 2 Graduation Requirements

To participate in commencement exercises or receive a Laurel-Concord-Coleridge School diploma, a student must fully complete all requirements for graduation prior to the official commencement exercises and complete other administrative requirements or conditions.

To be eligible for graduation from Laurel-Concord-Coleridge High School, a student must have earned a minimum of 250 semester hours credit in grades 9 through 12 inclusive. A minimum of 40 earned semester hours credits must be earned during the school year in which the student intends to graduate. Credit hours will be computed in accordance with the Nebraska Department of Education.

Satisfactory completion of the following courses must be presented in the candidate's record:

English/Speech	40 hours	4 years
Social Sciences American History (11-12) Required US Government (11-12) Required	30 hours	3 years
Mathematics	30 hours	3 years
Science	30 hours	3 years
Physical Education/and Health	10 hours	1 year
Community Service	4 clock hours each year	
Electives	100 hours (Must include 5 hours each of Computer Science and Financial Literacy)	

Minimum	250 hours or instructional units	

Exceptions to these requirements may be made by the Board of Education upon the recommendation of the Superintendent, who will support the recommendation with justifiable reasons. A complete record of the recommendation and the action taken upon it by the Board shall be included in the minutes. The candidates for graduation shall be presented to the Board of Education for approval.

A student who has not met the requirements for graduation but who has attended school regularly may, with the recommendation of the Superintendent, be granted a Certificate of Attendance.

For students transferring in from another district, requirements will be reviewed individually. Students enrolling during their senior year will need 220 credits (4 hours community service), students enrolling during their junior year will need 230 credits (8 hours community service), and students enrolling during their sophomore year will need 240 credits (12 hours community service).

The goal of community service is to help students develop life skills and a sense of civic engagement through opportunities to give back to their community. All community service projects must have the Principal's approval and an adult's signature verifying the hours. Four hours must be completed each year in order to remain a student who is considered in good standing. A form is available at the high school office. One hour will be given for Blood Donation.

In the Math area, Algebra I taken in the 8th grade may be counted as high school credit if the student completes 3 additional years of math in grades 9-12. Credit will be given but the grade will not be figured into the student's GPA.

Three (3) to five (5) credit college courses taken for dual credit will be awarded high school credit at 5 credits per semester. The Board of Education waives any of the above requirements if a student elects to take a course for college credit.

Students must complete one five-credit high school course in Personal Finance or Financial Literacy as well as one five-credit high school course in Computer Science. These credits will be applied to credit requirements established for Electives.

Although not academic in nature, there are certain behavioral expectations that will be held as graduation requirements. Among these would be appropriate appearance and behavior at school functions and ceremonies such as graduation exercises. Students should be aware that diplomas may/will be released only after all requirements have been met. This would include any financial debts, disciplinary actions, and the graduation ceremony itself.

Section 3 Promotion and Retention

Students will be placed at the grade level and in the courses best suited to them academically, socially, and emotionally as determined by the administration. 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 administration to be appropriate for the educational interests of the student and the educational program.

If a parent or guardian would like their student to retake a grade level, the parent or guardian must meet with the Superintendent or designee to discuss the student repeating a grade. At that meeting, the parent or guardian must provide evidence of academic needs, illness, or excessive absenteeism that would warrant the student to repeat the grade. A student in Kindergarten through Fourth grade may be retained due to academic needs, illness, or excessive absenteeism. A student in grades Fifth through Twelfth grade may be retained due to excessive absenteeism. At such meeting, the Superintendent or designee shall identify any alternative educational opportunities, including remedial instruction, if applicable, and verify any special education support available to such student. If the student's parent or guardian still intends for their student to repeat a grade, such parent or guardian shall then complete the required form and return such form to the District. Upon completion of the form and if all requirements pursuant to this policy and law are met, the District shall permit the student to repeat the student's grade for the next school year. *Legal Reference: Neb. Rev. Stat. Sec. 79-526 & 79-2,161*

Section 4 Schedule Changes

Students needing schedule changes, within the first two days of the semester, should notify the Principal and School Counselor. Students needing a schedule change after the third day of the semester, should notify the Principal. Schedule changes must be initiated by the teachers involved, the Principal, or school counselor, and the student's parents. Final approval of all schedule changes will be made by the Principal only.

Section 5 Interim Reports

Various supplemental reports may be sent to parents throughout the school year concerning student's performance. These reports may describe student work of an exceptional nature or work which needs improving. These reports will be sent as the teacher determines appropriate.

Included in the academic improvement report will be a request from the teacher for parents to contact the teacher by phone to discuss the student's academic progress. Teachers will arrange with the parents for days when the student can meet with the teacher outside the regular class period until the student returns to satisfactory academic standing.

Section 6 Report Cards

Report cards are made available at the end of each term (Semester: Grades 6-12; Quarter: Grades K-5). Letter grades are used to designate a student's progress for 6th - 12th grades. Standards-based grading is used to designate a student's progress for Kindergarten - 5th grade. A grade of "F" (failing) carries no credit. A grade of "I" (incomplete) received at the end of a

grading period must be made up within two weeks or missing assignments will receive grades of F, and those grades will be averaged into the final grade. No incompletes will be given at the end of the second semester/fourth quarter, as all course work must be completed by the end of the second semester/fourth quarter.

Section 7 Parent-Teacher Conferences

Students' academic success has been closely linked to parental involvement in school. The school district hosts formal parent-teacher conferences once per semester. Refer to the school calendar for the schedule. Conferences with teachers, at any other time, are possible by calling the school office and making arrangements with the teachers.

Section 8 Honor Roll

The purpose of the Honor Roll is to recognize those students in Grades 6-12 who demonstrate academic excellence. Honor rolls will be determined for 1st and 2nd semesters. Students will be recognized accordingly:

1. Students receiving all "A's" will be classified as students with DISTINCTION.
2. Students receiving no other grade lower than a "B" will be classified as students with HONORS.
3. All class grades are figured the same for honor roll status.
4. Honor roll lists are published in school and community publications.

Section 9 National Honor Society

The National Honor Society (NHS) chapter of Laurel-Concord-Coleridge (LCC) School is a duly chartered and affiliated chapter of this prestigious national organization.

Membership is open to those students who meet the required standards in four areas of evaluation: scholarship, leadership, service, and character. Standards for selection are established by the national office of NHS and have been revised to meet our chapter needs. Students will be eligible to initially apply for National Honor Society after completing their third semester of high school (spring sophomore year) and must have a minimum, weighted GPA of 3.5 or higher. Students are selected to be members by a five-member faculty council, appointed by the Principal. Formal induction ceremonies will be held in the fall and spring.

Students are subject to the NHS constitution, NHS handbook, and the LCC by-laws.

Section 10 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 to misrepresent 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):
   (1) 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.
   (2) Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formulas 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.
   (3) 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.
   (4) Use of Other Students to Take Tests: 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.
   (5) 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):
   (1) 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.
   (2) 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.

(3) 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.

(4) 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.

(5) 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:

(1) 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.

(2) 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 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. Artificial Intelligence

Laurel-Concord-Coleridge School acknowledges that artificial intelligence continues to emerge as a resource that may assist students with future technology and different wants of learning. However, artificial intelligence also poses a challenge to delineate the responsible use of artificial intelligence with student plagiarism. As a result, the Board of Education has adopted policy to specifically address how the District will address academic honesty and integrity regarding a student's use of artificial intelligence.

Permissible Uses of Artificial Intelligence in School Assignments

Students may use artificial intelligence or related platforms when any of the following occurs:

1. The student receives advance permission from the teacher for the given assignment or project; or
2. The teacher's classroom rules or expectations established artificial intelligence as a permissible resource for students to access.

Any student with questions about the use of artificial intelligence should contact their teacher in advance of using artificial intelligence to assist with any assignment. It is the responsibility of each student to understand the permissible use (if any) of artificial intelligence in a given class or a particular assignment. Students must be fully forthright and honest about their use of artificial intelligence to assist with any school assignment.

Impermissible Uses of Artificial Intelligence in School Assignments

Unless otherwise permitted by this Policy, students may not use artificial intelligence or related platforms to assist or complete any assignment, project, test, or other school-related task. The impermissible use of artificial intelligence may subject the student to discipline in accordance with the District's plagiarism policy and academic dishonesty rules.

D. Sanctions

The following sanctions will occur for academic integrity offenses:

1. Academic Sanction. The instructor will refuse to accept the student's work in which the cheating or plagiarism 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. Credit for the class may be withheld pending successful completion of the replacement test or project.
2. Report to Parents and Administration. The instructor will notify the Principal of the offense and the instructor 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 a 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.

Section 11 Testing Program

The testing program at Laurel-Concord-Coleridge School involves group testing in grades K-12 and individual testing as needed or upon request. Included in the testing program at Laurel-Concord-Coleridge School are measures of mental ability, interest, and achievement. The value of these tests is the objective information they provide in regard to your progress and in identifying your strengths and weaknesses. These test results are summarized and may be interpreted to you and your parents in order that a realistic and effective program of courses and activities may be arranged to meet your needs. Students may be involved in the following tests: NSCAS, MAP, AimsWeb+, mCLASS, CogAT, ACT, Pre-ACT, NAEP, ELPA 21, CCRA, and ASVAB.

Section 12 Student Council

The High School Student Council is an organization through which the students may express their opinions, assist in the administration of the school, and participate in the management of school enterprises. The council tries to promote leadership, initiative, and self-control among its members. Any student who fulfills the qualifications of the organization's constitution may run for student council office.

Officers and class representatives are elected for the upcoming school year. The term of office for which they are elected is for the current school year. Officer requirements include: President-Senior; Vice President-Senior or Junior; Secretary/Treasurer-Junior or Senior. All grades refer to the year during which the office is held.

Also serving on the student council are organizational representatives. These students are also elected and serve one year. The council members have an opportunity to voice their opinions on school government. Assigned faculty members supervise their meetings.

Section 13 Academic Recognition – Graduation with Honors

The school district will recognize the outstanding academic achievement of its graduating seniors in the following manner:

- Summa Cum Laude – A graduating senior with a cumulative GPA of 4.0
- Magna Cum Laude – A graduating senior with a cumulative GPA between 3.800 – 3.999
- Cum Laude – A graduating senior with a cumulative GPA between 3.500 – 3.799

GPA will be calculated on a numeric basis using a four-point scale. The formula to do so is as follows:

> Mark points earned in a course multiplied by the number of potential credits towards graduation assigned to that particular course. The sum of this calculation for each course is then added up with all other courses attempted for that term (for honor roll purposes) or cumulative for overall GPA and is then divided by the total number of academic credits attempted for that term or cumulatively in order to calculate overall high school GPA.
>
> The conversion table that will be used to associate classroom percentage grade performance with a particular letter grade and mark point value has been provided below.

Grade Earned	Percentage Range	Four-Point Scale
A+	98-100	4.00
A	95-97	4.00
A-	93-94	3.667
B+	90-92	3.333
B	87-89	3.00
B-	85-86	2.667
C+	82-84	2.333
C	79-81	2.00
C-	76-78	1.667
D+	74-75	1.333
D	72-73	1.00
D-	70-71	0.677
F	0-69	0

Transfer Students

To provide all students with an equitable GPA calculation, the records of transfer students will be evaluated individually. The goal of this process is to ensure equity and fairness so that those transferring in are given neither an advantage nor a disadvantage in the calculation of GPA.

Selection of Speakers at Graduation, Baccalaureate, Honors Night

Students having achieved recognition as Summa Cum Laude and who are interested in representing their graduating class as speakers at Graduation, Baccalaureate, or Honors Night shall apply at the designated time during the second semester of their senior year. The application process for selection and assignment of interested speakers will be determined by the Administration. In the event no senior students receive Summa Cum Laude recognition or an insufficient number of such students are interested in speaking, senior students having the next highest GPAs will be invited to apply as speakers.

Section 14 Dual Credit Courses

A dual credit course is a college class offered to junior and senior high school students who have a 3.0 cumulative average or better.

A dual credit course, upon successful completion, the student accrues both high school credit towards a high school diploma and postsecondary credits that may lead to a certificate, associate's degree, or bachelor's degree. Dual credit courses could include the following:

- Classes taught in the high school during the day by the high school teacher.
- Online classes taught by dually certified instructors at a college and taught for early entry.
- Students who will be 16 years of age in the current school year may enroll in the CNA class during the second semester of their 10th grade year.

Online College Credit Only classes may also be taken during the regular school day.
Note: Students are responsible for the tuition of these courses.

Section 15 Off-Campus and Work-Based Learning Programs

Seniors maintaining satisfactory academic progress and performance will be allowed to participate in college-sponsored off-campus programs, as well as Work-release/Work-based Learning programs. These programs are designed to give high school seniors the opportunity to (1) participate in on-campus coursework for college credit offered at Northeast Community College and Wayne State College, and (2) to participate in career-oriented internships, apprenticeships, and other paid or volunteer experiences throughout the region. Students will be responsible for transportation, tuition and fees, as well as being expected to complete all assignments and assessments in any coursework missed due to participation in these programs. Additional program information and requirements are available from the High School Office.

Section 16 Homework Policy for Kindergarten - 5th Grade

Purpose of Homework: Homework is an important part of the educational process, designed to reinforce classroom learning, foster independent study habits, and encourage a love of learning. It should be meaningful, manageable, and tailored to the developmental level of the students.

General Guidelines:

1. **Assignments**: Homework will be assigned to be appropriate to the age and abilities of the students. The amount of homework will increase gradually from kindergarten through 5th grade.
2. **Maximum Time Expectations**:
    - Kindergarten - 2nd Grade: None
        i. Parents are encouraged to read at home.
        ii. Homework may be sent home upon request if a student is going to be gone, or may be sent if a child misses an excessive amount of school.
    - Grades 3-4: 20-30 minutes per day.
    - Grade 5: 30-50 minutes per day.

Recess Policy Related to Homework:

- Students will not be required to miss recess to complete homework or assignments, unless other options are exhausted. Recess is a vital part of the school day that supports physical health, social skills, and cognitive development. In cases where homework is incomplete, teachers will provide a designated time during the school day, outside of recess, for students to finish their assignments. If necessary, students may miss a small portion of recess time to complete school work; however, this will only be used when other options are exhausted.
- Maximum amount of time that may be missed per day to complete assignments or homework per grade level:
    - Kdg-2nd - May miss up to half of one recess per day
    - 3rd - 5th - May miss up to half of two recesses per day

Parental Involvement: Parents are encouraged to support their child's learning and their child's homework efforts by providing a quiet space for homework, establishing a regular homework routine, encouraging their child, and communicating with teachers about any homework concerns or difficulties.

If homework is exceeding timelines established above (10 mins per grade level), please let your child's teacher know.

Teacher Responsibilities:

- Ensure that homework is purposeful and not excessively time-consuming.
- Communicate clearly about homework expectations and due dates.
- Provide feedback on completed homework.
- Be available to discuss homework-related issues with students and parents.

Student Responsibilities:

- Complete homework to the best of their ability.
- Ask for help when needed.
- Turn in assignments on time.
- Balance homework with other activities and responsibilities. Homework should not take more than 10 mins per grade level. Let your teacher know if you need help.

This homework policy is designed to ensure that students benefit from homework without it negatively impacting their well-being or recess time. We believe in the importance of balancing academic responsibilities with physical activity and social interaction during recess.

Article 6 - SUPPORT SERVICES

Section 1 Special Education Services

What Does Special Education Mean?

Special education means specially designed instruction and related services adapted as appropriate to the needs of an eligible student with a disability. Special education is provided at no cost to the parent to meet the unique needs of a child with a disability.

Students Who May Benefit

Students can be found eligible for special education services under the following categories: A student found eligible as having autism, an emotional disturbance, deaf-blindness, developmental delay, hearing impairments, intellectual disability, multiple disabilities, orthopedic impairments, other health impairments, specific learning disabilities, speech-language impairments, traumatic brain injury, or visual impairments. Students with such impairments and whose disability has an adverse educational impact may benefit from special education services and related services.

How are Students With Disabilities Identified?

Referrals are made by teachers or parents to a problem solving team. If the student assistance team or comparable problem solving team feels that all viable alternatives have been explored, a referral for multidisciplinary evaluation is completed. An evaluation is conducted to assist in the determination of whether a student has a disability and the nature and extent of the special education and related services the student needs. The evaluation is conducted only with written consent of a parent or guardian. A multidisciplinary evaluation team (MDT) will then meet to determine whether the student is eligible for special education.

Independent Evaluation

If a parent disagrees with an evaluation completed by the school district, the parent has a right to request an independent educational evaluation at public expense. Parents should direct inquiries to school officials to determine if the school district will arrange for further evaluation at public expense. If school district officials feel the original evaluation was appropriate and the parents disagree, a due process hearing may be initiated. If it is determined that the original evaluation was appropriate, parents still have the right to an independent educational evaluation at their own expense.

Reevaluation

Students identified for special education will be reevaluated at least every three (3) years by the IEP team. The IEP team will review existing evaluation data on the student and will identify what additional data, if any, are needed. The school district will obtain parental consent prior to conducting any reevaluation of a student with a disability.

Individual Education Program (IEP)

Upon a student being found eligible as having a disability, a conference will be held with parents. At the conference, an Individualized Education Program (IEP) will be developed specifying programs and services which will be provided by the school. Parent consent will be

obtained prior to a student being placed for the first time in a program providing special education and related services or early intervention services to infants and toddlers. Once in place, the IEP is reviewed on an annual basis, or more frequently as needed. Parents are given a copy of the IEP.

Special Education Placement

The student's placement in a special education program is dependent on the student's educational needs as outlined in the Individual Education Program (IEP). To the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Determination of a student's educational placement will be made by the IEP team.

Written notice shall be given to parents a reasonable time before the school district: 1. Proposes to initiate or change the identification, evaluation, verification, or educational placement of a child or the provision of a free appropriate public education; or 2. Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child.

More Information

Anyone interested in obtaining a copy of the District's special education policy, the Parental Rights in Special Education brochure, or a copy of the Nebraska Department of Education Rule 51 (special education regulations and complaint procedures) or Rule 55 (special education appeal procedures) may contact the Superintendent. A notice of parental rights, Rules 51 and 55, and more information about special education are also available at the Nebraska Department of Education's website: http://www.nde.state.ne.us/SPED/sped.html.

Section 2 Students with Disabilities: Section 504

Accommodations and related services are made available to students with disabilities under Section 504 of the Rehabilitation Act of 1973. Under Section 504, parents have the following rights:

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of your child's disability.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation, or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child receive services and be educated in facilities which are comparable to those provided to students without disabilities.
6. Have your child receive an individualized evaluation and receive special education and related services if your child is found eligible under Section 504.

7. Have evaluation, eligibility, educational, and placement decisions made based on a variety of information sources and by persons who know your child and who are knowledgeable about the evaluation data and placement options.
8. Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if your child were placed in a program operated by the school district.
9. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the school district.
10. Examine all relevant records relating to decisions regarding your child's identification, evaluation, and placement. Obtain copies of educational records at a reasonable cost on the same terms as records are provided to students without a disability unless the fee would effectively deny you access to the records.
11. Receive a response from the school district to reasonable requests for explanations and interpretations of your child's records.
12. Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the school district refuses this request, it shall notify you within a reasonable time and advise you of the right to a hearing.
13. File a local grievance in accordance with school policy.
14. Request an impartial hearing related to decisions regarding your child's identification, eligibility, and educational program or placement with opportunity for participation by the person's parents or guardian and representation by counsel and a review procedure. This is provided in the local grievance procedure.

Section 3 Counseling and Mental Health Services

Laurel-Concord-Coleridge School employs counselor(s) and mental health provider(s) for the purpose of supporting students' social-emotional health and well-being, assisting with the District's testing program, to assist with scheduling, and for students to discuss problems and resolve conflicts. If you wish to see a counselor or mental health provider, stop by the school office and make arrangements for an appointment.

Section 4 Health Services

Student Illnesses

School health personnel will notify parents when a student needs to be sent home from school due to illness. Conditions requiring a student be sent home include: Temperature greater than 100°F, chills/shivering, muscle aches, headache, sore throat, coughing or difficulty breathing, nausea or vomiting, diarrhea, unexplained rashes, live head lice, or on determination by the school nurse that the child's condition prevents meaningful participation in the educational program, presents a health risk to the child or others, or that medical consultation is warranted unless the condition resolves.

Please include emergency daytime phone numbers on your child's enrollment document so that you can be reached if your child becomes ill or injured while at school. Please also inform your school health office staff of health-related information you feel is important for your student's success in the classroom and/or safety at school.

Guidelines for Administering Medication

Whenever possible, your child should be provided medications by you outside of school hours. In the event it is necessary that your child take or have medication available at school, the parents/guardians must provide a signed written consent for the child to be given medication at school. A consent form is available at the school health office. If your child has asthma or diabetes and is capable of self-managing his or her health condition, contact the health office to develop a self-management plan.

Medications must be provided to the school by the parent/guardian in the pharmacy-labeled or manufacturer-labeled bottle. Repackaged medications will not be accepted. All medications also require a physician's authorization to be given at school. The school nurse may limit medications to those set forth in the Physician's Desk Reference (PDR). Please limit the amount of medication provided to the school to a two-week supply.

School Health Screening

Children in Preschool and Kindergarten through third grade, as well as children in sixth and ninth grades are screened for vision, hearing, dental defects, height, and weight. The screening program also incorporates scoliosis and blood pressure at the sixth and ninth grades. Students entering the Student Assistance Process at any grade level and those about whom health concerns are identified to the school nurse may also be screened. Parents who do not wish their child to participate in the school screening program must communicate this in writing to the school health office at the start of the school year. Because Nebraska statutes require school-age screening, parents who remove their child from the screening program must submit findings from an alternate medical provider to the school by December 1.

Physical and Visual Examination

Evidence of a physical examination and a visual evaluation is required within six (6) months prior to entrance into kindergarten and, in the case of transfer from out of state, to any other grade. A physical examination is also required prior to entrance into the seventh grade. The physical examination is to be completed by a physician, a physician's assistant, or an advanced practice registered nurse; the visual evaluation is to be completed by any of the foregoing or an optometrist. A parent or guardian who objects to the physical examination and/or visual evaluation may submit a written statement of refusal for his or her child. Waiver forms are available in the school health office. Additional physical examination requirements exist for students participating in athletic participation.

Immunizations

Students must show proof of immunization. A student who does not comply with the immunization requirements will not be permitted to continue in school. Students with medical conditions or sincerely held religious beliefs which do not allow immunizations must complete a waiver statement or affidavit. Forms are available in school health offices.

Unimmunized students may be excluded from school in the event of a disease outbreak.

Summary of the School Immunization Rules and Regulations for Current 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, *Hib not required after child reaches 5 yrs. 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. *Pneumococcal not required after child reaches 5 yrs. of age.
Students from Kindergarten through 12th Grade, including all transfer students from outside the State of Nebraska and any foreign students	3 doses of DTaP, DTP, DT, or Td vaccine, one given on or after the 4th birthday, 3 doses of Polio vaccine, 3 doses of pediatric Hepatitis B vaccine or 2 doses of adolescent vaccine if the 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.
Additionally, for 7th Grade Only	1 dose of Tdap (must contain Pertussis booster)

Birth Certificate Requirements

State law requires that a certified copy of a student's birth certificate be provided within 30 days of enrollment of a student in school for the first time. You may obtain a certified copy from the Bureau of Vital Statistics in the state in which your child was born. Assistance in obtaining birth certificates may be obtained from Health Records Management, P.O. Box 95065, Lincoln, NE 68509-5065. There is a fee per certificate.

Please note: The document parents receive from the hospital looks like a birth certificate, but it is not a certified copy. A certified copy has the raised seal of the state of Nebraska on it and is signed by the director of vital statistics.

If a birth certificate is unavailable, other reliable proof of a student's identity may be used. These documents would include naturalization or immigration documents showing date of birth or official hospital birth records, a passport, or a translation of a birth certificate from another country. The documents must be accompanied by an affidavit explaining the inability to produce a copy of the birth certificate.

Guidelines for Head Lice

The following guidelines are in place to: better control a nuisance condition; reduce absenteeism due to head lice; and involve parents as partners with the school in control efforts:

1. Children will be sent home from school for live head lice. In the event a child has two (2) cases of live lice in a semester, the child will be sent home until free of both live lice and nits (eggs).
2. Health office staff will provide written treatment information and instructions, including how to check and identify head lice*.
3. A child who is sent home from school for head lice should miss no more than two (2) school days.
4. A child who has been sent from school due to head lice must come to the health office for inspection before returning to class.
5. A child who returns to class with nits (eggs) will be checked again in 7-10 days.
6. Families are encouraged to report head lice to the school health office.
7. Classroom-wide or school-wide head checks will be conducted as needed in order to control the condition at school.
8. *Nit removal will be emphasized for effective management of the condition. For more information, call the nurse at your child's school.

Section 5 Transportation Services

Transportation to and from school is provided to students in accordance with law and Board policy. Students may also be provided transportation on field trips and when participating in school activities. Students are expected to follow the behavioral expectations for riding school buses.

Behavior on School Buses

I. General Conduct Rules Apply: While riding school buses, you are expected to follow the same student conduct rules, which apply when you are on school property or attending school activities, functions, or events. There are also special conduct rules for riding school buses. These rules also apply to riding other school vehicles.

II. Special Conduct Rules for Riding School Buses:

A. Rules for Getting On and Off the Bus

1. Be on time to be picked up. As a general rule, get to your bus stop five (5) minutes before your scheduled pick up time. If you miss the bus, come to the Central Office, and your parent will be called.
2. While waiting for the bus, stay at least five (5) feet away from the street, road, or highway. Wait until the bus comes to a complete stop before approaching the bus.
3. You may exit the bus only at your approved destination (your school or your approved bus stop). Exit the bus as directed by the driver. Do not run.
4. If you must cross the street after exiting the bus, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.

B. Rules on the Bus

1. Be respectful of the bus driver. Immediately follow all directions of the driver and any paraprofessional or adult on the bus.
2. Sit in your seat facing forward. Use seat belts in vehicles in which they are available.
3. Talk quietly and use appropriate language.
4. Keep all parts of your body inside the bus.
5. Keep your arms, legs, and belongings to yourself.
6. No fighting, harassment, bullying, intimidation, or horseplay.
7. Do not throw any object.
8. No eating, drinking, use of tobacco, alcohol, drugs, or flammables.
9. Do not bring any weapon (real or imitation) or dangerous objects on the school bus.
10. Do not damage the school bus.

III. Getting the Driver's Assistance: If you need assistance from the driver, wait until the bus is at a full stop. If you are close enough, tell the driver what you need. If you are too far away for the driver to hear you, ask a student in front of you to get the driver's attention. If necessary, walk up to the driver, while the bus is at a full stop. If you need immediate assistance for an emergency, take all action needed to safely get the help of the driver.

IV. Consequences for Rule Violations: Consequences for school bus misconduct may include restriction or suspension of bus privileges and other disciplinary measures, up to and including expulsion from school.

Article 7 - DRUGS, ALCOHOL AND TOBACCO

Section 1 Drug-Free Schools

The District implements regulations and practices which will ensure compliance with the federal Safe and 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. The consistent message of the program is that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful.

Section 2 Education and Prevention

The District promotes comprehensive, age-appropriate, developmentally-based drug and alcohol education and prevention programs. The curriculum includes the teaching of both proper and incorrect use of drugs and alcohol for all students in all grades. The District provides in-service orientation and training for staff with regard to drug and alcohol education and prevention programs.

Drug and Alcohol Use and Prevention. Each student of the District is hereby 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.

Drug and Alcohol Education and Prevention Program of the District Pursuant to the Safe and Drug-Free Schools and Communities Laws and Regulations. All students are 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. Information concerning available drug and alcohol counseling, rehabilitation, and re-entry programs is available to all of the students upon request of the Counselor. In the event of disciplinary proceedings against a student for any District policy pertaining to the prohibition against the unlawful possession, use, or distribution of illicit drugs and alcohol, appropriate school personnel will confer with the student and the student's parents or guardian concerning available drug and alcohol counseling, rehabilitation, and re-entry programs that appropriate school personnel consider to be of benefit.

Safe and Drug-Free Schools—Parental Notice. Pursuant to the provisions of the No Child Left Behind Act, 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 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.

Section 3 Standards of Student Conduct Pertaining to Drugs, Alcohol, and 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 or alcohol 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, and 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).

<u>Disciplinary Sanctions</u>
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 expulsion and referral to appropriate authorities for criminal prosecution. In particular, students should be aware that:

1. Violation of these standards may result in suspension or expulsion.
2. Prohibited substances will be confiscated and unlawful substances will be turned over to law enforcement authorities.
3. The student may be referred for counseling or treatment.
4. Parents or legal guardians will be notified.
5. Law enforcement will be notified.
6. If it appears there is imminent danger to the student, other students, school personnel, or students involved, emergency medical services will be contacted.

<u>Intervention</u>
The 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 environment, the school has the right and responsibility to refer the student for a formal chemical dependency diagnosis based on behavior observed by school staff.

<u>Administration</u>
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.

Article 8 - STUDENT CONDUCT RULES

Section 1 Purpose of Student Conduct Rules

These student conduct rules are established to maintain a school atmosphere which is conducive to learning, to aid student development, to further school purposes, and to prevent interference with the educational process. Violations of the rules will result in disciplinary action.

Section 2 Forms of School Discipline

A. Short-Term Suspension: Students may be excluded by the Principal or the Principal's designee from school or any school function for a period of up to five (5) school days (short-term suspension) on the following grounds:
   a. Conduct that constitutes grounds for expulsion, whether the conduct occurs on or off school grounds; or,
   b. Other violations of rules and standards of behavior adopted by the Laurel-Concord-Coleridge School Board of Education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.

The following process will apply to short-term suspensions:

1. The Principal 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.
2. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what 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.
3. 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.
4. 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.

5. A student on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.

B. Long-Term Suspension: A long-term suspension means an exclusion from school and any school functions for a period of more than five (5) school days but less than twenty (20) school days. A student, who 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.

C. Expulsion:

1. Meaning of Expulsion.
   Expulsion means exclusion from attendance in all schools, grounds, and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless (a) the misconduct occurred within ten (10) school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) the misconduct occurred within ten (10) school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period.
2. 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.
3. 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.
4. 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.

5. 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 (1) 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.
6. Students Subject to Juvenile or Court Probation. Prior to the readmission to school of any student who is less than 19 years of age and who is subject to the supervision of a juvenile probation officer or an adult probation officer pursuant to a court order, 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.
7. 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.
8. 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.

D. 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.

E. Other Forms of Student Discipline. Administrative and teaching personnel may 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 be limited to, counseling of students, parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions. 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.

Section 3 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.

A. 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, a controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance, or an inhalant. Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.
8. Public indecency or sexual conduct;
9. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events;
10. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction;
11. Engaging in any activity forbidden by law which constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion regardless of the time or location of the offense if the conduct creates or

had the potential to create a substantial interference with school purposes, such as the use of the telephone or Internet off-school grounds to threaten; or

12. 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. Willfully violating the behavioral expectations for those students riding Laurel-Concord-Coleridge School's buses or other school transportation.
16. 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.
17. 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 no more than one (1) calendar year. "Firearm" means a firearm as defined in 18 U.S.C. 921, as that statute existed on January 1, 1995. That statute includes the following statement: "The term 'firearm' means (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device." The Superintendent may modify such one (1) 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 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). In the event that 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.

B. 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 at Laurel-Concord-Coleridge School are expected to dress in a way that is appropriate for the school setting. Students should not dress in a manner that is dangerous to the health and safety of anyone or interferes with the learning environment or teaching process in our school. The following is a list of examples of attire that will not be considered appropriate, such list is not exclusive and other forms of attire deemed inappropriate by the administration may be deemed inappropriate for the school setting:
    a. Clothing that shows an inappropriate amount of bare skin or underwear (midriffs, spaghetti straps, sagging pants) or clothing that is too tight, revealing, or baggy, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, or otherwise of an appropriate size and fit so as to be revealing or drag on the ground.
    b. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.

c. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage "horse-play" or that would damage property (e.g. cleats).
d. Head wear and head coverings, including hats, caps, and hoods.
e. Clothing or jewelry, which exhibits nudity, makes sexual references, or carries lewd, indecent, or vulgar double meaning.
f. Clothing or jewelry that is gang-related.
g. Bare feet (Some type of footwear must be worn at all times.)

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.

School officials reserve the right to request immediate attire changes from students. Parents will be contacted by the school and the student will be provided options including, but not limited to, changing the attire using alternate personal or school-provided clothing, or turning the clothing item inside-out. Refusal to comply with administrative requirements may result in disciplinary action and consequences related to noncompliance or insubordination.

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:
   "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:

Tests: (includes tests, quizzes, and other examinations or academic performances).

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.

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.

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.

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.

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.

Papers: (includes papers, essays, lab projects, and other similar academic work).

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.

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.

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.

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.
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.
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.

"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:

Failure to Credit Sources: Copying work (words, sentences, paragraphs, and/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.
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.

"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. Artificial Intelligence

Laurel-Concord-Coleridge School acknowledges that artificial intelligence continues to emerge as a resource that may assist students with future technology and different wants of learning. However, artificial intelligence also poses a challenge to delineate the responsible use of artificial intelligence with student plagiarism. As a result, the Board of Education has adopted policy to specifically address how the District will address academic honesty and integrity regarding a student's use of artificial intelligence.

Permissible Uses of Artificial Intelligence in School Assignments

Students may use artificial intelligence or related platforms when any of the following occurs:

1. The student receives advance permission from the teacher for the given assignment or project; or
2. The teacher's classroom rules or expectations established artificial intelligence as a permissible resource for students to access.

Any student with questions about the use of artificial intelligence should contact their teacher in advance of using artificial intelligence to assist with any assignment. It is the responsibility of each student to understand the permissible use (if any) of artificial intelligence in a given class or a particular assignment. Students must be fully forthright and honest about their use of artificial intelligence to assist with any school assignment.

Impermissible Uses of Artificial Intelligence in School Assignments
Unless otherwise permitted by this Policy, students may not use artificial intelligence or related platforms to assist or complete any assignment, project, test, or other school-related task. The impermissible use of artificial intelligence may subject the student to discipline in accordance with the District's plagiarism policy and academic dishonesty rules.

d. Sanction

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 Communication Devices

a. Philosophy and Purpose. Laurel-Concord-Coleridge School strongly discourages students from bringing and/or using electronic communication devices at school. The use of electronic communication 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 communication devices, the District hereby establishes the following rules and

regulations governing student use of electronic communication devices, and procedures to address student misuse of electronic communication devices.

b. Definitions.
    i. "Electronic Communication Devices" means any device which transmits by electronic means any writing, sound, visual image, or data of any nature to another electronic communication device. Electronic communication devices include a cell phone.
    ii. "Sexting" means generating, sending or receiving, encouraging others to send or receive, or showing others, through an electronic communication device, a text message, photograph, video, or other medium that:
        1. 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
        2. 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,
        3. 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 Communication Devices.
    i. Unless expressly approved by the teacher, school staff member, or a school administrator, electronic communication device usage, including but not limited to, cell phones, smart watches/bands, and wired or wireless headphones/earbuds, is restricted during instructional class time, independent work times, and study hall periods.
    ii. A student is permitted to possess and use electronic communication devices before school hours (high school and middle school), at lunchtime (high school only), at their locker during passing periods (high school only), and after school hours (high school and middle school), provided that the student not commit any abusive use of the device (see paragraph d. Violations (i)). Administrators have the discretion to prohibit student possession or use of electronic communication 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.
    iii. Students may use electronic communication devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care Plan.
    iv. **K-5 Electronic Communication Devices**
        1. No electronic communication devices, including cell phones and smart watches, are allowed to be used or worn during the school day. Students are asked to keep electronic communication devices in their bookbags. Students may access their devices before or after school, if needed. Parents are encouraged to call the school to leave a message for their child. No cell phones will be allowed on field trips, unless required for a

medical need or other extenuating circumstance. Field trip sponsors will have emergency contact information and will communicate with parents if needed. Parents are encouraged to call the school if their child is on a field trip and they need to leave a message with their student so the school can contact the appropriate field trip sponsor.

d. Violations

i. Prohibited Use of Electronic Communication Devices: Students shall not use electronic communication 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, including "deep fakes" or other computer-generated images of students or staff intended to bully, harass, intimidate, or humiliate another student or staff member; (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.

ii. Disposition of Confiscated Electronic Communication Devices

1. Electronic communication 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 communication 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 at the end of the school day.

a. 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 communication device to the school administration and a conference between the student and school principal or assistant principal. The electronic communication 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 communication device at the end of the school day.

b. 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 communication 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

communication 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 communication device.

c. 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 communication 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 device(s) will need to be checked into the front office at the beginning of each day and will then be returned at the end of the day. Administration will determine the duration of any such consequence(s).

d. Subsequent Violations: 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 communication 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 communication device shall remain in the possession of the school administration until at least the conclusion of the school day and as the student's parent/guardian personally comes to the school's main office and retrieves the electronic communication device. The device(s) will need to be checked into the front office at the beginning of each day and will then be returned at the end of the day. Administration will determine the duration of any such consequence(s). Additionally, Detention, ISS, or OSS may be assigned.

e. Penalties for Prohibited Use of Electronic Communication Devices: Students who receive a "sexting" message are to report the matter to a school administrator. Students shall not participate in sexting or have any "sexting" message on their electronic communication 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.

f. Reporting to Law Enforcement. Violations of this policy regarding the prohibited use of electronic communication 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.

g. Responsibility for Electronic Communication Devices. Students or their parents/guardians are expected to claim a confiscated electronic communication device within ten (10) days of the date it was relinquished. The school shall not be responsible, financially or otherwise, for any unclaimed electronic communication 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 communication devices and is not financially responsible for any damage, destruction, or loss of electronic communication devices.

3. Harassment and Bullying Policy: One of the missions of Laurel-Concord-Coleridge School is to provide a safe and secure environment for all students and staff. Positive behaviors (non-violence, cooperation, teamwork, understanding, and acceptance of others) are encouraged in the educational program and required of all students and staff. Inappropriate behaviors (bullying, intimidation, and harassment) are to be identified and corrected. Students and staff are to avoid such behaviors. Strategies and practices are implemented to reinforce positive behaviors and to discourage and protect others from inappropriate behaviors.

"Bullying" is behavior where one person or group engages in a harmful action towards another person or group acting on a real or perceived imbalance of power or view of superiority. The behavior typically includes verbal (e.g. teasing or name-calling) and physical aggression (e.g. hitting or pushing), threatening, excluding or ignoring, spreading rumors, or taking, defacing or destroying the others' property. "Harassment" includes the same actions, though not necessarily from a standpoint of perceived power. Harassment is prohibited. Bullying and harassment is a violation of student conduct rules and appropriate disciplinary measures, up to expulsion, will be enforced. When bullying or harassment is done on the basis of gender, disability, race, or other protected status, it is considered a very serious offense for which expulsion may be a likely consequence depending on the severity of the conduct.

Students who are the victim of bullying or harassment or who observe such occurrences are to promptly report the problem to their teacher or to the Principal so the problem can be addressed. Students who make reports of bullying activity will not be retaliated against for making the report.

4. Inappropriate Public Displays of Affection (IPDA): Students are not to engage in inappropriate public displays of affection on school property or at school activities. Such conduct includes kissing, touching, fondling, or other displays of affection that would be reasonably considered to be embarrassing or a distraction to others. Students will face the following consequences for IPDA:

a. 1st Offense: Students will be confronted and directed to cease.
b. 2nd Offense: Students will be confronted, directed to cease, and parents will be notified.

c. 3rd Offense: Students will be assigned In-School Suspension for a minimum of one (1) day, and parents and students will need to meet with Administrator(s) and/or counselor.
d. If this type of behavior continues, or if the IPDA is lewd or constitutes sexual conduct, the student could face additional suspensions or expulsion.

5. Specific Rule Items: The following conduct may result in disciplinary action which, in the repeated violations, may result in discipline up to expulsion.
   a. Seeds are not allowed in the school building or classrooms. The pop machine is closed until after school, and pop is to be consumed outside.
   b. Students are expected to bring all books and necessary materials to class. This includes study halls.
   c. Assignments for all classes are due as assigned by the teacher.
   d. Students are not to operate the mini-blinds or the windows without permission of the teacher.
   e. 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.
   f. Students are to be in their seats and ready for class on the tardy bell.
   g. 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.
   h. 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.
   i. 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.
   j. Snow handling is prohibited.

6. Network, E-Mail, Internet and Other Computer Use Rules:
   a. General Rules:
      i. The network is provided to staff and students to conduct research and communicate with others. Access to network services is given to staff and students who have agreed to act in a responsible manner. Parental permission is required for student use. Access for all staff and students is a privilege and not a right.
      ii. Individual users of the district network are responsible for their behavior, actions, problems, and communications involving and over the network. Users will comply with district rules and will honor the agreements they have signed. Beyond clarification of such rules, the district is not responsible for restricting, monitoring, editing, or controlling the information, equipment, or communications of individuals utilizing the network or the end product or result of such utilization.
      iii. Network storage areas shall be treated like school lockers for students. Network administrators may review files, information, equipment,

messages, and communications of staff and students to maintain system integrity and ensure that users are using the network system responsibly. Users should not expect that files or any information stored or otherwise used or retained on the network, district servers, or in computers, will be private. No reasonable expectation of privacy shall exist in relation to network use.

iv. Users should not expect, and the district does not warrant, any information or products obtained from the network, that files or information stored, obtained, or used on the network will be private, and use of the network waives and relinquishes all such privacy rights, interests, or claims to confidentiality the user may have under state or federal law.

v. The district will not be liable for, and does not warrant in any way, purchases made by any user over the network. Users shall not make purchases of goods and/or services via the district's network.

b. Policy and Rules for Acceptable Use of Computers and the Network: The following policy and rules for acceptable use of computers and the network, including Internet, shall apply to all district administrators, faculty, staff, and students. The term "Users", as contained herein, shall apply to all such individuals. The Superintendent, or the Superintendent's designee, is hereby delegated all authority and is the ultimate person in charge of the district network and technology resources or equipment, and the same shall also be under the direct supervision of the site or building administrator where located, sometimes herein called "network administrators."

i. Users shall not erase, remake, or make unusable anyone else's computer, information, files, programs, or disks. In addition to any other disciplinary action or legal action that may occur, any user violating this rule shall be liable for any and all damages to the computer, information, files, programs, or disks.

ii. Users shall not let other persons use their name, account, log-on password, or files for any reason (except for authorized staff members).

iii. Users shall not use or try to discover another user's account or password.

iv. Users shall not use the computers or network for non-instructional or non-administrative purposes (e.g., games or activities for personal profit).

v. Users shall not use the computer for unlawful purposes, such as illegal copying or installation of unauthorized software.

vi. Users shall not copy, change, or transfer any software or documentation provided by teachers or other students without permission from the network administrators.

vii. Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code, software, or information designed to self-replicate, damage, or otherwise hinder the performance of the network or any computer's memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.

viii. Users shall not use the computer to annoy or harass others with language, images, or threats. Users shall not access, accept, create, or send any

obscene, vulgar, lewd, tasteless, or objectionable messages, information, language, or images.

ix. Users shall not damage the network or equipment, damage information belonging to others, misuse network resources, or allow others to misuse network resources. In addition to any other disciplinary action or legal action that may occur, any user violating this or any other rule shall be liable for any and all damages to the computer, network, information, files, programs, or disks.

x. Users shall not tamper with computers, networks, printers, or other associated equipment except as directed by the teacher or network administrator.

xi. Users shall not take technology equipment (hardware or software) from the school grounds or remove such from computer work areas without written permission of the network administrator.

c. Etiquette and Rules for Use of Computers and the Network: All users of computers and the network are expected to abide by the generally accepted rules of network etiquette. Informal rules of behavior have evolved for the use of and communication on the network, Internet, and other online services.

Breaches can result in harsh criticism by others. These rules of behavior include (but are not limited to) the following:

i. Be polite. Do not become abusive in your messages to others.

ii. Use appropriate language. Do not swear or use vulgarities or any other inappropriate language, message, information, or images.

iii. Do not reveal your personal account, address, or phone numbers, or that of other students or colleagues.

iv. Note that electronic mail (e-mail) is specifically not guaranteed to be private. People who operate the system do have access to mail. Messages relating to or in support of illegal activities may be reported to the authorities. Messages which violate the rules will result in disciplinary action.

v. All communications and information accessible via the network should be assumed to be private property of others.

vi. Do not place unlawful information on any network system.

vii. Keep paragraphs and messages short and to the point. Focus on one subject per message.

viii. Include your signature at the bottom of email messages. Your signature footer should include your name, position, affiliation, and network or Internet address.

ix. Other rules may be established by the network administrators or teachers from time to time.

d. Penalties for Violation of Rules: All of the policies, rules, and procedures for acceptable use of computers and the network are intended to make the computers

and the network more reliable for users. They are also intended to minimize the burden of administering the networks so that more time can be spent on education and enhancing services. Use of the computer and access to telecommunications resources is a privilege and not a right. Violation of the policies, rules, and procedures concerning the use of computers and the network may result in disciplinary action up to, and including, loss of access, suspension, and/or expulsion of students from school and loss of access, suspension, termination, non-renewal, or cancellation of the contract of administrators, teachers, or other school employees.

e. Student and Parent Agreements: Students and parents may be required to sign a computer and network use agreement as a condition of the student being permitted to use such equipment.

7. Risks of Social Networking: The purpose of this message is to give our students information about the risks of using Snapchat, Instagram, Facebook, and similar social networking sites.

   These sites are public sources of information. The information may be seen by your school administrators, your parents, and law enforcement. It is also accessible to people who you don't even know now, but may later want to impress, such as university admissions and scholarship officials and prospective employers. In fact, many large companies now search the Internet as a means of conducting background checks on job applicants. What you say now on social media sites may affect you years later.

   What you say now on social media sites may also affect you right now. Pictures or writings that show that you have violated student conduct rules may result in school discipline. A picture of a student drinking a beer may very well lead to a suspension from activities if the school learns about it. Criminal charges may be filed against you based on information posted on social media.

Section 4 Reporting Student 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 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 parent(s) or guardian(s).

Article 9 - EXTRACURRICULAR ACTIVITIES

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.

<u>Safety</u>

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.

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, dance team, cheerleading, Spirit Club, Pep Band, vocal, band, speech and drama, One-Act, FFA, FBLA, FCCLA, Skills USA, Art Club, Math Club, Science Club, Spanish Club, Student Council, 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 is the Code of Conduct Applicable: 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 is the Code of Conduct Applicable: 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) or that has the appearance of a weapon, or bringing or possessing any explosive device, including fireworks, on school grounds or at a school function or event, or in a manner that is unlawful or contrary to school activity rules.
7. Selling, using, possessing, or dispensing alcohol, tobacco, narcotics, drugs, a controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material

represented to be alcohol, narcotics, drugs, a controlled substance, or an inhalant. (Note: Refer to "Drug and Alcohol Violations" for further information).
8. Public indecency.
9. Sexual assault or attempting to sexually assault any person. Engaging in sexual conduct, even if consensual, on school grounds or at a school function or event.
10. Engaging in any activity forbidden by law which constitutes a danger to other students, interferes with school purposes or an extracurricular activity, or reflects a lack of high ideals.
11. Repeated violation of any of the school rules.
12. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes, or assigned activities.
13. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to a school employee, school volunteer, or student. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion.
14. Willfully violating the behavioral expectations for those students riding Laurel-Concord-Coleridge School buses or vehicles used for activity purposes.
15. Failure to report for the activity at the beginning of the season. Reporting for one activity may count as reporting on time if there is a change in activity within the season approved by the coach or the supervisor.
16. Failure to participate in regularly scheduled classes on the day of an extracurricular activity or event.
17. Failure to attend scheduled practices and meetings. If circumstances arise to prevent the participant's attendance, the validity of the reason will be determined by the coach or sponsor. Every reasonable effort should be made to notify the coach or sponsor prior to any missed practice or meeting.
18. All other reasonable rules or regulations adopted by the coach or sponsor of an extracurricular activity shall be followed, provided that participants shall be advised by the coach or sponsor of such rules and regulations by written handouts or posting on bulletin boards prior to the violation of the rule or regulation.
19. Failure to comply with any rule established by the Nebraska School Activities Association, including, but not limited to, the rules relating to eligibility.

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

Consequences
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 procedures, 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.

Students may be suspended from participation in extracurricular 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. During a suspension, participants may be required or permitted to practice at the sole discretion of the coach or activity sponsor.

When Suspensions Begin
All suspensions begin as soon as it has been determined that a violation has occurred and after the determination by school officials of the sanction to be imposed. 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. In the event of any uncertainty or disagreement, the Superintendent shall make the final determination on when a suspension begins and ends.

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.

Tobacco, Alcohol and Drug 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 or on one's person.

Determining a Tobacco, Alcohol, or Drug 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 self-reports and/or admits to violating the Code of Conduct.
4. When a student is witnessed by a paid employee of the school district who actually saw the student in physical contact of tobacco, alcohol, and/or drugs, or to have had them on their person.

5. When school officials otherwise find sufficient reliable and credible evidence to support a determination that a violation has occurred.

Consequences for Possession or Use of Tobacco, Alcohol, and/or Drugs
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.

Whenever a student violates the Code of Conduct by possession or consumption of tobacco, alcohol, and/or drugs, there are two possible consequences for the action. The consequence to be enforced is determined by whether the violation is Self-Reported by the student or if the violation is Not Self-Reported by the student, but is reported by a law enforcement official, a matter of public record, or is witnessed by a paid employee of the school district.

To be considered Self-Reported, the student must report the violation to the High School Principal, Superintendent, or a Coach/Sponsor within 72 hours of the violation. A violation may also be considered Self-Reported if the student admits and takes responsibility for her/his actions upon initial interview/questioning by a school official. Self-Reporting is only applicable to a student whose violation occurs off school grounds, not at a school function or event, and not in a school vehicle. The intent of Self-Reporting is to encourage personal responsibility for one's actions in a truthful manner. The consequences for students who take responsibility for their actions will be less.

The term "witnessed" shall mean to have actually seen a student in physical contact of tobacco, alcohol, and/or drugs, or to have had them on their person, or to have been under the influence of the same.

Students who have violated the Code of Conduct policy related to possession or use of tobacco, alcohol, and/or drugs, but do not have a subsequent violation for a full calendar year (365-calendar days), shall have previous violations removed from consideration and enforcement of consequences. This allows students who make mistakes the opportunity to learn and to modify their actions. However, students who accumulate three or more violations of the Code of Conduct policy related to possession or use of tobacco, alcohol, and/or drugs, during their high school enrollment, will have prior accumulated violations considered in determination of consequences.

An activity participant who violates the drug or alcohol rules (other than steroids) shall be prohibited from participating in any extracurricular activity for the following minimum periods:

1. First Violation: For a first violation of the Code of Conduct policy related to possession or use of tobacco, alcohol, and/or drugs, the following consequences apply:
    a. Self-Reported Violation:14-calendar day suspension from activities
    b. Not Self-Reported Violation: 21-calendar day suspension from activities
    c. The activity suspension must include at least one contest, performance, or event. If such contest, performance, or event does not occur during the imposed suspension period, the next occurring contest, performance, or event will apply,

regardless of activity or season. The activity suspension applies to the entire day of such contest, performance, or event. Activity suspensions in the Spring will be carried over to the Fall when the suspension has not been fully served.

2. Second Violation: For a second violation of the Code of Conduct policy related to possession or use of tobacco, alcohol, and/or drugs, and occurring within 365-calendar days of the first violation, the following consequences apply:
    a. Self-Reported Violation: 42-calendar day suspension from activities
    b. Not Self-Reported Violation: 63-calendar day suspension from activities
    c. Reduction for Participation in Chemical Dependency Program: (This option is provided only one time and only for a second violation.) If the student and parents agree to participate in a school-approved program for chemical dependency, the activities suspension will be reduced to 21-calendar days. The program must be administered by a certified alcohol and drug abuse counselor or agency and be approved in advance by the school authorities. The student must successfully complete the approved chemical dependency program. Proof of successful completion of the program must be submitted in writing to the High School Principal, or designee, within 21 calendar days of the violation. Failure to participate and successfully complete the approved chemical dependency program will cause the participating student to be suspended from extracurricular activities for the remainder of the second violation consequence. All costs associated with the program are the responsibility of the student/parent or guardian.
    d. The activity suspension must include at least one contest, performance, or event. If such contest, performance, or event does not occur during the imposed suspension period, the next occurring contest, performance, or event will apply, regardless of activity or season. The activity suspension applies to the entire day of such contest, performance, or event. Activity suspensions in the Spring will be carried over to the Fall when the suspension has not been fully served.

3. Third and Subsequent Violation(s): A third and any subsequent violations shall result in 270- or 365-calendar day suspensions from activities even if the subsequent violation(s) do not occur within the past full calendar year (365-calendar days).
    a. Self-Reported Violation: 270-calendar day suspension from activities
    b. Not Self-Reported Violation: 365-calendar day suspension from activities
    c. The activity suspension must include at least one contest, performance, or event. If such contest, performance, or event does not occur during the imposed suspension period, the next occurring contest, performance, or event will apply, regardless of activity or season. The activity suspension applies to the entire day of such contest, performance, or event. Activity suspensions in the Spring will be carried over to the Fall when the suspension has not been fully served.

4. 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 restricted by the foregoing and may be established at the discretion of the administration. The

Superintendent shall have the authority to determine what constitutes a more serious violation and may develop guidelines to implement consistent discipline in accordance with this section.

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: 28-calendar days
2. Second or Any Subsequent Offense: 365-calendar days.

Procedures for Extracurricular Discipline
The following procedures are established for suspensions from participation in extracurricular activities:

1. Investigation. The school official(s) considering the violation(s) and suspension will conduct a reasonable investigation of the facts and circumstances and determine whether a violation occurred. The investigation will be initiated within 72 hours of the school official(s) becoming aware of a student's potential violation.
2. Meeting. Prior to determination of a violation and 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. If the alleged violation occurred off school grounds, not at a school function or event, or not in a school vehicle, the student's parent or guardian will be contacted and provided the opportunity to attend or participate in such meeting.
    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 cannot reasonably be held before the suspension is to begin. In that case, the meeting will occur as soon as reasonably practicable. The student and parent/guardian (as applicable) 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 guardians 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 five or more unexcused absences in the quarter 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.

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 5 credit hours (one course/class) in the semester of participation.
    a. 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. Eligibility criteria for part-time students is governed by Policy 5004, NSAA bylaws, and state law.

2. To be eligible to participate in extracurricular activities, after the second week of each semester, a student's semester grade must be passing in all but one (1) subject area. Any student failing more than one (1) course will be placed on academic probation for one (1) week (Tuesday-Monday). Students will have a one (1) week period to bring their grades to a passing level. If, after the end of that time, the student is failing two (2) or more classes (does not have to be the same classes), the student will be ineligible for the following week. Raising grades during that time will have no effect on the eligibility for that week. If, at the end of the week in which the student was ineligible, the student is still failing more than one (1) class, the ineligibility continues for the next week. Students do not get another week of probation until they have worked themselves off of the ineligibility list by having one (1) or fewer failing grade averages. During a period of ineligibility, students are expected to attend practice sessions for the activities in which they are involved. The eligibility list will be generated at 8:00 a.m. on Tuesdays.
3. Academic requirements do not apply to:
    a. Instructional field trips which are a part of the scheduled course learning experience; and
    b. Activities or events which are a part of the student's grade requirements.

Section 5 "Team Selection" and "Playing Time"
"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.

Section 6 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 Laurel-Concord-Coleridge School and their guests may attend.
    a. Students currently attending Laurel-Concord-Coleridge High School or another Nebraska high school who have not been restricted from attending extracurricular activities at Laurel-Concord-Coleridge High School or their own school are generally considered appropriate dates or invited guests.
    b. Persons who are younger than 16 or older than 20 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 grades levels at Laurel-Concord-Coleridge School. For any dances at the middle school level, only students attending Laurel-Concord-Coleridge School 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.
    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 the 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.
h. Students are not permitted to attend a school dance if they are currently on the Failing List.

2. Prohibited Substances: Alcoholic beverages, illegal drugs, and tobacco, including electronic nicotine delivery systems, are prohibited. Anyone using prohibited substances 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 the Homecoming shall meet that general standard as determined by the administration and, in addition, meet the following specific academic, activity, and conduct standards:

- Only a senior female shall be eligible to be Queen and only a senior male shall be eligible to be King.
- To be eligible, a candidate must agree to attend the entire Homecoming Dance and represent the school properly.
- The Queen and King will be chosen from the qualified nominees by secret vote of the student body. Crowning will be held during Homecoming Week.

Section 7 Relationships Between Parents and Coaches/Sponsors
Both parenting and coaching are very difficult vocations. By establishing an understanding between coaches and parents, both are better able to accept the actions of the other and provide a more positive experience for everyone.

Parents have the right to know the expectations placed on them and their children. Coaches and sponsors have the right to know that if parents have a concern, they will discuss it with the coach at the appropriate time and place.

Parents' Role in Interscholastic Athletics and Other Extracurricular Activities

Communicating with Your Children:

- Make sure that your children know that win or lose, scared or heroic, you love them, appreciate their efforts, and are not disappointed in them. This will allow them to do their best without fear of failure. Be the person in their life they can look to for constant positive reinforcement.
- Try your best to be completely honest about your child's athletic ability, competitive attitude, sportsmanship, and actual skill level.
- Be helpful but don't coach them. It's tough not to, but it is a lot tougher for the child to be flooded with advice and critical instruction.
- Teach them to enjoy the thrill of competition and to be "out there trying," to be working to improve their skills and attitudes. Help them develop the feeling for competing, for trying hard, for having fun.
- Try not to relive your athletic life through your child in a way that creates pressure. If they are comfortable with you win or lose, then they are on their way to maximum enjoyment.
- Don't compete with the coach. If your child is receiving mixed messages from two (2) different authority figures, he or she will likely become disenchanted.
- Don't compare the skill, courage, or attitude of your child with other members of the team.
- Get to know the coach(es). Then you can be assured that his or her philosophy, attitudes, ethics, and knowledge are such that you are happy to have your child under his or her leadership.
- Always remember that children tend to exaggerate, both when praised and when criticized. Temper your reaction and investigate before overreacting.

Communicating with the Coach

- Communication you should expect from your child's coach includes:
    - Philosophy of the coach
    - Expectations the coach has for your child
    - Locations and times of all practices and contests
    - Team requirements
    - Procedure should your child be injured
    - Discipline that results in the denial of your child's participation
- Communication coaches expect from parents
    - Concerns expressed directly to the coach
    - Notification of any schedule conflicts well in advance
    - Specific concerns in regard to a coach's philosophy and/or expectations
- Appropriate concerns to discuss with coaches:
    - The treatment of your child, mentally and physically

    - Ways to help your child improve
    - Concerns about your child's behavior
    - Injuries or health concerns. Report injuries to the coach immediately!! Tell the coach about any health concerns that may make it necessary to limit your child's participation or require assistance of trainers. Students are sometimes unwilling to tell coaches when they are injured, so please make sure the coach is told.
- Issues not appropriate to discuss with coaches:
    - Playing time
    - Team strategy
    - Play calling
    - Other student-athletes (except for reporting activity code violations)
- Appropriate procedures for discussing concerns with the coaches:
    - Call to set up an appointment with the coach
    - Do not confront a coach before or after a contest or practice (these can be emotional times for all parties involved and do not promote resolution)
- What should a parent do if the meeting with the coach did not provide satisfactory resolution?
    - Call the activities director to set up a meeting with the director, coach, student, and parent present.
    - At this meeting, an appropriate next step can be determined, if necessary.

Section 8 Good Sportsmanship—Behavior Expectations of Spectators

Good sportsmanship is expected to be exhibited by all coaches, sponsors, students, parents and other spectators. The school can be punished by NSAA for a lack of good sportsmanship at NSAA sanctioned events. More importantly, activities are more enjoyable for the students when good sportsmanship is displayed.

<u>Responsibilities of Spectators Attending Interscholastic Athletics and Other Extracurricular Activities</u>

1. Show interest in the contest by enthusiastically cheering and applauding the performance of both teams.
2. Show proper respect for opening ceremonies by standing at attention and remaining silent when the National Anthem is played.
3. Understand that a ticket is a privilege to observe the contest, not a license to verbally attack others or to be obnoxious. Maintain self-control.
4. Do not "boo," stamp feet, or make disrespectful remarks toward players or officials.
5. Learn the rules of the game, so that you may understand and appreciate why certain situations take place.
6. Know that noise makers of any kind are not proper for indoor events.
7. Obey and respect officials and faculty supervisors who are responsible for keeping order. Respect the integrity and judgment of game officials.
8. Stay off the playing area at all times.
9. Do not disturb others by throwing material onto the playing area.
10. Show respect for officials, coaches, cheerleaders, and student-athletes.

11. Pay attention to the half-time program and do not disturb those who are watching.
12. Respect public property by not damaging the equipment or the facility.
13. Know that the school officials reserve the right to refuse attendance of individuals whose conduct is not proper.
14. Refrain from the use of alcohol and drugs on the site of the contest.

Section 9 Student Fees Policy

The Board of Education of Laurel-Concord-Coleridge School has adopted this 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 "1," which provides further specifics of student fees and materials required of students for the current school year. Parents, guardians, and students are encouraged to contact their building administration or their teachers or activity coaches and sponsors for further specifics.

1. <u>Guidelines for non-specialized attire required for specified courses and activities</u>. 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 Projects. 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, may 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 for the current school year 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 (1) 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 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 (1) 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. The Superintendent is authorized, after consultation with the Board President, to utilize funds from the Student Fee Fund to reduce the cost to students of certain activities that the Superintendent deems in the best interests of the District, upon terms and conditions established and implemented by the Superintendent.

Certification

On the 14th day of July, 2025, the school board held a public hearing at a meeting of the school board on a proposed student fee policy. Such public hearing followed a review of the amount of money collected from students pursuant to, and the use of waivers provided in, the student fee policy for the preceding school year. The foregoing student fee policy was adopted after such public hearing by a majority vote of the school board at an open public meeting in compliance with the public meetings laws.

Jeremy Christiansen
Superintendent or Other Authorized School Official

Appendix"1" to 2025-2026 Student Fees Policy of Laurel-Concord-Coleridge School—Additional Specification of Required Materials and Fees

Program	General Description of Fee or Material	$ Amount of Fee (Anticipated or Maximum) or Specific Material Required
Elementary Program		
Physical Education Classes	Appropriate clothing (non-specialized attire)	Tennis shoes and 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

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	$50 to $200 per class.
Copies, Lamination, FAX	Use of school copiers (except for one copy of the student file, which will be provided without charge).	Ten cents (.10) per Black & White page when charges apply. Fifteen cents (.15) per Color page when charges apply. Twenty-five cents (.25) per foot for Lamination when charges apply. Ten cents (.10) per page for FAX services when charges apply.
School Meals		Breakfast $2.30 (Grades PreK-5) Breakfast $2.40 (Grades 6-8) Breakfast $3.50 (Adults) Lunch $3.10 (Grades PreK-5) Lunch $3.25 (Grades 6-8) Lunch $4.55 (Adults) Milk - $ 0.60

Generally, dollar amounts are stated in terms of “maximums.”

		Prices are maximums based on one meal per day, will vary depending on the number of meals or items purchased by the student, and may be adjusted during the year.
Secondary Program	General Description of Fee or Material	$ Amount of Fee (Anticipated or Maximum) or Specific Material Required
Physical Education Classes	Appropriate clothing (non-specialized attire)	Tennis shoes and socks, running shorts, T-shirt
Art and Shop Classes and Special Projects	Appropriate clothing (non-specialized attire)	Old shirt for painting; other clothing, which may get paint on it or otherwise be damaged; protective clothing for shop classes
Music—Optional Band Courses	Musical instruments	Musical instruments and accessories (reeds, valve oil, etc.) Limited instruments available for use by any student.
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.
Copies, Lamination, FAX	Use of school copiers (except for one copy of the student file, which will be provided without charge).	Ten cents (.10) per Black & White page when charges apply. Fifteen cents (.15) per Color page when charges apply. Twenty-five cents (.25) per foot for Lamination when charges apply.

		Ten cents (.10) per page for FAX services when charges apply.
School Meals		Breakfast $2.40 (Grades 9-12) Breakfast $3.50 (Adults) Lunch $3.25 (Grades 9-12) Lunch $4.55 (Adults) Milk - $ 0.60 Prices are maximums based on one meal per day, will vary depending on the number of meals or items purchased by the student, and may be adjusted during the year.
Post-Secondary Education Classes	Tuition and fees for college courses taken for credit.	Any postsecondary education costs are to be paid directly by students to the college.
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	Drivers' education class: Current fee established by Northeast Community College, subject to a possible $50 discount upon the terms and conditions established by the Superintendent. Other classes: Cost varies

Extracurricular and other programs	General Description of Fee or Material	$ Amount of Fee (Anticipated or Maximum) or Specific Material Required
Athletic Programs		

<table>
<tr><td>Admission</td><td>Spectator fees for admission to events</td><td>$6.00 per event maximum. Students may purchase an Activity Ticket for $25.00 per year. High School students participating in NSAA activities receive a complimentary Activity Ticket.</td></tr>
<tr><td>Athletic Physicals</td><td>NSAA required athletic physicals</td><td>Cost varies; payable directly to the student's physician or clinic.</td></tr>
<tr><td>Athletic Participation Fee</td><td>Fee to participate in athletic programs.</td><td>In the event an athletic participation fee is charged, the fee will be $50 per year maximum.</td></tr>
<tr><td>Equipment and Attire</td><td>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.</td><td>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, swim goggles, towels, forearm pads, and personal medical devices (braces, orthopedic inserts, etc.). Additional required items for particular sports or activities include:
<table>
<tr><td>Basketball</td><td>No additional</td></tr>
<tr><td>Cross Country</td><td>No additional</td></tr>
<tr><td>Football</td><td>Mouthpiece</td></tr>
<tr><td>Golf</td><td>Golf bag & clubs</td></tr>
<tr><td>Speech/Debate</td><td>Dress attire; copies of research</td></tr>
<tr><td>Track</td><td>No additional</td></tr>
<tr><td>Volleyball</td><td>Volleyball knee pads</td></tr>
</table></td></tr>
</table>

		Wrestling	Wrestling head gear
		Cheerleading and Dance Team Squads	Shoes, approved uniforms (top & skirt; jacket), poms, and other accessories
Camps and Clinics	Registration and other costs of camps or clinics	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.	
Athletic Clubs	Letterman's club and other clubs supporting the athletic program	Annual dues not to exceed $50.00 per club.	
Marching Band and Musical Groups	Equipment and attire	Students will be responsible for the same costs as are set out for the athletic program.	

		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. Students may be required to pay a refundable band uniform rental fee of up to $50.00. For High School Band Students, an $8.00 uniform cleaning fee is requested. For Junior High Band Students, a $7.00 uniform cleaning fee is requested. For High School Vocal students, a $6.00 choir robe cleaning fee is requested.

Vocal Music Group	Coordinating group attire	Students will pay for outfits selected by the group. Cost will be based on selection at a maximum of $150.00.
Clubs/Organizations		
CTE Organizations FBLA, FCCLA, FFA, Skills Other Clubs/Organizations (e.g., Art Club, Science Club)	State & national dues, meals, and activities	Annual dues not to exceed $50.00 per club.
National Honor Society	State & national dues, meals, and activities	Annual dues not to exceed $50.00 per club.
Student Council	State & national dues, meals, and activities	Annual dues not to exceed $50.00 per club.
Dance Team / Cheerleading	Uniforms range up to $500.00. Camp attendance is optional.	Uniforms range up to $500.00. Camp attendance is optional.
Social & Recognition Activities		
School Plays, Musicals, and Social Activities	Admission to events	$10.00 per play or activity
School Dances	Admission to prom, homecoming, etc.	Up to $10.00 per event

Class Dues		Each of the four secondary classes may assess its members an amount not to exceed $50.00 annually for rental and decoration of dance facilities, punch, and snacks at social activities, memorials, and recognition plaques, flowers, cards, and similar class activities. The payment of such an assessment shall be strictly voluntary, but students who do not pay may be denied admission to extracurricular activities supported by the class dues.
Picture Packets	Optional - Pictures are still taken for use in school yearbook.	Students purchase packets as desired and pay directly to the photo company.
Trips	Transportation, lodging, meals, admission to events, etc.	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 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, or participation on the trip is voluntary for students. Students earning participation in national-level competitions will be responsible to pay personal expenses. For such trips, the school district will pay for travel, meals, and lodging expenses, up to a maximum of $20,000 across all organizations per fiscal year.

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 receive their high school diploma. Students who choose to participate will be required to pay the cost of the items involved in the graduation ceremony and attendant class activities. These may include the rental of graduation robes, caps, tassels, class flowers, class gift, yearbook picture page, and class composite picture. A single Senior Class Recognition Assessment, not to exceed $50, will be assessed to those Seniors who elect to participate in such activities. Expenses for above mentioned items will be paid out of the "Class Activity" account until funds are depleted. After this fund is empty, students will be responsible for all optional graduation activity costs.

Article 10 – STATE AND FEDERAL PROGRAMS

Section 1 Notice of Nondiscrimination

The Laurel-Concord-Coleridge School does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities and provides equal access to designated youth groups. The Coordinators listed in Section 2 have been designated to handle inquiries regarding complaints, grievance procedures, or the application of these policies of nondiscrimination.

Local complaint or grievance procedures are provided for by the District and set forth in this handbook. If an employee does not feel that a complaint of nondiscrimination has been satisfactorily resolved at the school level, the employee may file a complaint with the appropriate federal or state agency. Complaints are to be filed with the regional Department of Education, Office for Civil Rights where the complaint relates to Title IX (discrimination, harassment, or lack of equity based on gender), Title VI (discrimination or harassment based on race, color, or

national origin), or Section 504 (discrimination, harassment, or failure to accommodate a disability). Complaints are to be filed with the the regional U.S. Equal Employment Opportunity Commission (EEOC) if the complaint relates to Title VII (discrimination or harassment based on race, color, gender, national origin, or religion), the Americans with Disabilities Act (discrimination, harassment, or failure to accommodate a disability), or the Age Discrimination in Employment Act (discrimination based on age). The contact information for the OCR and the EEOC in this regard are:

Office for Civil Rights in the U.S. Department of Education (OCR)
601 East 12th Street, Room 353
Kansas City, MO 64106
(800) 368-1019 (voice), Fax (816) 426-3686
(800) 537-7697 (telecommunications device for the deaf),
or ocr.kansascity@ed.gov.

The U.S. Equal Employment Opportunity Commission (EEOC)
Gateway Tower II
400 State Avenue, Suite 905
Kansas City, KS 66101
(800) 669-4000; TTY: (800) 669-6820; Fax (913) 551-6957

A publication provided by the federal government concerning rights of non-discrimination is attached as Appendix "D" to this handbook.

Section 2 Designation of Coordinators

Any person having inquiries concerning the District's compliance with anti-discrimination laws or policies or other programs should contact or notify the following person(s) who are designated as the coordinator for such laws, policies or programs. The contact address for the coordinators are:
Laurel-Concord-Coleridge School, 502 Wakefield St., PO Box 8, Laurel, Nebraska 68745, (402) 256-3133.

Law, Policy or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment based on race, color, or national origin; harassment	Jeremy Christiansen
Title IX	Discrimination or harassment based on sex; gender equity	Jennifer Van Meter
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment, or reasonable accommodations of persons with disabilities	Sarah Beckwith
Homeless student laws	Children who are homeless	Jeremy Christiansen

Safe and Drug Free Schools and Communities	Safe and drug free schools	Jeremy Christiansen

Section 3 Anti-Discrimination & Harassment Policy (4003, 5401)

Elimination of Discrimination

The Laurel-Concord-Coleridge School hereby gives this statement of compliance and intent to comply with all state and federal laws prohibiting discrimination or harassment and requiring accommodations. This school district intends to take necessary measures to assure compliance with such laws against any prohibited form of discrimination or harassment or which require accommodations.

Preventing Harassment and Discrimination

Purpose: Laurel-Concord-Coleridge School is committed to offering employment and educational opportunity to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, co-workers, students, or other persons is prohibited. In addition, the Laurel-Concord-Coleridge School will try to protect employees and students from reported discrimination or harassment by non-employees or others in the workplace and educational environment.

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

In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's race (including skin color, hair texture, and protective hairstyles), color, national origin, sex, disability, religion, age, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected category constitute harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional, or educational environment.

Age harassment (40 years of age and higher) has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults, or intimidation based on a person's age.

Sexual harassment is defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the workplace, classroom, or educational environment. Sexual harassment may exist when:

- Submission to such conduct is either an explicit or implicit term and condition of employment or of participation and enjoyment of the school's programs and activities;
- Submission to or rejection of such conduct is used or threatened as a basis for employment-related decisions, such as promotion, performance, evaluation, pay

adjustment, discipline, work assignment, etc., or school program or activity decisions, such as admission, credits, grades, school assignments, or playing time;

- The conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working, classroom, or educational environment.
- Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing", "practical jokes", jokes about gender-specific traits, foul or obscene language or gestures, displays of foul or obscene printed or visual material, and physical contact, such as patting, pinchin,g or brushing against another's body.

Laurel-Concord-Coleridge School does not discriminate on the basis of sex in any educational program or activity that it operates. The District is required by Title IX (20 U.S.C. § 1681) and 34 CFR Part 106 not to discriminate in such a manner. This requirement not to discriminate also applies to admission and employment. Any inquiries about the application of Title IX may be referred to the District Title IX Coordinator, to the Assistant Secretary of the Office of Civil Rights, or both.

Title IX Coordinator - Jennifer Van Meter, 502 Wakefield St., Laurel, NE 68745
(402) 256-3133 jennifer.vanmeter@lccschool.org

The following information outlines the Laurel-Concord-Coleridge School's procedure for complaints of sexual harassment including the complaint process, how to file a report or a complaint of sexual harassment, how to file a formal complaint of sexual harassment, and how the District will respond to such complaints.

Title IX: Grievance Procedures for Complaints of Sexual Harassment

A. <u>Complaint Procedure - Generally</u>

All employees are responsible for helping to prevent sexual harassment. Employees, or students, who believe they have been subjected to, or believe they have witnessed sexual harassment, should follow these procedures:

1. Directly inform the person engaging in the discrimination or harassment that such conduct is offensive and must stop.
2. For employee reporters, contact your Principal or supervisor or the Principal or supervisor of the offending person, the Title IX Coordinator, if you do not wish to communicate directly with the person whose conduct is offensive, or if direct communication with the offending person has been ineffective.
3. Report the matter to the Title IX Coordinator if the offending conduct continues or has not been resolved to your satisfaction after you have reported the matter to a Principal or supervisor.
4. For student reporters, contact any teacher, counselor, or administrator, or Title IX coordinator.
5. Report to the Title IX Coordinator if you are the adult to whom the student has made a report so that the matter can be properly resolved.

B. Response to a Formal Complaint:

1. Filing Formal Complaint: An employee or student can allege sexual harassment by filing a formal complaint in writing with the Title IX Coordinator in person or by mail, or by electronic mail using the following contact information:

TITLE IX COORDINATOR CONTACT INFORMATION
Jennifer Van Meter
502 Wakefield Street, Laurel, NE 68745
402-256-3133
jennifer.vanmeter@lccschool.org

The formal complaint must be signed by the complainant or by the Title IX Coordinator. **The following procedures apply only in the event that a formal complaint is filed. All other allegations of sexual harassment shall be resolved using the general complaint procedure. Any timelines set forth in the following procedures may extended by the Title IX Coordinator with notice to the parties.**

2. Immediate Actions Upon Receipt of Formal Complaint: Upon receipt of a formal complaint, the Title IX Coordinator shall provide the following to all known parties of (A): The complaint procedure as outlined in this regulation; and (B): Notice of the allegations of sexual harassment including (i) the identities of the parties involved, if known, (ii) the conduct allegedly constituting sexual harassment, and (iii) the date and location of the alleged incident.

The parties to the formal complaint may select an advisor of their choice, who may be, but is not required, to be an attorney.

3. Investigation of Formal Complaint: Upon receipt of a formal complaint, the Title IX Coordinator shall notify the investigator. The investigator 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 investigator will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this complaint procedure. If the allegation(s) involve possible criminal conduct, the District will notify the complainant of his or her right to file a criminal complaint, and District employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation.

The investigator will aim to complete its investigation within a reasonable time frame as determined by the Title IX Coordinator. The factors to determine a reasonable time frame include, but are not limited to the allegations of the formal complaint, the number of witnesses that may need to be interviewed, and whether the police are also conducting an investigation into the allegations. The time frame originally set by the Title IX Coordinator may be extended by the Title IX Coordinator, upon notice to the parties, as he or she deems necessary to complete the investigation. Periodic status updates will be given to the parties, when appropriate.

(A) *Neutrality*: The Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate this complaint procedure, shall not have any conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The District shall ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates this complaint procedure shall receive training on the definition of sexual harassment in accordance with this regulation, the scope of the District's education program or activity, how to conduct an investigation and complaint process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the fact at issue, conflicts of interest, and bias. The District shall ensure that the individuals involved in the complaint procedure receive training on issues of relevance of questions and evidence and on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

(B) *Burden of Production*: It shall be the investigator's burden to gather evidence sufficient to reach a determination regarding responsibility. To reach a determination, the 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?)

(C) *Rights of the Parties:* The respondent is entitled to a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the complaint process.

The investigator must provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.

The investigator shall not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.

The investigator shall provide the parties with the same opportunities to have others present during any complaint proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice if the investigator deems appropriate. However, the investigator may establish restrictions regarding the extent to which the advisor may participate in the proceedings, if the restrictions apply equally to both parties.

The investigator shall provide to all witnesses expected to attend a meeting notice of the date, time, location, participants, and purpose of all hearings within 2 days of the meeting.

Up until the conclusion of the investigation, the parties shall have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint. This includes the evidence upon which the investigator does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence obtained from any source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.

The District retains the right to place a non-student employee respondent on administrative leave during the pendency of the investigation. The District also retains the right to remove a respondent from the District's educational program prior to the conclusion of the investigation. In the event of a removal, the respondent shall have the opportunity to challenge the decision for removal.

(D) *Conclusion of Investigation*: Prior to the conclusion of the investigation, the investigator shall send each party and the party's advisor, if any, the evidence that is subject to inspection and review in an electronic format or a hard copy. The parties shall then have ten (10) days to submit a written response, which the investigator will consider.

Once the investigator has considered the written statements of the parties, if any, and any questions of the parties, if any, the investigator shall create an investigative report that fairly summarizes relevant evidence. The investigator shall then submit the written investigation report to the decision-maker. The parties shall each receive a copy of the final investigative report at the same time as the decision-maker.

4. Decision of Responsibility: The decision-maker, shall review the investigative report. Prior to coming to a determination regarding responsibility, the decision-maker shall provide 10 days for each party to submit written, relevant questions that a party wants asked of any party or witness, provide each party with answers, and allow for additional, limited follow-up questions from each party.

Once the decision-maker has considered the written questions of the parties, if any, the decision-maker shall issue a written determination regarding responsibility by a preponderance of the evidence within a reasonable time frame as determined by the Title IX Coordinator. The decision-maker shall consider all relevant evidence, including inculpatory and exculpatory evidence, and will not consider the credibility of the evidence to be based on a person's status,

such as complainant, respondent, or witness. The decision-maker shall provide the written determination to both parties simultaneously. The written determination must include:

1. Identification of the allegations potentially constituting sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather evidence;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of each recipient's code of conduct to the facts;
5. A statement of, and rationale for, the results as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant; and
6. The recipient's procedures and permissible bases for the complainant and respondent to appeal.

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Sec. 11232g; 34 C.F.R. Part 99, permits the District to disclose relevant information to a student who was discriminated against or harassed.

5. Supportive Measures and Disciplinary Actions:
   Throughout the investigation, either party may be entitled to supportive measures. Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment.

Supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The District shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the District to provide the supportive measures.

At the conclusion of the investigation, the decision-maker may institute disciplinary measures to the respondent if the decision-maker determines that the respondent engaged in sexual abuse or harassment. Disciplinary measures may include, but are not limited to, in-school suspension, out-of-school suspension, expulsion, and in the case of an employee disciplinary action up to and including dismissal from employment. **This regulation does not limit or prohibit the District**

from instituting disciplinary measures if in the course of the investigation it determines that the complainant or respondent violated the student code of conduct.

The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

C. <u>Appeals</u>

If either party is not satisfied with the outcome of the investigation and the decision of the decision-maker, they may appeal on the following bases:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
3. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against the complainant or respondent generally or the individual complainant or respondent that affected the outcome of the matter.

The request for an appeal shall be in writing and submitted on the appropriate document. The appeal document shall be submitted to the Superintendent of Schools.

Upon notice of an appeal by either party, the Superintendent of Schools shall notify the other party in writing when the appeal is filed and of the appeal procedures, which apply equally to both parties.

The Superintendent of Schools shall be responsible to appoint and arrange for an objective person to review and issue a decision for all appeals. This designated person shall give both parties a reasonable and equal opportunity to submit a written statement in support of or challenging the outcome.

The designated appeals individual shall review the investigative report, decision-maker's determination, and written statements of the parties and then issue a written decision describing the result of the appeal and the rationale for the result. The designated appeals individual shall provide the written decision simultaneously to both parties.

D. <u>Informal Resolution</u>

If a formal complaint is filed, the District may offer the complainant and respondent the opportunity to participate in an informal resolution process. The informal resolution process may take place at any time prior to reaching a determination regarding responsibility. The informal resolution process shall only take place upon:

1. Written notice to both parties disclosing: the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the resolution process and resume the complaint process with respect to the formal

complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
2. The parties' voluntary, written consent to the informal resolution process; and
3. That the allegations of the formal complaint do not involve any allegations that an employee sexually harassed a student.

E. Record Keeping

The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings and any subsequent determinations, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings for a period of seven years.

Section 4 Grievance Procedure for Persons with a Disability

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act address discrimination, harassment, or failure to provide reasonable accommodations to persons with a disability. The following grievance procedure shall be used for resolution of complaints of alleged violations of the ADA or Section 504:

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

(either an administrator or other employee of the District, or members of the Board of Education or Committee of the Board).

7. A decision on the request for reconsideration shall be made within ten (10) days after the request for reconsideration was filed unless the Board or Committee of the Board is the reviewer, in which event the decision shall be made within thirty (30) days of the filing of the request for reconsideration, unless such time period is extended by agreement with the complainant or a longer period is reasonably necessitated by the circumstances.

Section 5 Confidentiality of Student Records (FERPA)

The Family Educational Rights and Privacy Act (FERPA) gives parents and students over 18 years of age rights of access and confidentiality with respect to education records. Employees are expected to provide access rights and maintain the confidentiality of education records in accordance with FERPA and Board policy. Further information about FERPA and the District's policies under FERPA are found in Board policy and in the student handbook.

Section 6 Disclosure of Student Information to Military Recruiters and Colleges

The "Every Student Succeeds" Act of 2015 (ESSA) Section 8025 requires the District to provide military recruiters and institutions of higher education access to secondary school students' names, addresses, and telephone listings. Parents and secondary students have the right to request that the school not provide this information (i.e., not provide the student's name, address, and telephone listing) to military recruiters or institutions of higher education, without their prior written consent. Employees are expected to follow these requirements.

Section 7 Disclosure of Staff Qualifications

The "Every Student Succeeds" Act of 2015 (ESSA) gives parents/guardians the right to request information about the professional qualifications of their child's classroom teachers. The District designates the following information as "directory information" and will give parents/guardians such information upon request:

- Whether the teacher has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under an emergency or provisional teaching certificate.
- The baccalaureate degree major of the teacher, along with information about other graduate certification or degrees held by the teacher, and the field of discipline of the certification or degree.
- Whether the parent/guardian's child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who does not meet the requirements of ESSA.

Section 8 Student Privacy Protection

The "Every Student Succeeds" Act of 2015 (ESSA) requires the District to protect the privacy of students. Further information about student privacy and the District's policies with regard to

student privacy are found in Board policy and in the student handbook. In general, employees are expected to comply with these provisions of the ESSA and related Board policy, as follows:

- Student surveys created by and administered by either the United States Department of Education or a third party (a group or person other than the District)—give parent/guardian the opportunity to inspect the survey upon request before the survey is administered or distributed to the students;
- Student surveys which involve "sensitive" matters—make suitable arrangements to protect student privacy (that is, do not include the name or other identifying information about a particular student) and give parents the opportunity, in advance, to "opt-out" their child from the survey. Sensitive matters include:
    - Political affiliations or beliefs of the student or the student's parent;
    - Mental or psychological problems of the student or the student's parent;
    - Sex behavior or attitudes;
    - Illegal, anti-social, self-incriminating, or demeaning behavior;
    - Critical appraisals of other individuals with whom the student has close family relationships;
    - Legally recognized, privileged, or analogous relationships, such as those of lawyers, physicians, and ministers;
    - Religious practices, affiliations, or beliefs of the students or the student's parent;
    - Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).
- Instructional materials. We will permit parents upon reasonable request to inspect any instructional material used as part of the educational curriculum for their child. The term "instructional materials" does not include academic tests or academic assessments for purposes of this parent inspection requirement. If you receive such a request, direct the parent to contact your building principal and also inform the building principal yourself about the request to get instructions.
- Collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. The District policy is to not gather such information for such purposes.

Section 9 Parental Involvement

<u>General - Parental/Community Involvement in Schools</u>

The District's policy is to welcome parental involvement in the education of their children. As a part of this policy, employees are expected to:

- Provide parents timely information about their child's progress, including use of quarterly report cards, active and constructive attendance at parent-teacher conferences, and more frequent parent contacts where warranted by the student's academic and behavioral needs;
- Make textbooks, completed tests, and other curriculum materials available for review by parents upon request;
- Permit parents access to their child's records according to law and school policy;
- Encourage parents to attend courses, assemblies, counseling sessions, and other instructional activities with prior approval of the proper teacher, counselor, or

administrator, provided that such parent attendance be educationally appropriate and not disruptive to the educational program;
- Assure that testing occurs to assure proper measurement of each child's educational progress and achievement;
- Permit parents to excuse their child from testing, classroom instruction, and other school experiences when possible and educationally appropriate;
- Notify parents of student surveys in accordance with district policy, obtain parental permission for surveys where required by District policy or law, and allow parents to opt-out of such surveys in accordance with District policy and law; and
- Encourage parents to express their concerns, share their ideas, and advocate for their child's education.

Section 10 Homeless Students

The "Every Student Succeeds" Act of 2015 (ESSA) requires that homeless students not be stigmatized or segregated on the basis of their status as homeless. Homeless children generally include children who lack a fixed, regular, and adequate nighttime residence. The Superintendent serves as the District's designated Homeless Coordinator and should be contacted for questions relating to a homeless student.

Section 11 Breakfast and Lunch Programs

The District participates in the National School Lunch Program. Employees are expected to keep information about the participation of students in the program confidential.

Section 12 Confidentiality of Protected Health Information

It is the policy of the District to develop and implement all necessary practices, policies, and procedures to comply with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) where and to the extent applicable and to maintain the privacy of protected health information (PHI), as that term is defined by HIPAA, that it receives, obtains, or transmits for employees and students. The District designates the Superintendent as its HIPAA privacy officer. Student and employee records containing PHI shall be accessible only to those who require such information to carry out their duties.

Article 11 – EARLY CHILDHOOD PROGRAM

Section 1 Program Description

The Laurel-Concord-Coleridge Early Childhood Program will feature hands-on learning opportunities for children ages 3-5 based on Creative Curriculum Guidelines as suggested by the State of Nebraska Department of Education as well as the Nebraska Early Learning Guidelines for Ages 3-5.

Our goals are to provide each child with a variety of developmentally appropriate activities that are designed to meet each child's individual needs, to help children recognize and use appropriate social skills, and to provide a safe and secure environment.

Section 2 Accidents - Emergencies

When you enroll your child, we ask you to complete and sign an "Authorization To Call A Physician" form. We need the following information it provides, such as:

1. The name of your family doctor.
2. The home phone number and business phone of both parents.
3. The name and phone number of a close friend or relative, in the event you cannot be reached.

If your child is injured at school, immediate first aid is applied, and parents are notified. If parents are not available, an emergency contact provided by the parent will be called. If that person is also not available, and the child's well-being is in danger, the student may be taken to a physician or medical facility.

Section 3 Class Schedule

The class schedule will be determined annually based on the enrollment needs of students.

Section 4 Class Cancellations

We will follow the same weather delays/cancellations as Laurel-Concord-Coleridge School. Classes that are canceled will not be rescheduled. Classes that are dismissed early due to bad weather will not be rescheduled. When there is a late start for the Laurel-Concord-Coleridge School, morning classes will not be held.

Section 5 Communicable Disease Control

STUDENTS WHO ARE ILL SHOULD BE KEPT HOME UNTIL THEY ARE WELL.

School health personnel will notify parents when a student needs to be sent home from school due to illness. Conditions requiring a student be sent home include: temperature greater than 100°F., chills/shivering, muscle aches, headache, sore throat, coughing or difficulty breathing, nausea or 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.

When students are ill enough to be put on antibiotics, they should usually stay at home for extra rest for 24 hours to allow their bodies to utilize the medicine to the utmost.

Section 6 Locked Doors

For safety purposes, all doors in the elementary will be locked all day every day. You may enter the school through the Elementary Entrance located on the east side of the school.

Section 7 Eligibility

Laurel-Concord-Coleridge Early Childhood Program is offered to boys and girls who are toilet trained and are 3, 4, and 5 years of age. If your child will be 6 by January 1st, they should be enrolled in our kindergarten program.

Section 8 Emergency Evacuation Procedures For Fire/Tornado Drills

Fire Drill

1. The fire warning is a continuous buzzer.
2. Move quietly and orderly with your class to the assigned exit.

Tornado Drill

In a tornado warning, Early Childhood students will move to the designated tornado station in the school building.

Section 9 Fees

Preschool tuition is based on the family's eligibility for the federal meals program.
Monday-Thursday (4 days per week):
$100/month (full pay); $50/month (reduced); $0/month (free)

There is no refund given due to illness, absence, or school days affected by weather cancellation. A monthly statement will be mailed home. Payment is due the 10th of each month. If payment is not received by the 10th, your child will not be able to continue to attend the Laurel-Concord-Coleridge Early Childhood Program. For information regarding free or reduced prices, contact the office for the necessary paperwork.

Section 10 Field Trips

Students may be involved in various field trips throughout the year. A signed permission slip is required for any field trip that will take students more than ten miles distance from the city of Laurel. This slip will be sent home with the student in advance of the field trip.

Section 11 Take Home Folder

Your child will bring home a blue take home folder. Please review your child's folder and write any comments you may have in it and return it the next day. The take home folder is a great way to communicate with your child's teacher and a safe place to attach bills, book orders, and changes in pick-up times or who is picking them up.

Section 12 Parents/Visitors/Volunteers

FOR THE SAFETY OF ALL OUR STUDENTS, ALL PARENTS/VISITORS/VOLUNTEERS MUST CHECK IN AT THE ELEMENTARY OFFICE.

1. Stop in the office when arriving at school.
2. Bring all items to the office that have been forgotten or are needed by the student in order that the office personnel can deliver it.
3. Call the office and request a return call from the teacher if information is needed.
4. Volunteers, please stop in the office when arriving and pick up a nametag.

Parents are encouraged to visit school. Classroom visits give parents the opportunity to observe their child's participation and provide insight into curricula, expectations, and classroom procedures. These visits will need to be set up prior with the building principal.

Section 13 Parties/Gifts
Three parties are part of the school program: Fall, Christmas, and Valentine's Day.
If you would like to help with any parties, please let the office know.

A child's birthday is a very important day, and deserves special recognition. Such recognition is extended to the classroom. Party invitations may not be distributed in school unless all members of a classroom are invited.

The school encourages healthy treats for parties or birthdays. Healthy treats are foods that are not 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.

In order to ensure the well-being and safety of all students, including those having allergies to specific foods and/or ingredients, all snacks and treats provided must be commercially prepared and pre-packaged with the ingredients and nutritional labels readily available for review. No homemade treats or snacks will be permitted.

Gifts to teachers are not required, nor are they encouraged. There will be no gift exchange or giving of gifts among students. Parents wishing to make a donation for classroom betterment or enhancement are encouraged to visit with the school principal.

Section 14 Release of a Child
If anyone other than those specified on the emergency release form is allowed to pick up your child, you must inform the school before your child can be released.

Section 15 Pre-K Snack & Milk
Snacks will be provided by the school district. Juice/Milk will be provided by the parent through the Laurel-Concord-Coleridge School. Juice/Milk costs $0.50 per day. Juice/Milk tickets are available at the office. The cost is $10.00 for 20 punches.

Article 12 – NON-DISCRIMINATION STATEMENT

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

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

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form.

To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) Mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) Fax: (202) 690-7442; or (3) Email: program.intake@usda.gov. This institution is an equal opportunity provider.

Article 13 **BUSINESS OPERATIONS** **Policy No. 3571**

Meal Charge Policy

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

Student Eligibility

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

Meal Account Balances

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

The District encourages families to pre-pay without charge for free or reduced price meals. Notwithstanding the option to pre-pay, students and families will have a method to add funds during the school day. Any balance remaining in a pre-paid account shall carry over into the next month. Households approved for free or reduced price meals with funds remaining in their meal

account at the end of the school year shall receive a refund. When a student leaves the District or graduates, the District shall attempt to contact the student's household to return any funds remaining in the student's meal account.

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

Student Confidentiality

The District will disclose individual student eligibility information only to those persons (and organizations) who require the information in order to carry out an activity specifically authorized by the National School Lunch Act, subject to applicable legal exceptions.

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

Distribution Annually

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

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

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

RECEIPT OF THE
2025-2026 STUDENT-FAMILY HANDBOOK

The 2025-2026 Student-Family Handbook of Laurel-Concord-Coleridge School is available on the internet at http://www.lccschool.org/.

Because of the expense of printing the handbooks, we are asking that you consider using the Internet to access and review the 2025-2026 Student-Family Handbook. Using the Internet to access the handbook will allow the district to direct printing dollars to instructional needs and eliminate the need for you to search for your handbook when you have questions throughout the year. Thank you for considering this new use of technology to improve school-home communication.

Please sign and return this page to the Principal's Office on or before Friday, August 29, 2025.

RECEIPT OF 2025-2026STUDENT-FAMILY HANDBOOK

This signed receipt acknowledges receipt of the 2025-2026 Student-Family Handbook of Laurel-Concord-Coleridge School. It is understood that the handbook contains student conduct and discipline rules and information about Safe and Drug-Free Schools and that the undersigned, as student, agrees to follow such conduct and discipline rules. This receipt also serves to acknowledge that it is understood that the District's policies of non-discrimination and equity, and that specific complaint and grievance procedures exist in the handbook, which should be used to respond to harassment or discrimination.

Date: _____

Student's Printed Name: _____

Student's Signature: _____

Parent or Legal Guardian's Printed Name: _____

Parent or Legal Guardian's Signature: _____

_____ I prefer a paper copy of the Student-Family Handbook be sent home for review.

Printed Name _____

Signature _____

LAUREL-CONCORD-COLERIDGE SCHOOL

FACULTY HANDBOOK
2025-2026

Laurel-Concord-Coleridge School
502 Wakefield Street
PO Box 8
Laurel, NE 68745
402-256-3133

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FOREWORD

Section 1 Intent of Faculty Handbook

Welcome to Laurel-Concord-Coleridge School. This handbook is intended to be used by teachers and other certificated staff to provide general information about Laurel-Concord-Coleridge School and to serve as a guide to the District's policies, rules, and regulations, benefits of employment, and performance expectations.

References in this handbook to "teachers" are intended to apply to all certificated staff. This includes administrative staff to the extent the handbook deals with professional expectations and conduct.

Each teacher is responsible for becoming familiar with the handbook and knowing the information contained in it. Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise. This handbook is intended to supplement other documents that relate to employment, including employment contracts, the negotiated agreement between the Laurel-Concord-Coleridge School and the Laurel-Concord-Coleridge Education Association, and the policies and regulations of the Board of Education. In reviewing this handbook, please understand that where a direct conflict exists, state or federal law, the negotiated agreement, and Board policies and regulations will control.

This handbook does not create a "contract" of employment. Staff positions and assignments which do not legally require a certificate or are otherwise not protected by teacher tenure laws may be ended or changed on an "at will" basis notwithstanding anything in this handbook or any other publication or statement, except for a contract approved by the Board of Education.

The administration will be responsible for interpreting the rules contained in the handbook and shall have the right to make decisions and make rule revisions at any time. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon applicable school district policies, state and federal statutes and regulations, and the best interests of the school district.

This handbook will be in effect for the 2025-2026 and subsequent school years unless replaced by a later edition.

Section 2 Information About Laurel-Concord-Coleridge School

Laurel-Concord-Coleridge School, with school campuses located in the communities of Laurel and Coleridge, Nebraska, strives to provide quality education programs for the youth of our communities and the surrounding area. All staff are trained in the Instructional Model developed by LCC. Laurel-Concord-Coleridge School implements an online student management program, which allows student and parent access to grades, attendance, lunch accounts, daily bulletins, etc. and communication with staff through email. LCC School takes pride in the collaborative partnerships developed with the cities of Laurel and Coleridge, Education Foundations, and the LCC Booster Club. These partnerships have resulted in expanded facilities for school and public

patrons through the construction of a Fitness Center, the Laurel Community Learning Center, and the Laurel Athletic Complex.

Section 3 School Vision and Mission

Laurel-Concord-Coleridge School

Our Vision for LCC School

Together, we build a stronger future
where communities unite, educators inspire, and students excel.
We shape a legacy of excellence, leadership, and opportunity for all
through achievement, integrity, resilience, and respect.

Our Mission

Strengthening Communities **Inspiring Excellence** **Shaping the Future**

Tagline

Strength Through Community ~ Excellence Through Education

Hashtag

#LCCStrongerTogether

Section 4 Members of the Board of Education

Name	Contact Information
Jay Hall, President	jay.hall@lccschool.org
Carol Erwin, Vice President	carol.erwin@lccschool.org
Grant Settje, Secretary	grant.settje@lccschool.org
Garry Anderson	garry.anderson@lccschool.org
Jon Graham	jon.graham@lccschool.org
Bryan Pippitt	bryan.pippitt@lccschool.org
Scott Taylor	scott.taylor@lccschool.org

Section 5 Administrative Staff

Name	Position	Location	Contact Information
Jeremy Christiansen	Superintendent	Central Office	jeremy.christiansen@lccschool.org
Jennifer Van Meter	Principal	High School	jennifer.vanmeter@lccschool.org
Mark Leonard	Principal	Middle School	mark.leoonard@lccschool.org
Keri Hart	Principal	Elementary	keri.hart@lccschool.org

Section 6 Certified Staff

Name	Contact Information	Position
Backer, Jennifer	jennifer.backer@lccschool.org	Middle School Language Arts
Beckwith, Sarah	sarah.beckwith@lccschool.org	School Counselor/TeamMates
Benson, Shannon	shannon.benson@lccschool.org	Middle School Physical Education
Beyeler, Patti	patti.beyeler@lccschool.org	High/Middle School Instrumental Music
Brown, Blake	blake.brown@lccschool.org	Middle School Language Arts
Brummels, Crystal	crystal.brummels@lccschool.org	Elementary Special Education
Claussen, Allison	allison.claussen@lccschool.org	HS/MS Agriculture Education/FFA
Campbell, Melissa	melissa.campbell@lccschool.org	Kindergarten
Conley, Arianne	aconley@esu1.org	School Nurse (ESU 1)
Conner, Quin	quin.conner@lccschool.org	Director of Activities & Transportation
Cross, Nicole	nicole.cross@lccschool.org	5th Grade
Cunningham, Patti	patti.cunningham@lccschool.org	Middle School Science
DePew, Eric	eric.depew@lccschool.org	MS Social Science/Tech Support
Duerst, Emily	emily.duerst@lccschool.org	High/Middle School Spanish

Fernau, Mandi	mandi.fermau@lccschool.org	1st Grade
Gould, Amy	amy.gould@lccschool.org	4th Grade
Granquist, Jean	jean.granquist@lccschool.org	Title 1/Interventionist
Hahne, Kati	kati.hahne@lccschool.org	High School Special Education
Hallman, Gaylene	gaylene.hallman@lccschool.org	High/Middle School Family Consumer Sci
Hans, Shasta	shasta.hans@lccschool.org	EL/MS Art; Digital Media
Harrington, Pat	pat.harrington@lccschool.org	High School Industrial Technology
Holcomb, Bryce	bryce.holcomb@lccschool.org	High School Business/EL Keyboarding
Kesting, Jennifer	jennifer.kesting@lccschool.org	High School English
Kinkaid, Denise	denise.kinkaid@lccschool.org	3rd Grade
Kinkaid, Shane	shane.kinkaid@lccschool.org	High School Mathematics
Krepel, Claire	claire.krepel@lccschool.org	High School English
Kvols, Ali	ali.kvols@lccschool.org	High School Mathematics
Lundahl, Jenni	jenni.lundahl@lccschool.org	High/Middle/Elem School Vocal Music
McCorkindale, Kim	kim.mccorkindale@lccschool.org	High School Science
Mogensen, Erica	erica.mogensen@lccschool.org	Speech Language Pathologist
Nordby, Laura	laura.nordby@lccschool.org	HAL Facilitator/Instructional Coach
Parsons, Robert	robert.parsons@lccschool.org	Library/Media Specialist/Tech Support
Peters, Paxton	paxton.peters@lccschool.org	4th Grade
Promes, Ashley	ashley.promes@lccschool.org	School Psychologist/Level III Sped
Recob, Jessica	jessica.recob@lccschool.org	Early Childhood Program
Reifenrath, Izac	izac.reifenrath@lccschool.org	5th Grade
Remm, Marissa	marissa.remm@lccschool.org	Elem Reading and Math Specialist
Scoville, Lisa	lisa.scoville@lccschool.org	High School/Middle School Art
Settje, Brandi	brandi.settje@lccschool.org	Licensed Mental Health Practitioner
Sims, Nate	nate.sims@lccschool.org	High/Elem School Physical Education
Soden, Kelli	kelli.soden@lccschool.org	Middle School Special Education
Steinle, Kristina	kristina.steinle@lccschool.org	Early Childhood Program
Stephens, Zecharia	zecharia.stephens@lccschool.org	High School Social Science
Tanderup, Jenna	jenna.tanderup@lccchool.org	1st Grade
Tasler, Natasha	natasha.tasler@lccschool.org	Level III: Severe and Profound Sped
Titiml, Jesse	jtitiml@esu1.org	Technology Support (ESU 1)
Troyer, Doris	doris.troyer@lccschool.org	Middle School Mathematics
Vollers, Meaghan	meaghan.vollers@lccschool.org	High School Science
Wolfgram, Lisa	lisa.wolfgram@lccschool.org	Kindergarten
Backer, Jennifer	jennifer.backer@lccschool.org	Middle School Language Arts

Section 7 Classified Staff/Community Coach/Sponsor

Name	Location	Position	Contact Information
Bach, Mindy	Middle School	Nutrition Services	mindy.bach@lccschool.org
Badley, Diana	Middle School	Paraprofessional (PT)	diana.badley@lccschool.org
Becker, Monica	Middle School	Paraprofessional	monica.becker@lccschool.org
Bermel, Jeff	HS/Middle/Elem	Facilities and Maintenance Director	jeff.bermel@lccschool.org
Boysen, Kim	Library	Paraprofessional	kim.boysen@lccschool.org
Carlson, Larry	Bus Barn	Transportation Services	larry.carlson@lccschool.org
Christiansen, Sheri	Elementary School	Paraprofessional	sheri.christiansen@lccschool.org
Cunningham, Toby	HS/Middle/Elem	Transportation/Grounds	toby.cunningham@lccschool.org
Ellis, Joe	Middle School	Custodial Services	joe.ellis@lccschool.org
Ellwanger, Jon	HS/Elementary	Custodial Services	jon.ellwanger@lccschool.org
Feelhaver, Angie	Middle School	Level III Para	angie.feelhaver@lccschool.org
Folkers, Emma	Library	Paraprofessional	emma.folkers@lccschool.org
Foster, Jennifer	Elementary School	Paraprofessional	jennifer.foster@lccschool.org
Frerichs, Sandy	Middle School	Nutrition Services	sandy.frerichs@lccschool.org
Graf, Melissa	Middle School	Administrative Asst	melissa.graf@lccschool.org
Granquist, Megan	District Office	Administrative Asst	megan.granquist@lccschool.org
Greiner, Megan	District Office	Business Manager	megan.greiner@lccschool.org
Gustman, Eryn	District	Permanent Substitute	eryn.gustman@lccschool.org
Hall, Angie	MS/High School	Co-FFA Advisor	angie.hall@lccschool.org
Hansen, Lori	Bus Barn	Transportation Services	lori.hansen@lccschool.org
Jansen, Jordan	High School	Coach/Sponsor	jordan.23.2016@hotmail.com
Keifer, Julia	Middle School	Level III Para	julia.keifer@lccschool.org
Kleinschmit, Vicki	High School/Elem	Nutrition Services	vicki.kleinschmit@lccschool.org
Klug, Michelle	Elementary School	PK Paraprofessional	michelle.klug@lccschool.org
Koch, Chad	MS/High School	Coach/Sponsor	chad.koch34@gmail.com
Koester, June	Elementary School	Administrative Asst	june.koester@lccschool.org
Kurtzhals, Susan	Middle School	Custodial Services	susan.kurtzhals@lccschool.org
Kvols, Julie	High School	Paraprofessional	julie.kvols@lccschool.org
Kvols, Katie	High School	Coach/Sponsor	katied7777@yahoo.com
Lund, Riley	MS/High School	Coach/Sponsor	riley.lund@yahoo.com

Lundahl, Sherie	HS/Middle/Elem	TeamMates Program	sherie.lundahl@lccschool.org
Malcom, Conchita	High School/Elem	Nutrition Services	conchita.malcom@lccschool.org
Maxon, Brandy	High School	Paraprofessional	brandy.maxon@lccschool.org
Nordhues, Kayla	Middle School	Level III Para	kayla.nordhues@lccschool.org
Patefield, Christina	High School	Coach/Sponsor	christina.patefield@lccschool.org
Potts, Carol	High School	Paraprofessional	carol.potts@lccschool.org
Rager, Lindsay	HS/Elementary	Nutrition Services	lindsay.rager@lccschool.org
Reifenrath, Cori	Middle School	Paraprofessional	corinne.reifenrath@lccschool.org
Roberts, James	Bus Barn	Transportation Services	james.roberts@lccschool.org
Schmidt, Pix	HS/Elementary	Nutrition Services Dir	pix.schmit@lccschool.org
Schurman, Vanessa	High School	Coach/Sponsor	vanessa.schurman@lccschool.org
Siem, Carter	High School	Coach/Sponsor	cjseim10@gmail.com
Smith, Katie	Elementary	Paraprofessional	katie.smith@lccschool.org
Stark, Kenny	Bus Barn	Transportation Services	kenny.stark@lccschool.org
Stone, Trista	High School	Paraprofessional	trista.stone@lccschool.org
Suing, Carolyn	HS/Elementary	Nutrition Services	carolyn.suing@lccschool.org
Suing, Chuck	HS/Elementary	Custodial Services	chuck.suing@lccschool.org
Suing, Justin	HS/Elementary	Custodial Services	justin.suing@lccschool.org
Urwiler, Diane	Middle School	Paraprofessional	diane.urwiler@lccschool.org
Urwiler, Lois	High School	Administrative Asst	lois.urwiler@lccschool.org
Wright, Travis	High School	Coach/Sponsor	travisjerome7@hotmail.com

Article 1 – SCHOOL CALENDAR AND SCHEDULES

Section 1 School Calendar
See School Calendar accessible as **Appendix D**.

Section 2 Daily Schedules

<u>High School</u>
Daily Schedule
Breakfast - 7:20 am - 7:35 am for those students utilizing the shuttle
Shuttle - 7:35 am
Breakfast - 7:35 am - 7:55 am for non-shuttle riders
Period 1 - 8:00 am - 8:50 am
Period 2 - 8:53 am - 9:41 am
Period 3 - 9:43 am - 10:32 am
Period 4 - 10:35 am - 11:23 am

Period 5 - 11:26 am - 12:14 pm
LUNCH - 12:14 pm - 12:46 pm
Period 6 - 12:49 pm - 1:37 pm
Period 7 - 1:40 pm - 2:28 pm
Period 8 - 2:31 pm - 3:19 pm
Period 9 (HR)- 3:22 pm - 3:40 pm

Wednesday Early Dismissal Schedule:
Breakfast - 7:20 am - 7:35 am for those utilizing the shuttle
Shuttle - 7:35 am
Breakfast - 7:35 am - 7:55 am for non-shuttle riders
Period 1 - 8:00 am - 8:36 am
Period 2 - 8:39 am - 9:15 am
Period 3 - 9:18 am - 9:54 am
Period 4 - 9:57 am - 10:33 am
Period 5 - 10:36 am - 11:12 am
Period 6 - 11:15 am - 11:51 am
Period 7 - 11:54 am - 12:30 pm
Lunch- 12:30 pm - 1:00 pm
Period 8 - 1:03 pm - 1:39 pm
Period 9 (HR) - 1:42 pm - 2:00 pm

Late Start Schedule:
No Breakfast
Shuttle - 9:35am
Period 1- 10:00 am - 10:33 am
Period 2- 10:36 am - 11:09 am
Period 3- 11:12 am - 11:45 am
Period 4 - 11:48 am - 12:21 pm
LUNCH - 12:21 pm - 12:55 pm
Period 5 - 12:58 pm - 1:31 pm
Period 6 - 1:34 pm - 2:07 pm
Period 7 - 2:10 pm - 2:43 pm
Period 8 - 2:46 pm - 3:19 pm
Period 9 (HR)- 3:22 pm - 3:40 pm

<u>Middle School</u>
Daily Schedule
Breakfast - 7:20 am - 7:35 am for those students utilizing the shuttle
Shuttle - 7:35 am
Breakfast - 7:35 am - 7:55 am for non-shuttle riders
Period 1 – 8:00 am - 8:44 am
Period 2 – 8:47 am - 9:31 am
Period 3 – 9:34 am - 10:18 am
Period 4 – 10:21 am - 11:05 am

Period 5 –	11:08 am - 11:52 am
LUNCH –	11.52 am - 12:22 pm
Period 6 –	12:25 pm - 1:09 pm
Period 7 –	1:12 pm - 1:56 pm
Period 8 WIN –	1:59 pm - 2:28 pm
Period 9 –	2:31 pm - 3:15 pm
Period 10 –	3:15 pm - 3:37 pm

Early Dismissal Schedule:

Breakfast -	7:20 am - 7:35 am for those utilizing the shuttle
Shuttle -	7:35 am
Breakfast -	7:35 am - 7:55 am for non-shuttle riders
Period 1 –	8:00 am - 8:32 am
Period 2 –	8:35 am - 9:07 am
Period 3 –	9:10 am - 9:42 am
Period 4 –	9:45 am - 10:17 am
Period 5 –	10:20 am - 10:52 am
Period 8 WIN –	10:52 am - 11:22 am
LUNCH –	11:22 am - 11:52 am
Period 6 -	11:53 am - 12:25 pm
Period 7 –	12:28 pm - 1:00 pm
Period 9 –	1:03 pm - 1:35 pm
Period 10 –	1:35 pm - 1:57 pm

Late Start Schedule:

No Breakfast	
Shuttle -	9:35 am
Period 2 –	10:00 am - 10:33 am
Period 3 –	10:36 am - 11:09 am
Period 4 –	11:12 am - 11:45 am
Period 5 –	11:48 am - 12:21 pm
LUNCH –	12:21 pm - 12:51 pm
Period 6 –	12:54 pm - 1:27 pm
Period 7 –	1:30 pm - 2:03 pm
Period 8 WIN –	2:06 pm - 2:39 pm
Period 9 -	2:42 pm - 3:15 pm
Period 10 -	3:15 pm - 3:37 pm

<u>Elementary School</u>

<u>School Hours</u>:
8:00 a.m. to 3:37 p.m. (Monday – Friday)
8:00 am - 2:00 pm (Early Dismissal Days)
10:00 am - 3:37 pm (Late Start Days)

Breakfast:
7:35 am - Breakfast

Lunch/Recess:

11:00 am - 11:30 am -	Kdg-2nd Grade Lunch
11:30 am - 11:50 am -	Kdg-2nd Grade Recess
11:35 pm - 12:05 pm -	3rd-5th Grade Lunch
12:05 pm - 12:25 pm -	3rd-5th Grade Recess

Morning Recess:

9:30 am - 9:45 am	K - 2nd Grade Recess

Afternoon Recess:

2:2 pm - 2:5 pm	3rd - 5th Grade Recess
2:50 pm - 3:05 pm	K - 2nd Grade Recess

Section 3 Severe Weather and School Cancellations

The Superintendent of Schools is authorized by the Board of Education to close public schools in case of severe weather. Representatives of the Superintendent's staff will notify local news media when inclement weather warrants such action. The information is broadcast regularly by radio and television stations. Information will also be shared using the district's webpage, social media accounts, and electronic messaging service.

Decision to Close Schools

A decision to close school is made when forecasts by the weather service and civil defense officials indicate that it would be unwise for students to go to school. If possible, a decision about the next school day will be made by 9 p.m. for announcement during the 10 p.m. news. An early decision is not always possible because of uncertain weather conditions. School officials will make periodic assessments of conditions during the night and will decide early in the morning (by 6 a.m. if possible). In any case, **an announcement will be made to the news media, social media, and through the electronic messaging system when schools will be closed.** In some instances, schools will be open, but certain services may be canceled (bus transportation, preschool, Level III program, student activities). Some staff may be designated as required to come to school even in the event of a school closing.

After School Starts

Every attempt will be made to avoid closing school once classes are in session. In some instances, closing school during the day is inevitable if children are to safely return home before the brunt of a major storm hits. In these cases, as much advance notice as possible will be given. If school is closed during the day, staff will be notified and parents will be notified via media broadcast, social media, and the electronic messaging system. Teachers will be responsible for remaining with students until all students have safely left school or the administration has made arrangements for remaining students.

Parental Decisions

Parents may decide to keep their children at home in inclement weather because of personal circumstances. Students absent because of severe weather when school is in session will not be marked absent. You should treat the absence like any other excused absence for legitimate causes, provided parents properly notify the school of their decision. Parents may pick up their children in inclement weather (except in the case of a tornado) at any time during the school day. Students will not normally be dismissed from school during severe weather on the basis of a telephone request.

Emergency Conditions

Laurel-Concord-Coleridge School has a signal which, when activated, includes the necessity to either evacuate the building or to move to safer areas of the building. All regular drills are held as required by law through the school year. There are plans for Emergency Evacuation, Tornado Warning System, and Critical Incident Response. **School officials are not permitted to release students from the school building during a tornado warning.** In the event of an emergency evacuation or tornado warning, the schools' established safety procedures will be implemented.

Section 4 Contract Days

Teachers are contracted for 185 contract days (hereinafter referred to as the "contract year"). Such contract days shall be serviced by individual teachers on varying schedules as established by the administration.

Section 5 Make-Up Days

In the event teachers are not required to report for duty due to inclement weather conditions or other circumstances whereby a duty day is canceled, such days shall not be credited as a contract day served. Make-up days may be scheduled by the administration during the contract school year as needed to allow all teaching staff to serve the full number of contract days.

Article 2 – EMPLOYMENT, COMPENSATION AND BENEFITS

Section 1 Employment

A teacher is employed by Laurel-Concord-Coleridge School when the teacher signs the Teacher's Contract and the Board of Education approves such contract of employment. The teacher's employment continues absent action by the administration or the Board of Education to non-renew, terminate, amend, or cancel the teacher's employment contract with the school district, or action by the Board of Education to accept a resignation of employment.

On or after March 15 of each school year, a teacher may be requested to accept employment for the next school year and shall be required to signify such acceptance on or before or such other date on or after March 15 as may be designated in the notice. It is important for teachers to respond to the request to signify acceptance as a failure to signify acceptance of employment by the designated date shall constitute cause for amendment of termination of the teacher's contract. If a teacher signifies acceptance of employment for the next school year, the teacher may either be issued a new Teacher's Contract or a "Contract Renewal Agreement."

Should a teacher wish to resign from employment, the teacher should give written notice of resignation to the Superintendent. The request to resign will be acted upon by the Board of Education. Mid-year resignations and resignations given late in the spring for the following school year can present significant planning problems for the District. If a mid-year resignation is submitted, or a resignation for the following school year is submitted after March 15 or after the teacher has signified acceptance of employment for the next school year, the Board of Education may act to not accept the resignation unless a suitable replacement can be found. The District will enforce the continuing contract of teachers accepting employment for the next school year under the provisions of Neb Rev. Stat. §79-829.

Section 2 Assignments

The professional duties to be performed by a teacher with the District shall be subject to assignment by the Superintendent of the District. A teacher will be expected to devote full time during days of school to the teacher's position and to diligently and faithfully perform the assigned duties to the best of the teacher's professional ability. Job descriptions, where available, provide additional information about the position duties.

In addition to the normal duties traditionally required of teachers, a teacher may be assigned such "extra duty" assignments to support the extra-curricular programs of the District, which shall be upon such terms and conditions and at such additional rate of compensation as the Teacher and the District may agree upon or as set forth in the negotiated agreement. The extra-curricular program of the school district is an integral part of the overall educational program of the school district. As such, a teacher shall not unreasonably refuse to accept such extra-duty assignments. In addition, performance in an extra duty assignment is a part of the evaluation of the teacher's overall performance to the District.

Section 3 Personnel File

The District will follow the requirements of state and federal law and regulation with regard to a teacher's personnel file, including but not limited to Neb. Rev. Stat. § 79-8,109.

Section 4 Grievances and Complaints

Teacher grievances regarding wages, hours, and conditions of employment set forth in the negotiated agreement shall be governed by the grievance or complaint procedure in the negotiated agreement. All other employment related grievances or complaints shall be addressed through the administrative chain of command following the process set forth in board policy.

Section 5 Compensation

<u>Regular Salary and Extra-Duty Compensation</u>

Compensation is paid only as authorized by the Board of Education. Teachers are paid a salary based on placement on the salary schedule set forth in the collectively bargained negotiated agreement between the District and the collective bargaining agent for the certificated teaching staff (referred to in this handbook as the "negotiated agreement"), and the extra-duty salary schedule also incorporated into the negotiated agreement.

Changes in Salary Schedule Placement

Changes in a teacher's placement on the salary schedule shall be governed by the provisions of the negotiated agreement. Teachers are expected to provide the Superintendent with a transcript for all graduate hours earned for purposes of advancement on the salary schedule on or before September 1 of the school year in which such hours are to be credited for the teacher's placement on the salary schedule. Failure to timely provide an official transcript from the post-graduate institution of the graduate hours earned will result in a loss of such credit for such school year.

Salary Payments

Salary is payable over twelve equal installments. Teachers will be paid on the 20th of the month, or the last preceding school day, if the 20th falls on a vacation or weekend day. In emergency cases, exceptions may be made, subject to the approval of the Board. In no case shall the Board advance more than one month's salary. Upon separation of a teacher's employment, or upon fulfillment of the contract, the teacher may, at the option of the Board, be paid all salary due in one lump sum.

Additional compensation over and above regular compensation, extra-duty pay, and supplemental pay shall be disbursed as it is earned and deductions from compensation due to unpaid leave shall be taken out as they are reported to the payroll office. Reimbursements for mileage or other expenses will be considered separate from compensation.

Section 6 Extended Contract Pay

Extended duty for any teacher beyond the number of contract days established by the Superintendent for the school year shall be paid at 1/185 of schedule placement on a per diem basis for such teacher's extended time.

Section 7 Benefits

Teachers are provided benefits in accordance with the negotiated agreement, group health insurance plan requirements, and the school district's Section 125 Plan document. Teachers shall make annual fringe benefit elections by September 1 of each school year. Should a teacher fail to make such an election, the teacher election from the immediately preceding school and contract year shall be continued. Each teacher is responsible for informing the Office of the Superintendent in writing of any changes in benefit status.

Continued health insurance benefits are available through COBRA subject to certain qualifying requirements. A Notice of COBRA Continuation Coverage Rights is attached to this handbook as Appendix "A."

The Health Insurance Portability and Accountability Act (HIPAA) provides rights and protections for participants and beneficiaries in group health plans. HIPAA includes protections for coverage under group health plans that limit exclusions for preexisting conditions, prohibit discrimination against employees and dependents based on their health status, and allow a special opportunity to enroll in a new plan to individuals in certain circumstances. HIPAA may also give you a right to purchase individual coverage if you have no group health plan coverage available, and have exhausted COBRA or other continuation coverage. Further information may

be obtained from the Plan Administrator of the group health plan.

Section 8 Payroll and Payroll Deductions
Salary and benefits are paid in accordance with the individual employment contracts and negotiated agreement. Payroll deductions shall be made in accordance with law and the negotiated agreement.

Section 9 Expense Reimbursement
Access to use of a district vehicle will generally be provided for teachers required to drive during their regular scheduled working hours between two or more work sites. However, in the event that a district vehicle is not available, reimbursement for authorized mileage will be paid to these teachers. Claims for reimbursement should be submitted to the appropriate supervisor. The allowable rate shall be governed by Board policy, unless otherwise required by law. The District is not liable for physical damage to employee vehicles.

Materials necessary for instruction are provided by the District. If teachers need additional materials for instruction or school-related purposes, the request should be made to the Principal.

Reimbursement for purchase of materials or for meals or other expenses related to travel must be submitted to and approved by either the Principal or, if the expense relates to an activity, by the Activities Director. The request for reimbursement should include a voucher sufficient to establish that the expense was actually incurred and that the expense was reasonable and related to a school-purpose.

Section 10 403(b) Salary Reduction Agreements
The District will cooperate with any teacher who chooses to participate in an investment program under Internal Revenue Code Section 403(b) provided that the certificated employee executes a "Salary Reduction Agreement" provided by the District and the vendor of the 403(b) Plan elected by the teacher has entered into a "Service Provider Agreement" with the District holding the District harmless from any liability that may arise out of such 403(b) Plan, including, but not limited to, the calculation of the maximum exclusion allowance, tax reporting, notices, and income withholding.

Section 11 Overtime
Teaching professionals are classified as exempt from overtime under the Fair Labor Standards Act (FLSA). The overtime exemption for teaching professionals is not dependent on whether the employee is paid on a “salary basis.” Exempt employees are not eligible for overtime or compensatory time.

Any non-exempt employees must receive prior approval from their supervisor to work additional hours beyond their regular work schedule. Non-exempt employees must be paid for each hour worked in excess of 40 hours in a workweek. The regular workweek is from 12:00 a.m. on Monday through 11:59 p.m. on Sunday. The administration may establish a different 7-day period workweek from time to time for specified employees or employee groups.

Overtime pay for non-exempt employees will be paid at the rate of not less than 1½ times the employee's regular rate of pay for hours worked in excess of the 40 hour workweek. Employees with two or more non-exempt positions may be eligible for overtime pay based upon the total number of hours worked in one workweek. If applicable, the employee and the Superintendent will agree upon the overtime rate, in compliance with FLSA regulations. A non-exempt employee may request compensatory time in lieu of overtime pay, with approval of the employer, with the rate figured as 1½ times the number of hours worked in excess of 40 hours in any work week. Compensatory time may be accumulated up to 40 hours upon approval by their supervisor. Any accumulation of compensatory time over 40 hours must be approved by the Superintendent. The FLSA limits the accumulation of compensatory time to 240 hours.

The District's policy is to not permit improper deductions from the salary of exempt employees who are required to meet a "salaried basis" test for the exemption to be applicable. (Teaching professionals are not subject to the "salaried basis" test). An employee who feels an improper deduction affecting exemption status has occurred may submit a complaint to the Superintendent or the Superintendent's designee, who shall promptly investigate the complaint. Reimbursement shall be made and a good faith commitment to comply in the future will be given in the event it is determined that an improper deduction affecting overtime exemption has been made.

The District's policy is to authorize unpaid disciplinary suspensions of a full day or more for infractions of workplace conduct rules and to apply such policy uniformly to all similarly situated employees, including exempt employees who are required to meet a "salaried basis" test for the exemption to be applicable. Unpaid disciplinary suspensions of a partial day or of a full day or more may be implemented for infractions of safety rules of major significance. Deductions of pay of a partial day or of a full day or more may be made for FMLA leaves and in the first and last weeks of employment. In addition, based on principles of public accountancy, deductions from pay of a partial day or of a full day or more will be made for absences for illness, injury, or personal reasons when accrued leave is not used or not available, and for absences due to any budget-required furlough.

Article 3 – ABSENCES FROM WORK

Section 1 Paid Leave - PTO, Sick and Personal Leaves

Paid Time Off (PTO) Leave and Accrued Sick Leave

1. At the beginning of the first year a teacher is employed by the school district, that teacher shall be credited with a twelve (12) day PTO leave allowance. The teacher shall be given twelve (12) PTO days each of the following years.

2. The PTO allowance shall be used for personal leave and for absences caused by illness or physical disability of the teacher or immediate family.

3. At the beginning of the 2025-2026 school year, a teacher's accrued sick leave balance will reflect the balance recorded at the conclusion of the 2024-2025 school year. A teacher's accrued sick leave balance has a forty-five (45) day limitation.

4. All PTO days must be used before any leave can be used from the teacher's sick leave accrual.

5. At the end of the school year, any PTO days remaining will transfer into the teacher's sick leave accrual until the teacher reaches the established maximum sick leave accrual (45 days).

6. At year end, in June, any unused PTO days remaining after transfer to sick leave accrual (above and beyond 45) will be paid at the rate of $100 per day.

7. Leave taken on scheduled teacher in-service days will be deducted at double PTO daily/hourly rate.

8. A single deduction allowance will be made each year, per teacher's discretion, for an occurrence missed pertaining to Item 7.

9. Personal leave taken beyond the credited PTO leave must be approved by the Superintendent and will result in salary deduction at 1/185th of the teacher's total compensation package.

10. PTO leave may be taken in hourly increments.

11. The Superintendent shall furnish each teacher a written statement at the beginning of each school year setting forth the total of PTO credit and accrued sick leave credit.

12. Upon retirement, any unused, accrued sick leave days will be paid in June, at 1/2 rate of the current substitute teacher daily rate.

Sick Leave Bank - Beginning with the 1996-97 school year, all certified staff members may participate in a voluntary sick leave bank. See Schedule "E" in the Negotiated Agreement. Modifications to the sick leave bank may be made with the mutual consent of the Board and the Association.

Professional Leave – Teachers shall be granted professional leave at the discretion of the administration. No salary deductions shall be made for professional leave.

Sick Leave Accrual

At the beginning of each school year, a teacher's accrued sick leave balance will reflect the balance recorded at the conclusion of the previous school year. A teacher's accrued sick leave balance has a forty-five (45) day limitation. All PTO days must be used before any leave can be used from the teacher's sick leave accrual. At the end of the school year, any PTO days remaining will transfer into the teacher's sick leave accrual until the teacher reaches the established maximum sick leave accrual (45 days).

Sick leave is a paid workday when the employee may be absent from duties. Sick days are only available when the employee is unable to perform assigned duties due to the illness or temporary disability of the employee or due to the employee needing to care for a member of the employee's immediate family who is ill or has a serious health condition. An immediate family member is defined as an employee's spouse, parent, child, sibling, grandparent, grandchild, and in-laws of any of the aforenamed relationships, as well as any person living within the same household with the employee.

Employees are to use sick leave when unable to work. Activities other than caring for their own health or that of an immediate family member reflect an abuse of sick leave. A note from a health care professional may be required and requested by administration to verify and approve

employee absences designated as sick leave.

Bereavement Leave
Absence from work will be allowed so that the employee may have (5) consecutive workdays following the death of an immediate relative without loss of pay. An immediate family member is defined as an employee's spouse, parent, child, sibling, grandparent, grandchild, and in-laws of any of the aforenamed relationships, as well as any person living within the same household with the employee.

The employee shall be granted three (3) consecutive workdays without loss of pay for the purpose of attending the funeral of the employee's relative who is not an immediate family member (e.g., uncle, aunt, niece, nephew, cousin, and/or in-laws of these relationships).

Section 2 Payroll Deductions for Absences in Excess of Paid Leave
Should a teacher be absent from work in excess of the teacher's paid leaves as defined in the negotiated agreement, the teacher's salary and fringe benefits (including the cost of premiums for group health insurance) shall be reduced by the day or days of work missed on a per diem basis calculated using the number of days missed as the numerator, and the number of total contract days for the school years as the denominator (e.g. one day missed = 185 of total salary and fringe benefits).

Section 3 Unpaid Leaves
Laurel-Concord-Coleridge School complies with laws that require leaves to be allowed without loss of pay, such as for FMLA leaves, military service, and jury duty. Should an employee be absent from work in excess of the employee's available paid leaves, the absence will be an unpaid leave. The employee's salary and fringe benefits (including the cost of premiums for group health insurance) may be subject to reduction for the day or days of work missed.

Discretionary Leave of Absence
An employee may apply to the Board for a leave of absence from duties. The Board will consider such requests on a case-by-case basis. No leave of absence shall extend beyond one leave year. All discretionary leaves shall be without pay except as may be individually negotiated.

Section 4 Jury Duty Leave
An employee who is summoned for jury service must promptly notify the employee's immediate supervisor. The employee will be allowed time off for jury duty.

There will be no loss of salary or deduction in leave time for time spent in jury service. The school district may at its discretion reduce salary by an amount equal to any compensation, other than expenses, paid by the court for jury duty.

If an employee reports for jury duty in the morning and is then dismissed from jury duty for the remainder of the day, the employee is to report for work and resume duties for the balance of the day, except as may be otherwise arranged by the employee's immediate supervisor.

Legal Reference:	§ 25-1640

Section 5 Family and Medical Leave Act

The Department of Labor has amended the Family and Medical Leave Act (FMLA) regulations effective on January 16, 2009. One of the changes involves the content of the general notice to be given to employees concerning rights and responsibilities under the FMLA.

The general notice information is to be included in employee handbooks. As such, we are providing the following information as an addendum to the District's existing employee handbooks.

Employee Rights and Responsibilities under the Family and Medical Leave Act

Family and medical leaves shall be allowed under the terms and conditions of the Family and Medical Leave Act of 1993, as amended (FMLA).

Basic Leave Entitlement. FMLA provides up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- For incapacity due to pregnancy, prenatal medical care, or child birth;
- To care for your child after birth, or placement for adoption or foster care;
- To care for your spouse, son or daughter, or parent, who has a serious health condition; or
- For a serious health condition that makes you unable to perform your job.

The "leave year" for purposes of the FMLA is a "rolling" 12-month period, measured backward from the date of any FMLA leave usage.

Military Leave Entitlement. Eligible employees with a spouse, son, daughter, or parent on active duty or call to active duty status in the National Guard or Reserves in support of a contingency operation may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered service-member during a 12-month period. A covered service-member is a current member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury or illness incurred in the line of duty on active duty that may render the service-member medically unfit to perform his or her duties for which the service-member is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or is on the temporary disability retired list.

Benefits and Protections. During FMLA leave, your health coverage under a "group health plan" will be maintained on the same terms as if you had continued to work. Upon return from FMLA leave, most employees must be restored to their original or an equivalent position with equivalent pay, benefits, and other employment terms.

Use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of your FMLA leave.

Eligibility Requirements. You are eligible if you have been employed with Laurel-Concord-Coleridge School for at least one year, for 1,250 hours over the previous 12 months, and if there are at least 50 employees of Laurel-Concord-Coleridge School within 75 miles of your work location.

Definition of Serious Health Condition. A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents you from performing the functions of your job, or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three consecutive calendar days combined with at least two visits to a health care provider or one visit and a regiment of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Use of Leave. You do not need to use FMLA leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. You must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the District's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

Substitution of Paid Leave for Unpaid Leave. You may choose or Laurel-Concord-Coleridge School may require use of accrued paid leave while taking FMLA leave. In order to use paid leave for FMLA leave, you must comply with the District's normal paid leave policies.

Employee Responsibilities. You must provide sufficient information for the District to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that you are unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. You also must inform the District if the requested leave is for a reason for which FMLA leave was previously taken or certified. You also may be required to provide a certification and periodic recertification supporting the need for leave.

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

The District must inform employees if leave will be designated as FMLA-protected and the

amount of leave counted against the employee's leave entitlement. If the District determines that the leave is not FMLA-protected, the District must notify the employee.

Unlawful Acts by Employers. FMLA makes it unlawful for any employer to:

- Interfere with, restrain, or deny the exercise of any right provided under FMLA;
- Discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

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

FMLA does not affect any Federal or State law prohibiting discrimination, or supersede any state or local law or collective bargaining agreement which provides greater family or medical leave rights.

For additional information you may refer to FMLA posters on employee bulletin boards or contact the U.S. Wage and Hour Division at: 1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627; www.wagehour.dol.gov

To submit a request for use of FMLA, or to make arrangements for payment of benefits while on an FMLA leave, contact Jeremy Christiansen at (402) 256-3133.

Section 6 Military and Family Military Leave

Military leave and family military leave will be granted to the extent required by state and federal law.

Employees requesting military leave must notify the Superintendent as soon as they receive notification of activation. Employees are to attach a copy of their orders to a leave request form when they prepare the request for military leave.

Employees requesting to take family military leave under the Nebraska statutes must notify the Superintendent at least 14 days in advance of taking such a leave if the leave will be for 5 or more consecutive days, and consult with their supervisor to schedule the leave so as to not unduly disrupt operations of the school district. For leaves of less than 5 days, the employee is to notify the Superintendent of the leave request as soon as practicable.

Family military leave under the FMLA will be provided in accordance with that law and subject to the provisions of the Board policy pertaining to FMLA leave.

Legal Reference:	Neb. Rev. Stat. §§ 55-160 to 55-166 Neb. Rev. Stat. §§ 55-501 to 55-507 29 U.S.C. §§ 2611, et seq.; 29 CFR Part 825 (FMLA) 38 U.S.C. §§ 4301 to 4333;20 CFR Part 1002 (USERRA)

Section 7 Adoption Leave

Adoption leave will be permitted to be taken by an adoptive parent for the same time and on the same terms as an employee is permitted to take a leave of absence upon the birth of the employee's child.

The adoptive parent leave of absence begins following the commencement of the parent-child relationship. The parent-child relationship commences, for purposes of adoption leave, when the child is placed with the employee for purposes of adoption. The employee shall be deemed to have waived any adoptive leave days not taken following the commencement of the parent-child relationship, except as the Superintendent and the employee may otherwise agree. Advance notice of an anticipated adoption shall be provided by the employee to the Superintendent as early as possible.

Legal Reference:	§ 48-234

Section 8 Subpoena to Testify Leave

An employee must promptly notify the employee's immediate supervisor when the employee receives a lawfully issued subpoena to testify in court or to give a deposition that may require an absence from duty.

In the event the subpoena involves a job-related matter in which the employee is testifying on behalf of the school district, the absence will be treated similar to a jury duty leave.

In the event the subpoena involves a personal matter, the employee will be required to use available leave days. A subpoena will be considered to involve a personal matter whenever the employee or a family member or friend of the employee is a party to the legal proceeding, unless the employee's involvement in the legal matter is solely due to actions taken in connection with the employee's work duties, the actions of the employee were not inappropriate, and the school district is not an opposing party in the legal matter.

Section 9 Voting Leave

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

Voting leave will not be available to most employees because elections are typically scheduled for 8 a.m. to 8 p.m. Most employees are off duty on or before 6 p.m. If not off work by 6 p.m., the employee is usually not on duty before 10 a.m.

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

Legal Reference:	§ 32-922

Section 10 Injury Leave

A District employee who believes that they have been physically injured within the employee's scope of employment by another individual who intentionally, knowingly, or recklessly causes bodily injury to such employee must report such injury to the employee's administrator as soon as practical. An administrator will then investigate the circumstances to determine if the employee qualifies for paid injury leave. The employee may be required to provide confirmation from a physician regarding the causation and the period of time for which an employee is unable to work. If the administrator determines that the employee qualifies for paid injury leave, then the employee will receive up to seven calendar days of paid injury leave to cover the amount of time that the employee was otherwise scheduled to work. Such paid injury leave will not count against the employee's other available leave.

If the administrator determines that the employee does not qualify for paid injury leave, then the employee may be required to use other available leave. There is no appeal process for an employee who has been denied a request for paid injury leave.

Article 4 – DUTIES AND RESPONSIBILITIES

Section 1 Hours of Work & Meetings

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

The Board of Education recognizes that teachers' responsibilities to their students and their profession generally involve the performance of duties and the commitment of time beyond the normal working day, but also recognizes that teachers and other educational professionals are entitled to regular time and work schedules on which they can rely in the ordinary course of events and which will be fairly and evenly maintained to the extent possible throughout the school system.

Schools have differing starting and ending times for the student day. Certificated employees assigned to a building are to spend eight hours on-site, including lunch break (30-minute lunch), except that duty-free lunch time can be spent off-site. The Principal will determine the length of time prior to and after the student class schedule for staff to be on-site in order to meet the required eight hours. Staff may leave the building earlier when called to a professional meeting.

Certificated employees are required to serve on playground, lunchroom, and hall supervision as designated by the Principal. The Principal will attempt to make an equitable distribution of such assignments and professional staff shall assume such duties as part of their work and agreement of employment.

Teachers shall attend meetings called by the Superintendent of Schools, principals, department heads and team leaders, except those meetings which are designated for optional attendance.

Section 2 Arrival to Duty Assignments

Full-time teachers have a designated on-site workday as 7:45 am - 3:45 pm. Certificated employees other than teachers are expected to meet the same guidelines for entry to the building, being in their assigned duty area, and duty departure time. Teachers and other certificated employees who are part-time or work on adjusted schedules are to be in the building at least 10 minutes before their class or assigned duty begins, and to be in their classroom or assigned duty area at least 10 minutes before their class or assignment begins. During the school day, teachers are to be in their assigned classroom at least five minutes before each period begins to assure that students are not unsupervised within the classroom.

Section 3 Leaving School

Teachers are to be on duty at all times during the school day. Teachers are considered on duty even during designated planning periods. An uninterrupted lunch period of not less than 30-minutes each day is provided to teachers during which they are not assigned teaching, supervisory, or other duties. Teachers who leave the school during the designated lunch period must check out with the Principal's office.

Teachers may not leave school during duty hours without approval of the Principal. If the absence has been approved, the teacher must check out with the Principal's office when leaving, and check back in with the Principal's office upon return. Teachers who need to leave during the school day for reasons of illness or emergency are to check out with the Principal's office and make sure that a responsible person has been notified of their unexpected absence so student coverage may be provided.

Section 4 Lesson Plans

Lesson plans are to be completed and kept continually current in the Common Curriculum site. Printed copies of lesson plans, class rosters, etc. should be kept in a place in which the lesson plans will be readily available in the teacher's absence.

The lesson plans must be sufficiently clear in establishing objectives and related activities so that they are easily used by a substitute teacher or other staff member not familiar with previous classroom activities or progress. At minimum, lesson plans must include objective(s) or learning target(s), lesson-specific state standard(s), teacher and student materials, and lesson procedures. A substitute folder should be maintained and at minimum should include daily schedules, assigned duties, seating charts, safety or emergency procedures, and any other notes that would be helpful to a substitute teacher or other staff member not familiar with the classroom routines and procedures.

Section 5 Daily Class Records

Every teacher is required to keep a complete and easily understandable record of the attendance and achievement of every student in PowerSchool. These class records must be kept current and a complete report of all recorded grades for each student needs to be updated on a weekly basis. Be sure that you test frequently enough and that you record grades frequently enough to readily and realistically justify the term and final grades which are reported to parents.

Upon request, a student's individual record shall be made available for review or copying. Information relating to other students should not be allowed to be seen by other students or parents.

Teachers who return to Laurel-Concord-Coleridge School and who wish to refer to the previous year's class record book may request the PowerSchool records.

Section 6 Classroom and School Procedures

Teachers are expected to adhere to the following classroom and school procedures in the performance of their duties:

Textbook and Room Inventory

All school purchased materials must be inventoried with the building bookkeeper or administrative assistant. Textbooks are to be numbered and either have cards in pockets or a form for writing the name of the student whom the book is assigned. Teachers should keep good records of who has which book. At the start of the year, note the condition of the textbook on the inventory sheet and keep this sheet. When a book is turned in, again note its condition, and if the book shows abuse (other than normal wear), assess a fine that you consider is fair. Insist that students put covers on their books by the end of the first week after receiving them.

Classroom Environment

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

Use of Cell Phones

Teachers shall not use personal cell phones for any non-school purpose during teacher duty time without administration approval.

Teachers are not to use wireless cell phones or otherwise engage in distracted driving while transporting students. This rule applies to the driver when the vehicle is in motion. The only exception would be in the case of emergencies.

Teachers will abide by all rules of the road and any applicable rules of the Nebraska Department of Education and the District relating to driving a motor vehicle. Seat belts and child restraint systems will be utilized by all occupants. Cell phones will not be used while the vehicle is in motion.

Use of Paraprofessionals

Paraprofessionals provide valuable assistance in the educational process and allow teachers to

carry out their responsibilities in a more efficient and effective manner. A teacher aide must not, however, assume teaching responsibilities. The teacher must maintain the role of leadership and responsibility for the students, with the teacher aide in a supportive role. Paraprofessionals may be used to assist the teacher by, among other tasks, assisting with instructional activities under the direction of the teacher, helping to supervise students, copying tests and other written material, organizing class materials, and preparing bulletin boards. Paraprofessionals are to work only on their assigned workdays and within their assigned workday. If the teacher desires the para to work hours other than the assigned work hours or assigned workday, contact the administration for approval.

Use of Student Aides

Student aides are to be directly supervised by the teacher and are not to leave the building or be in the halls or anywhere they are not being supervised. Student aides are not to be used to assist the teacher by helping supervise another student, grade tests or class work, calculate student grades, or record grades. Keys are NEVER to be given to students, whether they are student aides or not. A student aide should not be present and assisting a teacher without another adult present after the end of regular teacher duty hours.

Checking Out of Equipment

All equipment must be checked out through the building principal. All school equipment may be used only for school purposes. No school equipment may be directed to the personal use of a teacher or another District employee.

Requisition of Equipment and Supplies

Books and supplies which are needed for instruction should be requested through the Principal's office. No equipment or supplies ordered through the District may be directed to the personal use of a teacher or another District employee.

Email

Each teacher will be assigned a school email address for purposes of intra-school and inter-school email correspondence. Teachers should check for email throughout the day and should timely respond to emails which require a response, but should avoid checking and responding to emails during instructional time. Use of the District's email system for personal communications should be limited and is subject to the rules governing overall computer usage found in Board policy and this handbook.

Teacher Mailbox

Each teacher will be assigned a mailbox located in the Elementary Building (Teacher Workroom), Middle School Building (Principal Office), and High School Building (Teacher Workroom). Teachers should check for mail each morning and also later in the school day, if possible. If something requires an answer, teachers are responsible for responding promptly. Teacher mailboxes are to be limited to communications regarding school business.

Teachers Meetings

Teachers' meetings will be scheduled and announced by building principals. All designated

teachers are expected to be present for such scheduled meetings, unless they are absent from school for good cause or have made prior arrangements.

Section 7 Supervision of Students

Proper supervision of students is an important responsibility for teachers and other adults responsible for our students. Teachers and other adults responsible for student supervision are expected to meet the four "P's" for student supervision and safety.

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

2. Proper Instructions
   - Proper instructions are important to reduce the risk of injury when students undertake an activity, especially an activity that has an increased risk of harm to students.
   - Repeat the instructions on how to complete a task that has a heightened risk of danger as often as needed. Do not assume because students heard the directions once that they will be remembered.
   - When you go over safety rules with students, note it in your written records (e.g., your lesson plan book or daily reports).
   - Review playground and classroom safety rules with students at least once each semester and note when you do it in your written records. Also, if any students are absent when you review the rules, contact the student(s) to review the same information and also note that contact in your written records.

3. Proper Maintenance of Buildings, Grounds, and Equipment

- Conduct periodic inspections of equipment under your control or in your area of supervision.
- If equipment is broken and presents a risk of injury, immediately take it out of service (if it can't be moved, tape a "Do Not Use" sign) and notify the office so those repairs may be undertaken.
- Check your communication device (whether it be a school phone in your supervision area, a walkie-talkie, or a cell phone) periodically to make sure you can communicate with the office immediately in the event of an emergency.

4. Proper Warnings

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

Contact the Office for Assistance

The office administration should be contacted immediately when a situation exists which could cause injury to students or others. Examples include:

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

Student Searches

Office administration should also be contacted before performing searches of students or their belongings. You may direct a student suspected of having an item in violation of school rules to wait with you until another adult is present, or to follow you to the office if you can leave your assigned area without causing risk of harm to others. Do not use physical force to detain the student or to make the student accompany you except as reasonably necessary to protect the student or others.

Student Rights

Students should be treated fairly and given the same treatment without consideration of race, color, religion, gender, or disability. Students who need special accommodations should be given those accommodations as needed for them to participate in school and school activities. Further, students have the right to have their school records kept confidential. Such information should be shared only with other school staff with a need to know the information to perform their duties.

Section 8 Managing Student Conduct

Discipline is everyone's responsibility. It begins with the student being responsible for his/her own behavior and understanding the consequences it may cause. The teacher is responsible for articulating classroom expectations at the beginning of the school year, implementing the

classroom expectations on a consistent basis, and being familiar with the student handbook. All staff are responsible for all students in the hallways, in the restrooms, at assemblies, at pep rallies, and during lunch. Consequences for inappropriate behavior may include students making up time before or after school, a student or a parent conference, or a referral to an administrator.

The following guidelines will assist in maintaining appropriate student conduct and complying with the process required for student discipline.

1. On the first day of class make students aware of classroom expectations. Students will accept them if they know in advance and if they are fair and consistent. Students often appreciate giving input on classroom rules. These expectations should be in writing. Give one copy to the students, post one copy in the room, and provide one copy for the principal.
2. It is important to document student behavior in your classroom, calls to parents, referrals, and/or communications with a student.
3. If, after attempts to improve student behavior, the problems continue, talk to the student's counselor or the Principal about possible alternatives in discipline procedures. Be attentive and respond to "bullying."
4. If a student continues to cause problems, inform the administration for disciplinary action using the designated procedures for the building. Be sure to state the problem clearly and expectations in terms of assistance, as at times the student's and teacher's stories are different. Be prepared to provide documentation.
5. Follow up on any referral. The student may not go to the principal or the counselor when sent. The administrator or attendance coordinator will inform the teacher of the consequences.
6. Refer students with continued and significant behavioral problems to the student assistance team for a determination of whether the student is in need of special services. Contact the counselor if you have questions as to the procedure.
7. Talk with other teachers about the classroom management techniques they use to establish an atmosphere conducive to learning in their classroom. A large repertoire of classroom management techniques always enhances learning.
8. Read and understand the student handbook and the student conduct rules of the District.
9. Use good judgment when dealing with difficult situations involving students. Physical confrontation generally escalates tense situations. Corporal punishment is prohibited in our school district and is not to be used. Physical force may only be used to the extent reasonably necessary to protect the student, yourself, and others, and to protect property as may be reasonable.
10. Violations of student rules which are also violations of state law are required to be reported to law enforcement. Make a report of such conduct to the Principal so this law may be followed.

Section 9 Dispensing Medication

Teachers are not permitted to give any medication to students unless trained under the Medication Aid Act, Neb. Rev. Stat. §71-6718 to 71-6743. Students who need to take prescription medicine must have a signed parent release form on file in the office. Medications are to be taken in the presence of the office staff, the nurse, or medication aide and are to be

stored in the office. Medical procedures are not to be administered in the classroom except in accordance with the District's Safety and Security Management Plan and the District's Emergency Protocol (asthma/anaphylaxis protocol).

If students must take medication and/or perform medical procedures prescribed by a duly licensed physician during school hours, it is the responsibility of the parents or guardians to sign permission to dispense the medicine at the school and to submit a note or prescription from the physician authorizing the medicine and/or medical procedure. School district personnel will not administer medicine, including over the counter medicine, without this signed form and note or prescription. Any medication brought to school needs to be properly labeled. The label should include the following information: Student's name, name of medication, dosage needed, and time of dispensing the medication.

Section 10 Reporting Child Abuse

Nebraska State Law and school policy mandates school officials to make a report to the proper law enforcement agency or the Department of Health and Human Services (Child Protective Services) when there is reasonable cause to believe that a child has been abused or neglected, or a child is in a situation which would reasonably result in abuse or neglect. This requirement shall apply to all school employees, including coaches and volunteers, participating in interstate amateur athletic competition. The term "promptly" means "within a 24-hour period."

According to Nebraska State Law, abuse or neglect means knowingly, intentionally, or negligently causing or permitting a minor child to be:

1. Placed in a situation that endangers his or her life or physical or mental health;
2. Cruelly confined or cruelly punished;
3. Deprived of necessary food, clothing, shelter, or care;
4. Left unattended in a motor vehicle if such minor child is six years of age or younger;
5. Sexually abused or sexually exploited by allowing, encouraging, or forcing such person to solicit for or engage in prostitution, debauchery, public indecency, or obscene or pornographic photography, films, or depictions.

Teachers are to inform their principal or supervisor that they intend to make a report. A documentation form is available in each principal's office to assist staff in gathering the necessary reporting information. Administrative staff may sometimes choose to make the report for a teacher. However, informing a principal or supervisor does not end the teacher's responsibility; teachers are obligated to make certain a report was made if they do not do it themselves.

It is vital that the report be made as accurately and as soon as possible. To assure accuracy, you are encouraged to document the date of the incident and specific statements or explanations made by a child regarding an abuse/neglect concern. Timeliness in making a report will assist in minimizing further risk to the child by allowing the police or Child Protective Services workers to interview the child during the school day and prior to an evening or weekend. In cases of

physical injury (e.g., bruising or other marks), it is essential the police observe and document the injury. A counselor, the school social worker, or an administrator will help you.

Section 11 Curriculum – Assessments

State Assessments

Laurel-Concord-Coleridge School has adopted an assessment plan and has aligned the curriculum with the state approved content standards. The assessment plan includes a schedule and procedures for assessing success in achieving state standards.

Teachers are to clearly articulate the learning targets and align instruction to the learning targets within each of the content standards. Teachers are to give students instruction on the content prior to students being assessed on each content standard in order to provide learning opportunities for all students.

The assessments are to be conducted in accordance with the assessment plan schedule. Teachers are to conduct the assessments in a manner that assures it accurately assesses whether or not students are meeting the targets outlined by the content standards.

Assessment results are to be reported by the teachers in the manner and within the time directed by the administration or designee. The assessment data is to be used to meet state standards, to provide students and parents with information about student progress, to enhance school improvement planning, and to improve instruction. The assessment data is to be evaluated by teachers to monitor student learning and to improve instruction or terminate ineffective teaching practices to ensure students are being given the opportunity to meet the standards.

Achieving Valid Assessment Results

Educators are responsible for maintaining the integrity of the assessments to ensure that assessments provide a valid measure of student progress and accomplishments. Educators are not to engage in any practice that may result in assessment results that do not reflect student learning, knowledge, skills, or abilities in the area assessed.

For purposes of this policy, student assessments include both "standardized assessments" (including state assessments, norm referenced tests, and evaluations conducted for special education eligibility) and "coursework assessments" (e.g., classroom tests, quizzes, and other evaluative tools used to assign grades).

The following specific assessment expectations and rules apply:

a. Integrity of the Assessment Instrument. The integrity of the assessment instrument is to be maintained.
    i. Standardized Assessments. Standardized assessment instruments are not to be made available to students at any time before the student takes the assessment. The assessment instrument is to be maintained in a secure manner.
    ii. Coursework Assessments. Coursework assessment instruments are to be

periodically modified to keep the assessments current and prevent students from effectively using "test banks." For coursework assessments that are given on a repeat basis to students at different times (e.g., a test that is given to students throughout the school day), the educator is to remind students to not share the content of the assessment with students who will be taking the assessment later.

b. Teaching for Success on Assessments. It is appropriate for educators to prepare students to do well on assessments. This is to be accomplished in a manner that assures the assessment accurately reflects the student's knowledge, and not simply test preparation.
    i. Teach the Content. Educators are to prepare students to do well on assessments by teaching the subject content. Educators are not to "teach to the test" by teaching based solely on the content of the assessment. The content is to be taught to the students over an appropriate amount of time prior to the assessment. "Cramming" assessment content just before the assessment is to be taken is not appropriate. Review of content previously taught is appropriate.
    ii. Practice Tests. Educators are to prepare students by teaching test taking skills independent of the subject matter being assessed. Educators are not to conduct reviews (drills) using earlier (no longer published) versions of the same test, using alternate (parallel) forms of the same published test, or using actual items from the current form of a standardized test that will be administered to students. Educators are not to conduct reviews (drills) using items of identical format (for example, multiple choice) to the exclusion of other formats.

c. Conditions for Successful Assessments.
    i. Communication. Educators are to communicate to students and parents when assessments will be administered, the purpose of the assessment, and how the assessment results will be used. Educators are to motivate students to do their best on assessments. Educators are to read and be familiar with assessment administration directions in advance and communicate the rules to students accurately and clearly.
    ii. Climate. Educators are to have sufficient assessment materials available (e.g., No. 2 pencils, if needed). The classroom is to be arranged to allow comfortable seating. Distractions are to be eliminated. Educators in nearby classrooms are to be informed that the assessment is to be administered so noises from neighboring classrooms are kept at a minimum. Activities or arrangements are to be made for students who finish early so such students do not cause a distraction to other students still taking the assessment.
    iii. Security. Educators are to monitor students while administering assessments to ensure students are complying with standards of academic integrity. Students who violate standards of academic integrity are to be reported to the administration.

d. Full Participation. Educators are to make efforts to have all eligible students take

the assessments. The educator should develop a list of students who will be exempted from assessment and the reason for the exemption and submit the list for review and approval by the Principal.

e. Assistance During Assessments.
    i. Standardized Assessments. Educators are not to provide assistance to students while a standardized assessment is being administered except as provided for in a student's 504 Plan or IEP. This includes giving "hints," giving extra time, reading the tests to students or defining or pronouncing words for students, allowing students access to instructional material related to the content of the assessment (e.g., displaying a map during a social studies assessment), or allowing students access to mechanical aids (e.g., calculators).
    ii. Coursework Assessments. For coursework assessments, students may be allowed access to instructional materials or mechanical aids only when all students being given the assessment are given the aids and use of the aids does not hinder the students from learning the content of the lesson.
f. Student Answers. Assessments are to reflect the students' work as submitted by the students. During the assessments, educators are to monitor students to make sure directions are being followed (e.g., students are using a No. 2 pencil on all "bubble" sheet assessments and completely erase mistaken answers and extra marks on "bubble" sheet assessments). Educators are not to change answers on a student's assessment sheet or otherwise participate in the submission of false or misleading assessment results.

Violations of the rules and expectations set forth in this policy will be considered to be a breach of the District's standard of ethics and may result in disciplinary consequences. Educators are to report suspected violations of the expectation to the administration. The administration is to investigate and appropriately respond to violations of the expectations.

Article 5 – PERSONAL AND PROFESSIONAL CONDUCT

Section 1 Professional Ethics Standards

The Laurel-Concord-Coleridge School expects its certificated employees to adhere to the professional ethics standards established by the Nebraska Department of Education as such standards may be modified from time to time. The professional ethics standards, which certificated employees are expected to adhere to, include those set forth below. References to "educator" shall include all certificated employees of the District.

Preamble

The educator shall believe in the worth and dignity of human beings. Recognizing the supreme importance of the pursuit of truth, the devotion to excellence, and the nurture of democratic citizenship.

The educator shall regard as essential to these goals the protection of the freedom to learn and to teach and the guarantee of equal educational opportunity for all.

The educator shall accept the responsibility to practice the profession to these ethical standards.

The educator shall recognize the magnitude of the responsibility he or she has accepted in choosing a career in education, and engages, individually and collectively with other educators, to judge his or her colleagues, and to be judged by them, in accordance with the provisions of this code of ethics.
The standards listed in this section are held to be generally accepted minimal standards for public school certificate holders in the State of Nebraska and for all educators, including administrators, with respect to ethical and professional conduct.

Principle I - Commitment as a Professional Educator:
Fundamental to the pursuit of high educational standards is the maintenance of a profession possessed of individuals with high skills, intellect, integrity, wisdom, and compassion. The educator shall exhibit good moral character, maintain high standards of performance, and promote equality of opportunity.
In fulfillment of the educator's contractual and professional responsibilities, the educator:

A. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
B. Shall not discriminate on the basis of race, color, national origin, religion, disability, age, sex, or other protected category.
C. Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence professional decisions.
D. Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.
E. Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
F. Shall not sexually harass students, parents or school patrons, employees, or board members.
G. Shall not have had revoked for cause in another state a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special services counseling certificate is issued in Nebraska.
H. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.
I. Shall report to the Superintendent any known violation of paragraphs G, E, or B above.
J. Shall seek no reprisal against any individual who has reported a violation of this rule.

Principle II - Commitment to the Student:
Mindful that a profession exists for the purpose of serving the best interests of the client, the educator shall practice the profession with genuine interest, concern, and consideration for the student. The educator shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.
In fulfillment of the obligation to the student, the educator:

A. Shall permit the student to pursue reasonable independent scholastic effort and shall permit the student access to varying points of view.
B. Shall not deliberately suppress or distort subject matter for which the educator is responsible.

C. Shall make reasonable effort to protect the student from conditions, which interfere with the learning process or are harmful to health or safety.
D. Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.
E. Shall keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purposes, or is required by law.
F. Shall not tutor for remuneration students assigned to his or her classes unless approved by the Board of Education.
G. Shall not discipline students using corporal punishment.

Principle III - Commitment to the Public:

The magnitude of the responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The educator bears particular responsibility for instilling an understanding of the confidence in the rule of law, respect for individual freedom, and a responsibility to promote respect by the public for the integrity of the profession.

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

A. Shall not misrepresent an institution with which the educator is affiliated and shall take added precautions to distinguish between the educator's personal and institutional views.
B. Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
C. Shall neither offer nor accept gifts or favors that will impair professional judgment.
D. Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
E. Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any state or territory.
F. Shall, with reasonable diligence, attend to the duties of his or her professional position.

Principle IV - Commitment to the Profession:

In belief that the quality of the services to the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. The educator shall believe that sound professional relationships with colleagues are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to the profession, the educator:

A. Shall provide upon the request of an aggrieved party, a written statement of specific reasons for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
B. Shall not misrepresent his or her professional qualifications, nor those of colleagues.
C. Shall practice the profession only with proper certification and shall actively oppose the practice of the profession by persons known to be unqualified.

Principle V - Commitment to Professional Employment Practices:

The educator shall regard the employment agreement as a pledge to be executed both in spirit

and in fact. The educator shall believe that sound personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect.
In fulfillment of the obligation to professional employment practices, the educator:

A. Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.
B. Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.
C. Shall give prompt notice to the employer of any change in availability of service.
D. Shall conduct professional business through designated procedures, when available, that have been approved by the employing agency.
E. Shall not assign to unqualified personnel, tasks for which an educator is responsible.
F. Shall permit no commercial or personal exploitation of his or her professional position.
G. Shall use time on duty and leave time for the purpose for which intended.

Section 2 Evaluations

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

Section 3 Role Model

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

A. Notification of Arrest, etc.

Employees must notify the Superintendent by the next business day after:

1. Arrest or Criminal Charges. The employee is arrested, ticketed, or issued a criminal charge where:
    a. The maximum penalty for the crime equals or exceeds six months incarceration;
    b. The crime relates to abuse, neglect, or endangerment of a minor, a minor was allegedly a victim or a witness, or the crime involves alleged sexual misconduct;
    c. Conviction would impact performance of employee's job responsibilities, including offenses that:
        i. Would impact the responsibility to be a role model for students or relations with other employees of Laurel-Concord-Coleridge School;
        ii. Would impact the employee's ability to operate a motor vehicle if the employee at times needs to travel during duty time or the employee at times drives students; or
        iii. Would impact the employee's Commercial Drivers License if the employee's job requires that the employee have a CDL.
    d. The arrest or the alleged criminal activity occurred while the employee was on duty, on property of Laurel-Concord-Coleridge School, or in a school owned or utilized vehicle, or at a school-supervised activity or school-sponsored function.

Employees must also promptly report to the Superintendent whenever the employee has been

sentenced to be incarcerated for any period of time, even if the offense is not otherwise reportable.

2. Certificate or License. The employee becomes aware that a complaint has been filed against the employee that could affect a certificate or license required for the employee's position. This includes proceedings of the Nebraska Department of Education related to an alleged violation of the NDE Standards of Conduct and Ethics, Chapter 27, and proceedings of the Health and Human Services related to an alleged violation of the professional standards of conduct for the employee's position.
3. Child Abuse. The employee becomes aware that a report of child abuse or neglect has been made against the employee under the Child Protection Act.

Further, employees must give full disclosure of any Child Protection Act investigation that resulted in an "inconclusive" determination that occurred at any time. Current employees must give such disclosure within ten days following adoption of this Policy. As a condition of employment, applicants for employment must give such disclosure prior to commencement of employment. Any hiring made without such disclosure shall be subject to being immediately revoked in the event the required disclosure was not given.

Employees must give full disclosure of the existence and nature of the above proceedings and must also promptly notify the Superintendent of the disposition of the proceedings.

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

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

B. Civility

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

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

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

C. Visitors to Employees

Employees are not to have visitors while on duty other than as appropriate for the performance of

their duties except on a short-term basis and only with permission of the Superintendent or designee. Included in the definition of visitors are family members of the employee. Employees are responsible for ensuring that their visitors follow posted procedures for being on Laurel-Concord-Coleridge School's property. Employees are not to bring their children to work with them in lieu of taking them to childcare.

D. Tobacco

The use of tobacco products is prohibited in all school buildings and all school vehicles. Smoking shall also be prohibited in any area where school staff, students, or members of the public may be present or may be affected by smoke, including without limitation the stands and bleachers of outdoor athletic fields and near the entry of school buildings.

For purposes of this policy, 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. This does not preclude adults from wearing non-visible nicotine patches, or using nicotine gum without displaying the product container, as part of a smoking cessation program.

Legal Reference:	§§ 71-5716 to 71-5734

E. Complaints or Concerns of Employees

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

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

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

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

Section 4 Relationships

It is important for teachers to maintain an effective working relationship with the administration and all co-workers, including other teachers and support staff. Teachers are also to maintain appropriate relationships with students. Appropriate relationships are established by extending social courtesies, following through on commitments and promises, complying with administrative directives and Board policies, being honest and consistent, and not intruding into personal matters outside the scope of duties or gossiping or spreading rumors about others.

Professional Boundaries Between Employees and Students (Policy 4025)

All employees are expected to observe and maintain professional boundaries between themselves and students. A violation of professional boundaries will be regarded as a form of misconduct and may result in disciplinary action.

The following non-exclusive list of actions will be regarded as a violation of the professional boundaries that employees are expected to maintain with a student:

- Using e-mail, text messaging, instant messaging, or social networking sites to discuss with a student a matter that does not pertain to school-related activities, such as the student's homework, class activity, school sport or club, or other school-sponsored activity. Electronic communications with students are to be sent simultaneously to multiple recipients, not to just one student, except where the communication is clearly school-related and inappropriate for persons other than the individual student to receive (for example, emailing a message about a student's grades).
- Engaging in social-networking friendships with a student on social networking sites. Material that employees post on social networks that is publicly available to those in the school community must reflect the professional image applicable to the employee's position and not impair the employee's capacity to maintain the respect of students and parents or impair the employee's ability to serve as a role model for children. Employees shall not friend or follow students on any social networking site.
- Engaging in sexual activity, a romantic relationship, or dating a student or a former student within one year of the student graduating or otherwise leaving the District.
- Making any sexual advance - verbal, written, or physical - towards a student.
- Showing sexually inappropriate materials or objects to a student.
- Discussing with a student sexual topics that are not related to a specific curriculum.
- Telling sexual jokes to a student.
- Invading a student's physical privacy (e.g., walking in on the student in a restroom).
- Hugging or other physical contact with a student that is initiated by the employee when

the student does not seek or want this attention.
- Being overly "touchy" with a specific student.
- Allowing a specific student to get away with misconduct that is not tolerated from other students, except as appropriate for students with an IEP or 504 Plan.
- Discussing with the student the employee's problems that would normally be discussed with adults (e.g., marital problems).
- Giving a student a ride in the employee's personal vehicle without express permission of the student's parent or school administrator unless another adult is in the vehicle.
- Taking a student on an outing without obtaining prior express permission of the student's parent or school administrator.
- Inviting a student to the employee's home without prior express permission of the student's parent and school administrator.
- Going to the student's home when the student's parent or a proper chaperone is not present.
- Giving gifts of a personal nature to a specific student.
- Discussing alcohol, tobacco, or other illicit drugs in a non-instructional setting, such as describing a party that the employee attended.
- Discussing another student's or employee's personal matters when it is not appropriate outside of the instructional setting.
- "Grooming," which includes building trust with a student and individuals close to the student in an effort to gain access to and time alone with the student, with the ultimate goal of engaging in sexual contact or sexual penetration with the student, regardless of when in the student's life the sexual contact or sexual penetration would take place.

Appropriate exceptions are permitted to the foregoing for legitimate health or educational purposes and for reasons of family relationships between employees and their children who are students in the District. A staff member seeking an exception must receive advance approval from his or her administrator. If a staff member is unable to communicate with an administrator in advance (such as in the event of an emergency), the staff member must notify the administrator as soon as possible, but not later than 24 hours immediately following the event.

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

An employee who violates this policy may face discipline, up to and including termination of employment, and may be referred to the appropriate certification or credentialing agencies for further discipline.

A violation of this policy will result in referral to the Department of Health and Human Services, law enforcement, or both.

Section 5 Professional Attire

It is important for teachers to project a professional image to students, parents and co-workers. Appropriate attire and grooming is one of the means of projecting a professional image. Teachers are expected to maintain conservative and professional attire and grooming when on duty. As professionals, teachers are expected to be aware of the standard to be maintained. As a minimal

guide, teachers should not wear clothing which students would not be permitted to wear at school. The administration may establish more detailed guidelines for individual teachers should that be necessary.

Section 6 Private Tutoring

Teachers are encouraged to provide individual assistance to students as a part of their duties. Teachers who engage in private tutoring for pay (compensation of any kind from a source other than the District) are subject to the following rules:

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

Section 7 Outside Employment

Teachers shall not perform duties unrelated to District employment during duty hours. In addition, teachers shall not engage in employment which conflicts with their school duties. Teachers are not required to notify the District of outside employment except: (1) teachers who are also employed by another Nebraska school district in order to comply with Nebraska State Retirement System regulations and (2) teachers who have a work-related injury in order to comply with workers' compensation requirements.

Section 8 Safe Transportation

When driving a school vehicle or transporting students, teachers are to abide by all rules of the road and any applicable rules of the Nebraska Department of Education and the District relating to driving a motor vehicle. Seat belts and child restraint systems will be utilized by all occupants.

When transporting students, teachers are not to use cell phones or otherwise engage in distractions. This rule applies to the driver when the vehicle is in motion. The only exception would be in the case of emergencies.

Article 6 – ACADEMIC MATTERS

Section 1 Purpose and Goals of Academic Achievement

The Laurel-Concord-Coleridge School Board of Education is committed to providing a quality education for all Laurel-Concord-Coleridge School students consistent with the school's mission statement. Effective, quality instruction by teachers is an essential means of meeting the District's mission of providing a quality education.

Section 2 Teaching to Student Understanding to Assure Learning

Each teacher is responsible for teaching in a manner to meet the mission of the District and to assure student understanding and learning of the principles and concepts to be presented to

students within the curriculum adopted by the District. Teachers will model classroom instruction on the instructional model implemented by the District and reflected in the teacher evaluation instrument adopted by the Board of Education. Teachers are responsible for familiarizing themselves with the instructional model and the principles of instruction set forth in the evaluation instrument. The administration shall provide periodic in-services regarding the instructional model.

State and federal laws and regulations have been enacted which require that students with certain needs be provided instruction and services consistent with those special needs. Examples include students who have been verified as in need of special education ("special education students"), students with other disabilities which impact the educational program ("504 students"), and limited English proficient students ("LEP or ELL students"). The District's policy is to comply with the state and federal laws and regulations in all respects. Teachers who are assigned special education, 504, or LEP/ELL students are required to provide instruction and services consistent with legal requirements and the requirements of Board policy and regulation.

Section 3 Instruction in the Curriculum

Teachers shall instruct students in the curriculum, including the use of curriculum materials, adopted and implemented by the Board of Education, and as directed by the administration. LCC School has adopted an Instructional Model defining those domains, components, and elements of effective teaching practices. All teachers are expected to be familiar with and strive toward continued development of their teaching skills using the Instructional Model as a guide and self-assessment. The school district provides support to teachers through an Instructional Coach position.

Section 4 Measuring and Reporting Academic Achievement

Grades and Grading

Measuring and accurately reporting the level of each student's academic achievement is of critical importance to students, parents, staff, the board of education, and community. To this end, each teacher shall develop a variety of assessment instruments and techniques to measure student achievement in the curriculum adopted and implemented by the school district, record the results of such assessment, and report such results on Report Cards. Teachers should endeavor to measure student learning and understanding on a frequent basis during each quarter to provide an accurate evaluation of each student's academic achievement for that period. It is required that the teacher record at least one grade per week (Grades 6-12). It is generally preferable to give numerical grades for tests, quizzes, and daily work. Grades must be recorded for all curricular areas. Elementary grades (Kdg-5) will utilize standards-based grading practices.

Recording Grades

Each teacher shall record grades in PowerSchool. A sufficient number of grades must be recorded in the grade book to justify all quarter and/or semester grades for each student. Please keep consistent and complete records. Teachers must be able to support and justify the grades that each individual student earns.

Grade Scales

Teachers are to use only the grading scales set forth below. Any deviation from the approved grade scales must be approved by the building principal.

Students will receive letter grades on report cards and transcripts. The following scale will be used to assign letter grades and a grade point average from a percent for grades 6-12:

Superior	98-100 95-97 93-94	A+ A A-	The student is more than meeting the demands of the teacher. Work is on time. The work is of superior quality. It shows mastery of the subject matter. Student has the ability to carry the job through and exerts a positive influence on the class.
Above Average	90-92 87-89 85-86	B+ B B-	The work is of superior nature and the required work is well done. The student meets the demands of the teacher and exerts a positive influence on the class.
Average	82-84 79-81 76-78	C+ C C-	The student satisfactorily completes the required work. The work is on time and is of average quality. The student is showing achievement.
Below Average to Unsatisfactory	74-75 72-73 70-71	D+ D D-	The student is not doing all of the assigned work, is dependent on others, is inconsistent, uncertain, and confused. Work is below normal, but shows some evidence of growth.
Failing	0-69	F	Unsatisfactory, with little growth taking place, lack of interest and irregular attendance and attention. (Provides no credit toward those needed for graduation.)
P	Passing		Indicates that the student is passing regular work in the class.
I	Incomplete		Incompletes are assigned in cases where the student's work is incomplete at the end of the nine week period and/or semester. This may be due to absence because of illness, etc. The student and teacher will work together to arrange a timeline for the completion of the missed work. If the assigned work is not completed by the established deadline, the incomplete becomes an F. Incompletes not taken care of in this time frame will not be eligible for the honor roll.

Each teacher will define the grading procedures to be used in their classes.

Elementary Grading System

This scale will be used for grades **Kindergarten - 2nd grade** in the following areas: **Reading, Language Arts, and Handwriting**

Outstanding	96-100	O	Work is consistently excellent. Student is consistently giving optimum effort
Superior	90-95	S+	
Satisfactory	84-89	S	Work is generally good. The student applies herself/himself most of the time.
Low Satisfactory	77-83	S-	
Needs Improvement	70-76	N	Work is not done well. The student displays minimum effort.
Unsatisfactory	0-69	U	Work is unacceptable for grade standards.

Standards-Based Grading Scale
Students will receive a grade of 1-4 for grades Kindergarten - 5th grade. Grading is based on the child's performance based on Nebraska State Standards. A grade of 3 indicates that the child is meeting state standards and on track.

Each teacher will define the grading procedures to be used in their classes.

Grading Assignment	Academic Grade Description	Participation Grades Descriptions
1	Not Meeting Nebraska State Standards Requirements	Student does not give any effort and does not participate.
2	Approaching Nebraska State Standards Requirements	Student gives minimal effort.
3	Meeting Nebraska State Standards Requirements	Student participates and generally gives best effort.
4	Exceeding Nebraska State Standards Requirements	Student is consistently giving optimum effort.

The preceding grade scales are expected to be used according to the following guidelines:

- No other grade scales are to be used on official records or reports.
- "Failing," "unsatisfactory" or equivalent terms indicate that student performance does not meet the minimum requirements established for the course. A final mark of "failing" or "unsatisfactory" in a credit-bearing course means that credit hours will not be granted.
- The mark given at the end of each reporting period is considered an evaluation of the pupil's status at the time (for example, the final mark in a semester course is an evaluation of the pupil's status as of the close of the semester; not an average of two nine-week marks).
- Teachers may exercise professional judgment in distributing marks. Marks are not expected to be distributed on a normal curve.

Homework Policy for Grades K-5

Purpose of Homework: Homework is an important part of the educational process, designed to reinforce classroom learning, foster independent study habits, and encourage a love of learning. It should be meaningful, manageable, and tailored to the developmental level of the students.

General Guidelines:

1. **Assignments**: Homework will be assigned to be appropriate to the age and abilities of the students. The amount of homework will increase gradually from kindergarten through 5th grade.
2. **Maximum Time Expectations**:
    - Kindergarten - 2nd Grade: None
        i. Parents are encouraged to read at home.
        ii. Homework may be sent home upon request if a student is going to be gone, or may be sent if a child misses an excessive amount of school.
    - Grades 3-4: 20-30 minutes per day.
    - Grade 5: 30-50 minutes per day.

Recess Policy Related to Homework:

- Students will not be required to miss recess to complete homework or assignments, unless other options are exhausted. Recess is a vital part of the school day that supports physical health, social skills, and cognitive development. In cases where homework is incomplete, teachers will provide a designated time during the school day, outside of recess, for students to finish their assignments. If necessary, students may miss a small portion of recess time to complete school work, however, this will only be used when other options are exhausted.
- Maximum amount of time that may be missed per day to complete assignments or homework per grade level:
    - K-2nd: May miss up to half of <u>one</u> recess / per day
    - 3rd-5th: May miss up to half of 2 recesses / per day

Parental Involvement: Parents are encouraged to support their child's learning and their child's homework efforts by providing a quiet space for homework, establishing a regular homework

routine, encouraging their child, and communicating with teachers about any homework concerns or difficulties.

If homework is exceeding timelines established above (10 mins per grade level), please let your child's teacher know.

Teacher Responsibilities:

- Ensure that homework is purposeful and not excessively time-consuming.
- Communicate clearly about homework expectations and due dates.
- Provide feedback on completed homework.
- Be available to discuss homework-related issues with students and parents.

Student Responsibilities:

- Complete homework to the best of their ability.
- Ask for help when needed.
- Turn in assignments on time.
- Balance homework with other activities and responsibilities. Homework should not take more than 10 mins per grade level. Let your teacher know if you need help.

This homework policy is designed to ensure that students benefit from homework without it negatively impacting their well-being or recess time. We believe in the importance of balancing academic responsibilities with physical activity and social interaction during recess.

Reconsideration of Grades/Marks

Questions raised concerning duly assigned grades will be resolved cooperatively in a conference which includes the teacher(s) involved and the Principal. In the event a grade is questioned by parents or students, the parents/guardians and/or student may be included in the conference.

Failure to resolve the issue will result in a second conference involving the Superintendent or designee and the participants in the initial conference described above. The grades designated by teachers will not be changed unilaterally by the Superintendent unless the Superintendent determines that the grade is not consistent with the requirements of law, Board policy, or the best interests of the District.

Reduced Credit

Some students in certain situations may qualify for less than the number of credits normally granted for a course. Late entry or a serious injury at an awkward point in the semester would be a couple of examples. All cases of reduced credit should be recorded on a "Reduced Credit/Error Summary" form and be approved by the Principal.

Transfer Grades

A student transferring into Laurel-Concord-Coleridge School at the 15 to 18 week time period will have all grades on transcript from an accredited school accepted for semester credit. Grades must be approved for credit by the Principal.

Reports to Parents

Grades and credit are assigned on a quarter (9 weeks) for Grades K-5 and a semester basis (18 weeks) for Grades 6-12. Reports are sent to parents at established intervals throughout the school year.

The grade reports are produced from information supplied by teachers and distributed to students at school or are mailed to parents.

All semester grades (Grades 6-12) are calculated on a cumulative basis; i.e., the grade given at the end of the first semester represents an evaluation of work done during that semester.

The end-of-quarter (K-5) and end-of-semester (6-12) reports are directed to parents, not to students. Students probably know quite well how they stand in such areas as citizenship, attitude, cooperation, attendance, preparation of assignments, etc. The parents do not have this knowledge. If any such factors have significant bearing on the student's grades or their relationship with teachers, notes should be sent to parents. Arrangements will be made to place these teacher-written notes with the grade report forms. The notes may call attention to deficiencies, faults, or failures; or they may be commendatory in nature. If carefully prepared, they can be most valuable. Parents need to have information about areas of strengths and areas needing improvement and progress being made by their child. For their instruction, and for our ultimate well-being, if and when problems arise, it is essential that the reports be as informative as possible. Teachers should, in all cases, plan to keep on file duplicate copies of the notes which are sent to parents.

Please accept, cooperatively and professionally, the responses that parents may make subsequent to the distribution of grade reports. Parents are not always helpful or reasonable under these circumstances, but they do need information and direction. Please encourage parents to discuss their student-centered problems with you and give them all possible assistance.

Section 5 Parent-Teacher Conferences

Parent-Teacher conferences are a critical opportunity for teachers to dialogue with parents (or guardians) of students regarding student achievement and learning. To this end, Parent-Teacher conferences will be scheduled and held twice during the school year. Teacher attendance at Parent-Teacher conferences is mandatory. A teacher may only be excused from attendance at Parent-Teacher conferences in writing by the Superintendent.

Teachers are expected to be prepared for such conferences. Being prepared includes having completed grade books which include all student assignments, work, or tests completed within five (5) days of the date of the Parent-Teacher conference.

Article 7 – USE OF SCHOOL FACILITIES AND EQUIPMENT

Section 1 Drug-Free Workplace

The District has established the school as a drug-free workplace. The drug-free workplace for

this purpose includes school grounds, school utilized vehicles, and places in which school activities are held.

The unlawful manufacture, distribution, disposition, possession, or use of a controlled substance is prohibited in the workplace. The possession, use, or distribution of illicit drugs or alcohol, the use of glue or aerosol paint or any other chemical substance for inhalation, and being under the influence of illicit drugs, alcohol, or inhalants, is prohibited in any place while teachers are on duty time. Any level of impairment from illicit drugs, alcohol, or inhalants, and the presence of any odor of illicit drugs (such as marijuana) or alcohol on a teacher in the workplace or on duty time shall be a violation of the drug-free workplace. The possession or distribution of a look-alike drug or look-alike controlled substance is prohibited. In addition, teachers are expected to serve as role models for students and will be considered to have violated the District's expectations in the event the teacher commits a criminal drug or alcohol offense off the work place or off duty time.

As a condition of employment teachers will abide by the District's drug-free workplace policies and notify the Superintendent of any criminal drug statute conviction for a violation occurring in the workplace no later than 5 days after such conviction. Disciplinary sanctions up to and including termination of employment and referral for prosecution will be imposed for violations of the District's drug-free workplace policies. Sanctions may include the requirement that the teacher complete an appropriate rehabilitation program, a reprimand, and termination of employment. Drug and alcohol counseling and rehabilitation and reentry programs are available through local health agencies.

Section 2 Smoke and Tobacco-Free Workplace

The use of tobacco products is prohibited in all school buildings and all school vehicles. Smoking shall also be prohibited in any area where school staff, students, or members of the public may be present or may be affected by smoke, including without limitation the stands and bleachers of outdoor athletic fields and near the entry of school buildings.

For purposes of this policy, 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. This does not preclude adults from wearing non-visible nicotine patches, or using nicotine gum without displaying the product container, as part of a smoking cessation program.

Section 3 Weapon-Free Workplace

The District prohibits any person from being in possession of a weapon at a school attendance facility, on school property, at a school-supervised activity, or at a school-sponsored function. Any teacher found to be in violation of this policy shall be subject to disciplinary action, up to and including termination.

The term "weapon" means an instrument or object used, or which may be used, as a means of attack, defense, or destruction, including, without limitation:

1. Any object which will, or is designed to, or may readily be converted to, expel a projectile by the action of an explosive or other means;
2. The frame or receiver of any object described in the preceding example;
3. Any firearm muffler or silencer;
4. Any explosive, incendiary, or gas (a) bomb, (b) grenade, (c) rocket, (d) missile, (e) mine, or similar device;
5. Any bludgeon, sand-club, metal knuckles, or throwing star;
6. Any knife other than as used for strictly instructional or personal care or eating purposes. A pocket knife with a blade of 2-1/2 inches or more is a prohibited weapon. A switch-blade knife is prohibited regardless of size of the blade. A switch-blade knife is defined as a knife with a blade that opens automatically by hand pressure applied to a button, spring, or other device in the handle of a knife, or any knife having a blade that opens or falls or is ejected into position by the force of gravity or by an outward, downward, or centrifugal thrust or movement;
7. Any electronic device designed to discharge immobilizing levels of electricity, commonly known as a stun gun or taser. A teacher may possess an electronic safety device (e.g., taser) designed for individual personal defensive purposes, and it shall not be considered as possession of a weapon. The teacher must notify the Principal of such possession and secure the device so as to prevent student access or possession; and
8. A teacher may possess mace or other similar chemical agents in quantity and/or concentration typically designed for individual personal defensive purposes, and it shall not be considered as possession of a weapon. The teacher must notify the Principal of such possession and secure the mace or other similar chemical agent so as to prevent student access or possession. Possession of larger quantities and/or concentrations of mace or other similar chemical agents than is typically designed for individual personal defensive purposes will be considered as possession of a weapon. Usage of mace or other similar chemical agents will be considered as usage of a weapon if the usage is found to be for non-defensive purposes. A teacher who is negligent in their possession of mace or other similar chemical agents will be subject to disciplinary action.
9. A teacher may possess an item which may be considered a weapon where such item is used for instructional purposes and the teacher has received approval of the administration to possess the item, provided it is used in the manner approved and is maintained in such manner as the administration has directed.
10. Any other object that is designed for or intended for use as a destructive or injurious device.

The phrase "possession of a weapon" includes, without limitation, a weapon in a teacher's personal possession, as well as in a teacher's motor vehicle, desk, locker, briefcase, backpack, or purse.

Section 4 Use of District Computer Network and Internet

Teachers have access to the District's computer network and the Internet for the enhancement and support of student instruction. It is important to remember that the equipment and the software are the property of the school district.

In using the computers and the Internet, teachers are agreeing to the following:

1. Since copyright laws protect software, teachers will not make unauthorized copies of software found on school computers by any means. Teachers will not give, lend, or sell copies of software to others unless the original software is clearly identified as shareware or in the public domain.
2. If a teacher downloads public domain programs for personal use or non-commercially redistributes a public domain program, the teacher assumes all risks regarding the determination of whether a program is in the public domain.
3. Teachers shall not access material that is obscene, child pornography, or otherwise inappropriate matter for educational or work-related uses or contrary to the District's mission. Teachers are not permitted to knowingly access information that is profane, obscene, or offensive toward a group or individual based upon race, color, national origin, religion, disability, age, sex, or other protected category. Further, teachers are prohibited from placing such information on the Internet.
4. Teachers will protect the privacy of other computer users' areas by not accessing their passwords without written permission. Teachers will not copy, change, read, or use another person's files. Teachers will not engage in "hacking" or otherwise attempt to gain unauthorized access to system programs or computer equipment.
5. Teachers will not use computer systems to disturb or harass other computer users by sending unwanted mail or by other means.
6. Teachers will not disclose their passwords and account names to anyone or attempt to ascertain or use anyone else's password and account name.
7. Teachers will not attempt to login to the system as a system administrator.
8. Teachers understand that the intended use of all computer equipment is to meet instructional objectives.
9. Teachers will not waste or take supplies for personal use, including but not limited to paper, lamination film, and toner that are provided by the District.
10. Teachers will not use the network for financial gain or for any commercial or illegal activity.
11. Attempts to bypass security systems on computer workstations or servers, or vandalism will result in cancellation of privileges and may result in further consequences. Malicious attempts to harm or destroy data of another teacher, or data that resides anywhere on the network or on the Internet, or the uploading or creation of computer viruses are forbidden.
12. The District will not be responsible for any liabilities, costs, expenses, or purchases incurred by the use of the District's telecommunications systems such as the Internet. This includes, but is not limited to, the purchase of online services or products. The teacher is solely responsible for any such charges. The teacher's acceptance of an email account is an acceptance of the teacher's agreement to indemnify the District for any expenses, including legal fees, arising out of the teacher's use of the system in violation of the agreement.
13. The Internet will be supplied for your use on an "as is, as available" basis. The District does not imply or expressly warrant that any information you access will be valuable or fit for a particular purpose or that the system will operate error free.

14. The District is not responsible for the integrity of information accessed, or software downloaded from the Internet.
15. The District reserves the right to refuse posting of files and to remove files.
16. The District further reserves the right to inspect a teacher's computer and computer usage at any time. Teachers have no privacy rights or expectations of privacy with regard to use of the District's computers or Internet system.
17. The computer system is not a public forum. It is provided for the limited purpose of advancing the District's mission.
18. A technology protection measure is in place that blocks and/or filters Internet access to prevent access to Internet sites that are not in accordance with policies and regulations. In addition to blocks and/or filters, the District may also use other technology protection measures or procedures as deemed appropriate. The technology protection measure that blocks and/or filters Internet access may be disabled only by an authorized staff member for bona fide research or educational purposes: (a) who has successfully completed district training on proper disabling circumstances and procedures, (b) with permission of the immediate supervisor of the staff member requesting said disabling, or (c) with the permission of a building administrator. An authorized staff member may override the technology protection measure that blocks and/or filters Internet access for a minor to access a site for bona fide research or other lawful purposes provided the minor is monitored directly by an authorized staff member.

Any violation of any part of this agreement or any other activity which school administrators deem inappropriate will be subject to disciplinary action. Discipline could include but would not be limited to, the immediate suspension or termination of the teacher's Internet account and computer privileges, reprimand, suspension, or termination.

Section 5 Use of School Facilities

Teachers will be issued keys to the school. Teachers are expected to not lose their keys and to not allow others to have access to or to use their keys. Teachers are permitted to have access to school facilities during non-school time provided such access is for work-related purposes. When teachers leave the building, they are to close all windows, lock their classroom door, and make sure that the entry door is fully closed and locked. This is especially important when teachers are using the school facilities prior to the beginning of the school year and during any weekend or evening usage.

School property is to be used for approved work-related purposes and not for personal purposes or for personal gain or benefit. Teachers and immediate family (under 12 years of age must be supervised) may use designated school/community fitness facilities for personal use through the school/community membership agreement. Use of school supplies (paper, staples, etc.), school equipment (copiers, fax machines, telephones, etc.), and school postage is to be for approved school-related purposes only. Excess or surplus supplies or equipment, including items which have been placed in the trash, should not be removed for non-school use without approval from the administration.

Section 6 Care of School Property
Teachers are responsible for the proper care of all books, equipment, supplies, and furniture supplied by the school. If an item is in need of maintenance or repair, report it to the Principal. If you learn that a student has damaged school property or equipment, or if you are responsible for damage to school property, promptly report it to the Principal so the item may be replaced or repaired if possible and appropriate responsibility for the cost of replacement or repair may be determined.

Section 7 Use of School Telephone
Personal telephone calls shall not be made during duty time except in the event of an emergency. Long distance calls on school telephones should be for school purposes only. You will need to promptly log long distance calls and be responsible for any charges, which are for personal use.

Section 8 Visitors
Teachers are not to have visitors on school property except on a short-term basis and only with permission of the Principal. Included in the definition of visitors are family members of the teacher. Visitors should follow posted procedures for being on school property. Teachers are not to bring their children to school with them in lieu of taking them to childcare.

Section 9 Salespersons
Teachers need not allow, and should not permit, any salesperson or representative or agent of any commercial enterprise or theatrical presentation to contact the teacher while engaged in the teacher's duties except for such times as may be designated by the Superintendent or designee. By law, the hours of no solicitation are between 8:30 a.m. and 5:00 p.m. on all days school is in session. If you are required to be at work earlier than 8:30 a.m., the hours are extended to that earlier time as well.

Teachers shall not use classrooms, buildings, or other school property for personal use or profit without specific approval from the Superintendent or designee. Teachers shall not use time for which the teacher is on duty or paid by the District to engage in any activity for personal financial profit. Any violation of this policy will be held to be willful insubordination.

Section 10 Security of Desks and Lockers
Offices, teacher desks, lockers, file cabinets, and other such storage devices ("storage devices") are owned by the school and are to be properly cared for and maintained. Appropriate security measures should be used to protect school and personal property kept in storage devices from theft or vandalism and to protect confidential student records.

The school exercises exclusive control over school property and reserves the right to search offices and storage devices provided to or used by employees where permitted by law, such as where reasonable grounds exist for suspecting that a search will turn up evidence that the employee has committed work-related misconduct, or that a search is necessary for a non-investigatory work-related purpose, such as to retrieve a file. School-related documents or records must remain readily available to administration and other appropriate school staff. Any personal items a teacher wants to have kept private should be kept in a separate personal storage

device, such as a briefcase, purse, or backpack.

The District is not responsible for any personal property teachers may bring to school. Teachers are cautioned not to bring large amounts of money or items of significant value to school.

Section 11 Video and Audio Surveillance

The Board of Education has authorized the use of video cameras on School District property to ensure the health, welfare, and safety of all staff, students, and visitors to District property, and to safeguard District facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent.

Notice is hereby given that video and audio surveillance may occur on District property. In the event a video or audio surveillance recording captures a student or other building user violating school policies or rules or local, state, or federal laws, the video or audio surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

Section 12 Bulletins and Announcements

Bulletin boards and digital displays are available for school-related and approved materials to be posted and displayed. Posters to be used in the halls or materials for distribution will need to be approved by the Principal's office. Posters attached to any painted wall surfaces must be adhered with approved tape. The person or organization responsible for distributing the posters is responsible to see that all posters are removed within 48 hours after the event.

Section 13 Copyright and Fair Use Policy

It is the school's policy to follow the federal copyright law. Teachers are reminded that, when using school equipment and when performing school duties, they also must follow the federal copyright laws. The federal copyright law governs the reproduction of works of authorship. Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice.

The "fair use" doctrine allows limited reproduction of copyrighted works for educational and research purposes. The relevant portion of the copyright statute provides that the "fair use" of a copyrighted work, including reproduction "for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research" is not an infringement of copyright. The law lists the following factors as the ones to be evaluated in determining whether a particular use of a copyrighted work is a permitted "fair use," rather than an infringement of the copyright:

- the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- the nature of the copyrighted work;
- the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and
- the effect of the use upon the potential market for or value of the copyrighted work.

Although all of these factors will be considered, the last factor is the most important in determining whether a particular use is "fair." Teachers should seek assistance from administration if there are any questions regarding what may be copied.

Section 14 Lost and Found

Teachers who find lost articles are asked to take them to the office, where the articles can be claimed by the owner.

Section 15 Safety

Safety Program and Safety Committee

The District has established a Safety and Security Management Plan which includes safety and security plans and procedures, including plans and procedures to address emergency and crisis situations. Teachers are expected to be familiar with and to comply with the Safety and Security Management Plan. The Plan may be obtained for review or copy from the Principal or the Superintendent.

The District also has a safety committee to address employee accidents, injuries, and workplace conditions. A representative from each bargaining group, plus representatives appointed by administration, serve on the committee. If you have a desire to serve on the committee, you should contact the president of the teachers' association. Teachers can make suggestions and/or report concerns to the safety committee in the following ways: (1) contact the teachers' association representative of the safety committee, (2) contact the president of the teachers' association, or (3) contact the Safety Committee in care of the Superintendent.

Safety Practices

Guidelines for safe work practices which teachers should follow include the following:

- Never stand on chairs, counters, tables, etc. Only use step stools, ladders, and locking stools to stand, climb, etc., to reach high places, put things on bulletin boards, etc.
- Always wear protective equipment (i.e., goggles, aprons, gloves, and ear protection).
- Wipe up spills or report promptly to appropriate personnel. Do NOT assume someone else will do it.
- Be aware of your surroundings. Pick up clutter, keep your work area or room clean and free of clutter, debris, etc.
- Identify and report all hazards (i.e., broken equipment, broken or uneven floor surfaces, non-operating tools, windows, doors, etc.). Follow up if not repaired.
- Do not use equipment if you are not familiar with it or operate machinery without proper training.
- Do not carry heavy or bulky objects. Get a cart, dolly, or assistance. Know how to properly lift.
- Report any injuries or medical problems to your supervisor immediately and complete the employee accident report.
- Wear seatbelts when in vehicles where provided.
- Do not do repetitive tasks for long periods of time.
- Every accident in the school building, on the school grounds, at practice sessions, or at

any athletic event sponsored by the school must be reported immediately to the Principal.

As required by law, approved safety glasses will be required of every student and teacher while participating in or observing vocational, technical, industrial technology, science, and art classes. All visitors to these areas must check out a pair of safety glasses when entering any of these areas.

Use of Personal Vehicles
Teachers who drive school vehicles or volunteer to use their personal automobile to transport students must have a valid driver's license and proof of insurance. Teachers will be provided a Driver's Certification form to verify this information and to be given instruction on emergency evacuation and first aid. Teachers who drive school vehicles or transport students in their personal vehicles are responsible for following safe driving practices, including use of seat belts by all occupants, and are responsible for any injury or accident. Teachers are not to use cell phones while driving a school vehicle or while transporting children.

Accidents
Every accident which results in a personal injury must be reported to the Principal immediately. In the event the injury involves a student, the teacher responsible for the student either as teacher, coach, or sponsor is responsible for making the report. If the injury occurs in the presence of the teacher, the teacher is also responsible for making a report.

Workers Compensation
Teachers are required to immediately report any work-related injury and/or work-related medical condition to their supervisor and complete all appropriate paperwork.

Article 8 – STATE AND FEDERAL PROGRAMS

Section 1 Notice of Nondiscrimination

The Laurel-Concord-Coleridge School does not discriminate on the basis of race (including skin color, hair texture, and protective hairstyles), color, national origin, religion, disability, age, sex, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected category in admission or access to, or treatment of employment, in its programs and activities. The Coordinators listed in Section 2 have been designated to handle inquiries regarding complaints, grievance procedures, or the application of these policies of nondiscrimination.

Local complaint or grievance procedures are provided for by the District and set forth in this handbook. If an employee does not feel that a complaint of nondiscrimination has been satisfactorily resolved at the school level, the employee may file a complaint with the appropriate federal or state agency. Complaints are to be filed with the regional Department of Education, Office for Civil Rights where the complaint relates to Title IX (discrimination, harassment, or lack of equity based on gender), Title VI (discrimination or harassment based on race, color, or national origin) or Section 504 (discrimination, harassment, or failure to accommodate a disability). Complaints are to be filed with the the regional U.S. Equal Employment Opportunity

Commission (EEOC) if the complaint relates to Title VII (discrimination or harassment based on race, color, gender, national origin, or religion), the Americans with Disabilities Act (discrimination, harassment, or failure to accommodate a disability), or the Age Discrimination in Employment Act (discrimination based on age). The contact information for the OCR and the EEOC in this regard are:

Office for Civil Rights in the U.S. Department of Education (OCR)
601 East 12th Street, Room 353
Kansas City, MO 64106
(800) 368-1019 (voice), Fax (816) 426-3686
(800) 537-7697 (telecommunications device for the deaf),
or ocr.kansascity@ed.gov.

The U.S. Equal Employment Opportunity Commission (EEOC)
Gateway Tower II
400 State Avenue, Suite 905
Kansas City, KS 66101
(800) 669-4000; TTY: (800) 669-6820; Fax (913) 551-6957

A publication provided by the federal government concerning rights of non-discrimination is attached as Appendix "D" to this handbook.

Section 2 Designation of Coordinators

Any person having inquiries concerning the District's compliance with anti-discrimination laws or policies or other programs should contact or notify the following person(s) who are designated as the coordinator for such laws, policies, or programs. The contact address for the coordinators are:
Laurel-Concord-Coleridge School, 502 Wakefield St., PO Box 8, Laurel, Nebraska 68745, (402) 256-3133.

Law, Policy or Program	**Issue or Concern**	**Coordinator**
Title VI	Discrimination or harassment based on race, color, or national origin;	Jeremy Christiansen
Title IX	Discrimination or harassment based on sex; gender equity	Jennifer Van Meter
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment, or reasonable accommodations of persons with disabilities	Sarah Beckwith
Homeless student laws	Children who are homeless	Jeremy Christiansen
Safe and Drug Free Schools and Communities	Safe and drug free schools	Jeremy Christiansen

Section 3 Anti-Discrimination & Harassment Policy

Elimination of Discrimination

The Laurel-Concord-Coleridge School hereby gives this statement of compliance and intent to comply with all state and federal laws prohibiting discrimination or harassment and requiring accommodations. This school district intends to take necessary measures to assure compliance with such laws against any prohibited form of discrimination or harassment or which require accommodations.

Preventing Harassment and Discrimination

Purpose: Laurel-Concord-Coleridge School is committed to offering employment and educational opportunity to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, co-workers, students, or other persons is prohibited. In addition, the Laurel-Concord-Coleridge School will try to protect employees and students from reported discrimination or harassment by non-employees or others in the workplace and educational environment.

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

In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's race (including skin color, hair texture, and protective hairstyles), color, national origin, sex, disability, religion, age, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected category constitute harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.

Age harassment (40 years of age and higher) has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults, or intimidation based on a person's age.

Sexual harassment is defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the workplace, classroom, or educational environment. Sexual harassment may exist when:

- Submission to such conduct is either an explicit or implicit term and condition of employment or of participation and enjoyment of the school’s programs and activities;
- Submission to or rejection of such conduct is used or threatened as a basis for employment related decisions, such as promotion, performance, evaluation, pay adjustment, discipline, work assignment, etc., or school program or activity decisions, such as admission, credits, grades, school assignments, or playing time;
- The conduct has the purpose or effect of unreasonably interfering with an individual's

work or educational performance or creating an intimidating, hostile, or offensive working, classroom, or educational environment.

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

Laurel-Concord-Coleridge School does not discriminate on the basis of sex in any educational program or activity that it operates. The District is required by Title IX (20 U.S.C. § 1681) and 34 CFR Part 106 not to discriminate in such a manner. This requirement not to discriminate also applies to admission and employment. Any inquiries about the application of Title IX may be referred to the District Title IX Coordinator, to the Assistant Secretary of the Office of Civil Rights, or both.

Jennifer Van Meter, Title IX Coordinator
502 Wakefield St., Laurel, NE 68745
(402) 256-3133
jennifer.vanmeter@lccschool.org

The following information outlines the Laurel-Concord-Coleridge School's procedure for complaints of sexual harassment including the complaint process, how to file a report or a complaint of sexual harassment, how to file a formal complaint of sexual harassment, and how the District will respond to such complaints.

Title IX: Grievance Procedures for Complaints of Sexual Harassment

A. <u>Complaint Procedure - Generally</u>

All employees are responsible for helping to prevent sexual harassment. Employees, or students, who believe they have been subjected to, or believe they have witnessed sexual harassment should follow these procedures:

1. Directly inform the person engaging in the discrimination or harassment that such conduct is offensive and must stop.
2. For employee reporters, contact your principal or supervisor or the principal or supervisor of the offending person, the Title IX Coordinator, if you do not wish to communicate directly with the person whose conduct is offensive or if direct communication with the offending person has been ineffective.
3. Report the matter to the Title IX Coordinator if the offending conduct continues or has not been resolved to your satisfaction after you have reported the matter to a principal or supervisor.
4. For student reporters, contact any teacher, counselor, or administrator, or Title IX coordinator.
5. Report to the Title IX Coordinator if you are the adult to whom the student has made a report so that the matter can be properly resolved.

B. <u>Response to a Formal Complaint:</u>

1. Filing Formal Complaint: An employee or student can allege sexual harassment by filing a formal complaint in writing with the Title IX Coordinator in person or by mail, or by electronic mail using the following contact information:

TITLE IX COORDINATOR CONTACT INFORMATION
Jennifer Van Meter
502 Wakefield Street, Laurel, NE 68745
402-256-3133
jennifer.vanmeter@lccschool.org

The formal complaint must be signed by the complainant or by the Title IX Coordinator. **The following procedures apply only in the event that a formal complaint is filed. All other allegations of sexual harassment shall be resolved using the general complaint procedure. Any timelines set forth in the following procedures may be extended by the Title IX Coordinator with notice to the parties.**

2. Immediate Actions Upon Receipt of Formal Complaint: Upon receipt of a formal complaint, the Title IX Coordinator shall provide the following to all known parties of (A): The complaint procedure as outlined in this regulation; and (B): Notice of the allegations of sexual harassment including (i) the identities of the parties involved, if known, (ii) the conduct allegedly constituting sexual harassment, and (iii) the date and location of the alleged incident.

The parties to the formal complaint may select an advisor of their choice, who may be, but is not required to be, an attorney.

3. Investigation of Formal Complaint: Upon receipt of a formal complaint, the Title IX Coordinator shall notify the investigator. The investigator 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 investigator will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this complaint procedure. If the allegation(s) involve possible criminal conduct, the District will notify the complainant of his or her right to file a criminal complaint, and District employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation.

The investigator will aim to complete its investigation within a reasonable time frame as determined by the Title IX Coordinator. The factors to determine a reasonable time frame include, but are not limited to the allegations of the formal complaint, the number of witnesses that may need to be interviewed, and whether the police are also conducting an investigation into the allegations. The time frame originally set by the Title IX Coordinator may be extended by the Title IX Coordinator, upon notice to the parties, as he or she deems necessary to complete the investigation. Periodic status updates will be given to the parties, when appropriate.

(A) *Neutrality*: The Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate this complaint procedure, shall not have any conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The District shall ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates this complaint procedure shall receive training on the definition of sexual harassment in accordance with this regulation, the scope of the District's education program or activity, how to conduct an investigation and complaint process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the fact at issue, conflicts of interest, and bias. The District shall ensure that the individuals involved in the complaint procedure receive training on issues of relevance of questions and evidence and on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

(B) *Burden of Production*: It shall be the investigator's burden to gather evidence sufficient to reach a determination regarding responsibility. To reach a determination, the 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?).

(C) *Rights of the Parties:* The respondent is entitled to a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the complaint process.

The investigator must provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.

The investigator shall not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.

The investigator shall provide the parties with the same opportunities to have others present during any complaint proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice if the investigator deems appropriate. However, the investigator may establish restrictions regarding the extent to which the advisor may participate in the proceedings, if the restrictions apply equally to both parties.

The investigator shall provide to all witnesses expected to attend a meeting notice of the date, time, location, participants, and purpose of all hearings within 2 days of the meeting.

Up until the conclusion of the investigation, the parties shall have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint. This includes the evidence upon which the investigator does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence obtained from any source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.

The District retains the right to place a non-student employee respondent on administrative leave during the pendency of the investigation. The District also retains the right to remove a respondent from the District's educational program prior to the conclusion of the investigation. In the event of a removal, the respondent shall have the opportunity to challenge the decision for removal.

(D) *Conclusion of Investigation*: Prior to the conclusion of the investigation, the investigator shall send each party and the party's advisor, if any, the evidence that is subject to inspection and review in an electronic format or a hard copy. The parties shall then have ten (10) days to submit a written response, which the investigator will consider.

Once the investigator has considered the written statements of the parties, if any, and any questions of the parties, if any, the investigator shall create an investigative report that fairly summarizes relevant evidence. The investigator shall then submit the written investigation report to the decision-maker. The parties shall each receive a copy of the final investigative report at the same time as the decision-maker.

4. Decision of Responsibility: The decision-maker, shall review the investigative report. Prior to coming to a determination regarding responsibility, the decision-maker shall provide 10 days for each party to submit written, relevant questions that a party wants asked of any party or witness, provide each party with answers, and allow for additional, limited follow-up questions from each party.

Once the decision-maker has considered the written questions of the parties, if any, the decision-maker shall issue a written determination regarding responsibility by a preponderance of the evidence within a reasonable time frame as determined by the Title IX Coordinator. The decision-maker shall consider all relevant evidence, including inculpatory and exculpatory evidence, and will not consider the credibility of the evidence to be based on a person's status,

such as complainant, respondent, or witness. The decision-maker shall provide the written determination to both parties simultaneously. The written determination must include:

1. Identification of the allegations potentially constituting sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather evidence;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of each recipient's code of conduct to the facts;
5. A statement of, and rationale for, the results as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant; and
6. The recipient's procedures and permissible bases for the complainant and respondent to appeal.

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Sec. 11232g; 34 C.F.R. Part 99, permits the District to disclose relevant information to a student who was discriminated against or harassed.

5. Supportive Measures and Disciplinary Actions:
   Throughout the investigation, either party may be entitled to supportive measures. Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment.

Supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The District shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the District to provide the supportive measures.

At the conclusion of the investigation, the decision-maker may institute disciplinary measures to the respondent if the decision-maker determines that the respondent engaged in sexual abuse or harassment. Disciplinary measures may include, but are not limited to, in-school suspension, out-of-school suspension, expulsion, and in the case of an employee disciplinary action up to and including dismissal from employment. **This regulation does not limit or prohibit the District**

from instituting disciplinary measures if in the course of the investigation it determines that the complainant or respondent violated the student code of conduct.

The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

C. <u>Appeals</u>

If either party is not satisfied with the outcome of the investigation and the decision of the decision-maker, they may appeal on the following bases:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
3. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against the complainant or respondent generally or the individual complainant or respondent that affected the outcome of the matter.

The request for an appeal shall be in writing and submitted on the appropriate document. The appeal document shall be submitted to the Superintendent of Schools.

Upon notice of an appeal by either party, the Superintendent of Schools shall notify the other party in writing when the appeal is filed and of the appeal procedures, which apply equally to both parties.

The Superintendent of Schools shall be responsible to appoint and arrange for an objective person to review and issue a decision for all appeals. This designated person shall give both parties a reasonable and equal opportunity to submit a written statement in support of, or challenging the outcome.

The designated appeals individual shall review the investigative report, decision-maker's determination, and written statements of the parties and then issue a written decision describing the result of the appeal and the rationale for the result. The designated appeals individual shall provide the written decision simultaneously to both parties.

D. <u>Informal Resolution</u>

If a formal complaint is filed, the District may offer the complainant and respondent the opportunity to participate in an informal resolution process. The informal resolution process may take place at any time prior to reaching a determination regarding responsibility. The informal resolution process shall only take place upon:

1. Written notice to both parties disclosing: the allegations, the requirements of the informal resolution process, including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the resolution process and resume the complaint process with respect to the formal

complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
2. The parties' voluntary, written consent to the informal resolution process; and
3. That the allegations of the formal complaint do not involve any allegations that an employee sexually harassed a student.

E. Record Keeping

The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings and any subsequent determinations, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings for a period of seven years.

Section 4 Grievance Procedure for Persons with a Disability

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act address discrimination, harassment, or failure to provide reasonable accommodations to persons with a disability. The following grievance procedure shall be used for resolution of complaints of alleged violations of the ADA or Section 504:

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

7. A decision on the request for reconsideration shall be made within ten (10) days after the request for reconsideration was filed unless the Board or Committee of the Board is the reviewer, in which event the decision shall be made within thirty (30) days of the filing of the request for reconsideration, unless such time period is extended by agreement with the complainant or a longer period is reasonably necessitated by the circumstances.

Section 5 Confidentiality of Student Records (FERPA)

The Family Educational Rights and Privacy Act (FERPA) gives parents and students over 18 years of age rights of access and confidentiality with respect to education records. Employees are expected to provide access rights and maintain the confidentiality of education records in accordance with FERPA and Board policy. Further information about FERPA and the District's policies under FERPA are found in Board policy and in the student handbook.

Section 6 Disclosure of Student Information to Military Recruiters and Colleges

The "Every Student Succeeds" Act of 2015 (ESSA) Section 8025 requires the District to provide military recruiters and institutions of higher education access to secondary school students' names, addresses, and telephone listings. Parents and secondary students have the right to request that the school not provide this information (i.e., not provide the student's name, address, and telephone listing) to military recruiters or institutions of higher education, without their prior written consent. Employees are expected to follow these requirements.

Section 7 Disclosure of Staff Qualifications

The "Every Student Succeeds" Act of 2015 (ESSA) gives parents/guardians the right to request information about the professional qualifications of their child's classroom teachers. The District designates the following information as "directory information" and will give parents/guardians such information upon request:

- Whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under an emergency or provisional teaching certificate.
- The baccalaureate degree major of the teacher, along with information about other graduate certification or degrees held by the teacher, and the field of discipline of the certification or degree.
- Whether the parent/guardian's child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who does not meet the requirements of ESSA.

Section 8 Student Privacy Protection

The "Every Student Succeeds" Act of 2015 (ESSA) requires the District to protect the privacy of students. Further information about student privacy and the District's policies with regard to student privacy are found in Board policy and in the student handbook. In general, employees are expected to comply with these provisions of the ESSA and related Board policy, as follows:

- Student surveys created by and administered by either the United States Department of Education or a third party (a group or person other than the District)—give parent/guardian the opportunity to inspect the survey upon request before the survey is administered or distributed to the students;
- Student surveys which involve "sensitive" matters—make suitable arrangements to

protect student privacy (that is, do not include the name or other identifying information about a particular student) and give parents the opportunity, in advance, to "opt-out" their child from the survey. Sensitive matters include:

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

- Instructional materials. We will permit parents upon reasonable request to inspect any instructional material used as part of the educational curriculum for their child. The term "instructional materials" does not include academic tests or academic assessments for purposes of this parent inspection requirement. If you receive such a request, direct the parent to contact your building principal and also inform the building principal yourself about the request to get instructions.
- Collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. The District policy is to not gather such information for such purposes.

Section 9 Parental Engagement

General - Parental/Community Engagement in Schools

The District's policy is to welcome parental involvement in the education of their children. As a part of this policy, employees are expected to:

- provide parents timely information about their child's progress, including use of quarterly report cards, active and constructive attendance at parent-teacher conferences, and more frequent parent contacts where warranted by the student's academic and behavioral needs;
- make textbooks, completed tests, and other curriculum materials available for review by parents upon request;
- permit parents access to their child's records according to law and school policy;
- encourage parents to attend courses, assemblies, counseling sessions, and other instructional activities with prior approval of the proper teacher, counselor, or administrator, provided that such parent attendance be educationally appropriate and not disruptive to the educational program;
- assure that testing occurs to assure proper measurement of each child's educational progress and achievement;
- permit parents to excuse their child from testing, classroom instruction, and other school experiences when possible and educationally appropriate;
- notify parents of student surveys in accordance with district policy, obtain parental permission for surveys where required by District policy or law, and allow parents to

opt-out of such surveys in accordance with District policy and law; and
- encourage parents to express their concerns, share their ideas, and advocate for their child's education.

Section 10 Homeless Students

The "Every Student Succeeds" Act of 2015 (ESSA) requires that homeless students not be stigmatized or segregated on the basis of their status as homeless. Homeless children generally include children who lack a fixed, regular, and adequate nighttime residence. The Superintendent serves as the District's designated Homeless Coordinator and should be contacted for questions relating to a homeless student.

Section 11 Breakfast and Lunch Programs

The District participates in the National School Lunch Program. Employees are expected to keep information about the participation of students in the program confidential.

Section 12 Confidentiality of Protected Health Information

It is the policy of the District to develop and implement all necessary practices, policies, and procedures to comply with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) where and to the extent applicable and to maintain the privacy of protected health information (PHI), as that term is defined by HIPAA, that it receives, obtains, or transmits for employees and students. The District designates the Superintendent as its HIPAA privacy officer. Student and employee records containing PHI shall be accessible only to those who require such information to carry out their duties.

Notice of COBRA Continuation Coverage Rights
**** Continuation Coverage Rights Under COBRA****

Introduction
You are receiving this notice because you have recently become covered under a group health plan (the Plan). This notice contains important information about your right to COBRA continuation coverage, which is a temporary extension of coverage under the Plan. **This notice generally explains COBRA continuation coverage, when it may become available to you and your family, and what you need to do to protect the right to receive it.**

The right to COBRA continuation coverage was created by a federal law, the Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA). COBRA continuation coverage can become available to you when you would otherwise lose your group health coverage. It can also become available to other members of your family who are covered under the Plan when they would otherwise lose their group health coverage. For additional information about your rights and obligations under the Plan and under federal law, you should review the Plan's Summary Plan Description or contact the Plan Administrator.

What is COBRA Continuation Coverage?
COBRA continuation coverage is a continuation of Plan coverage when coverage would otherwise end because of a life event known as a "qualifying event." Specific qualifying events are listed later in this notice. After a qualifying event, COBRA continuation coverage must be offered to each person who is a "qualified beneficiary." You, your spouse, and your dependent children could become qualified beneficiaries if coverage under the Plan is lost because of the qualifying event. Under the Plan, qualified beneficiaries who elect COBRA continuation coverage must pay for COBRA continuation coverage.

If you are an employee, you will become a qualified beneficiary if you lose your coverage under the Plan because either one of the following qualifying events happens:

- Your hours of employment are reduced, or
- Your employment ends for any reason other than your gross misconduct.

If you are the spouse of an employee, you will become a qualified beneficiary if you lose your coverage under the Plan because any of the following qualifying events happens:

- Your spouse dies;
- Your spouse's hours of employment are reduced;
- Your spouse's employment ends for any reason other than his or her gross misconduct;
- Your spouse becomes entitled to Medicare benefits (under Part A, Part B, or both); or
- You become divorced or legally separated from your spouse.

Your dependent children will become qualified beneficiaries if they lose coverage under the Plan because any of the following qualifying events happens:

- The parent-employee dies;
- The parent-employee's hours of employment are reduced;
- The parent-employee's employment ends for any reason other than his or her gross misconduct;
- The parent-employee becomes entitled to Medicare benefits (Part A, Part B, or both);
- The parents become divorced or legally separated; or
- The child stops being eligible for coverage under the plan as a "dependent child."

When is COBRA Coverage Available?
The Plan will offer COBRA continuation coverage to qualified beneficiaries only after the Plan Administrator has been notified that a qualifying event has occurred. When the qualifying event is the end of employment or reduction of hours of employment, death of the employee, [*add if Plan provides retiree health coverage:* commencement of a proceeding in bankruptcy with respect to the employer,] or the employee's becoming entitled to Medicare benefits (under Part A, Part B, or both), the employer must notify the Plan Administrator of the qualifying event.

You Must Give Notice of Some Qualifying Events
For the other qualifying events (divorce or legal separation of the employee and spouse or a dependent child's losing eligibility for coverage as a dependent child), you must notify the Plan Administrator within 60 days after the qualifying event occurs. You must provide this notice to: District Business Manager - Megan Greiner (402-256-3133).

How is COBRA Coverage Provided?
Once the Plan Administrator receives notice that a qualifying event has occurred, COBRA continuation coverage will be offered to each of the qualified beneficiaries. Each qualified beneficiary will have an independent right to elect COBRA continuation coverage. Covered employees may elect COBRA continuation coverage on behalf of their spouses, and parents may elect COBRA continuation coverage on behalf of their children.

COBRA continuation coverage is a temporary continuation of coverage. When the qualifying event is the death of the employee, the employee's becoming entitled to Medicare benefits (under Part A, Part B, or both), your divorce or legal separation, or a dependent child's losing eligibility as a dependent child, COBRA continuation coverage lasts for up to a total of 36 months. When the qualifying event is the end of employment or reduction of the employee's hours of employment, and the employee became entitled to Medicare benefits less than 18 months before the qualifying event, COBRA continuation coverage for qualified beneficiaries other than the employee lasts until 36 months after the date of Medicare entitlement. For example, if a covered employee becomes entitled to Medicare 8 months before the date on which his employment terminates, COBRA continuation coverage for his spouse and children can last up to 36 months after the date of Medicare entitlement, which is equal to 28 months after the date of the qualifying event (36 months minus 8 months). Otherwise, when the qualifying event is the end of employment or reduction of the employee's hours of employment, COBRA continuation coverage generally lasts for only up to a total of 18 months. There are two ways in which this 18-month period of COBRA continuation coverage can be extended.

Disability extension of 18-month period of continuation coverage
If you or anyone in your family covered under the Plan is determined by the Social Security Administration to be disabled and you notify the Plan Administrator in a timely fashion, you and your entire family may be entitled to receive up to an additional 11 months of COBRA continuation coverage, for a total maximum of 29 months. The disability would have to have started at some time before the 60th day of COBRA continuation coverage and must last at least until the end of the 18-month period of continuation coverage.

Second qualifying event extension of 18-month period of continuation coverage
If your family experiences another qualifying event while receiving 18 months of COBRA continuation coverage, the spouse and dependent children in your family can get up to 18 additional months of COBRA continuation coverage, for a maximum of 36 months, if notice of the second qualifying event is properly given to the Plan. This extension may be available to the spouse and any dependent children receiving continuation coverage if the employee or former employee dies, becomes entitled to Medicare benefits (under Part A, Part B, or both), or gets divorced or legally separated, or if the dependent child stops being eligible under the Plan as a dependent child, but only if the event would have caused the spouse or dependent child to lose coverage under the Plan had the first qualifying event not occurred.

If You Have Questions
Questions concerning your Plan or your COBRA continuation coverage rights should be addressed to the district's Business Manager(s). For more information about your rights under ERISA, including COBRA, the Health Insurance Portability and Accountability Act (HIPAA), and other laws affecting group health plans, contact the nearest Regional or District Office of the U.S. Department of Labor's Employee Benefits Security Administration (EBSA) in your area or visit the EBSA website at www.dol.gov/ebsa.

Keep Your Plan Informed of Address Changes
In order to protect your family's rights, you should keep the Plan Administrator informed of any changes in the addresses of family members. You should also keep a copy, for your records, of any notices you send to the Plan Administrator.

APPENDIX A

EMPLOYEE RIGHTS UNDER THE FAIR LABOR STANDARDS ACT (FLSA)

APPENDIX A

MINIMUM WAGE NOTICE

APPENDIX B

FAMILY MEDICAL LEAVE ACT (FMLA) NOTICE

APPENDIX C

EQUAL EMPLOYMENT OPPORTUNITY NOTICE

APPENDIX D

SCHOOL CALENDAR 2025-2026

APPENDIX E

ORGANIZATIONAL CHART ADMINISTRATIVE FUNCTIONS

APPENDIX F

CONCUSSION AWARENESS RETURN TO LEARN & RETURN TO PLAY PROTOCOLS

RECEIPT OF THE 2025-2026 FACULTY HANDBOOK OF LAUREL-CONCORD-COLERIDGE SCHOOL

This signed receipt acknowledges receipt of the 2025-2026 Faculty Handbook of Laurel-Concord-Coleridge School.

This receipt acknowledges that it is understood:

- that I am to read and be familiar with the handbook,
- that I understand the handbook contains a disclaimer of contract,
- that I understand that the handbook includes the District's policies of non-discrimination and equity, and
- that specific complaint and grievance procedures exist in the handbook which should be used for responding to harassment or discrimination.

Date of Signature: _____

Printed Name: _____

Teacher's Signature: _____

Return to: Jeremy Christiansen, Superintendent

PRINT, SIGN, AND RETURN THIS FORM ON OR BEFORE FRIDAY, AUGUST 29, 2025.

LAUREL-CONCORD-COLERIDGE SCHOOL

CLASSIFIED EMPLOYEES HANDBOOK 2025-2026

Laurel-Concord-Coleridge School
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FOREWORD

Section 1 Intent of Classified Employees Handbook

Welcome to Laurel-Concord-Coleridge School. This handbook is intended to be used by classified employees to provide general information about the District and to serve as a guide to the District's policies, rules, and regulations, benefits of employment, and performance expectations.

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

Each classified employee is responsible for becoming familiar with the handbook and knowing the information contained in it. Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise. This handbook is intended to supplement other documents that deal with your employment, including your employment agreement and the policies and regulations of the Board of Education. In reviewing this handbook, please understand that where a direct conflict exists, state or federal law, the negotiated agreement, and Board policies and regulations adopted after this handbook, will control.

This handbook does not create a "contract" of employment. Classified employee positions and assignments may be ended or changed on an "at will" basis notwithstanding anything in this handbook or any other publication or statement, except for an employee agreement approved by the Board of Education.

The administration will be responsible for interpreting the rules contained in the handbook and shall have the right to make decisions and make rule revisions at any time. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon applicable school district policies, state and federal statutes and regulations, and the best interests of the District.

This handbook will be in effect for the 2025-2026 and subsequent school years unless replaced by a later edition.

Section 2 Information About Laurel-Concord-Coleridge School

Laurel-Concord-Coleridge School, with school campuses located in the communities of Laurel and Coleridge, Nebraska, strives to provide quality education programs for the youth of our communities and the surrounding area. Laurel-Concord-Coleridge School implements an online student management program, which allows student and parent access to grades, attendance, lunch accounts, daily bulletins, etc. and communication with staff through email. LCC School takes pride in the collaborative partnerships developed with the cities of Laurel and Coleridge, Education Foundations, and the LCC Booster Club. These partnerships have resulted in expanded facilities for school and public patrons through the construction of a Fitness Center, the Laurel Community Learning Center, and the Laurel Athletic Complex.

Section 3 School Vision and Mission

Laurel-Concord-Coleridge School

Our Vision for LCC School

Together, we build a stronger future
where communities unite, educators inspire, and students excel.
We shape a legacy of excellence, leadership, and opportunity for all
through achievement, integrity, resilience, and respect.

Our Mission

Strengthening Communities **Inspiring Excellence** **Shaping the Future**

Tagline

Strength Through Community ~ Excellence Through Education

Hashtag

#LCCStrongerTogether

Section 4 Members of the Board of Education

Name	Contact Information
Jay Hall, President	jay.hall@lccschool.org
Carol Erwin, Vice President	carol.erwin@lccschool.org
Grant Settje, Secretary	grant.settje@lccschool.org
Garry Anderson	garry.anderson@lccschool.org
Jon Graham	jon.graham@lccschool.org
Bryan Pippitt	bryan.pippitt@lccschool.org
Scott Taylor	scott.taylor@lccschool.org

Section 5 Administrative Staff

Name	Position	Location	Contact Information
Jeremy Christiansen	Superintendent	Central Office	jeremy.christiansen@lccschool.org
Jennifer Van Meter	Principal	High School	jennifer.vanmeter@lccschool.org
Mark Leonard	Principal	Middle School	mark.leoonard@lccschool.org
Keri Hart	Principal	Elementary	keri.hart@lccschool.org

Section 6 Certified Staff

Name	Contact Information	Position
Backer, Jennifer	jennifer.backer@lccschool.org	Middle School Language Arts
Beckwith, Sarah	sarah.beckwith@lccschool.org	School Counselor/TeamMates
Benson, Shannon	shannon.benson@lccschool.org	Middle School Physical Education
Beyeler, Patti	patti.beyeler@lccschool.org	High/Middle School Instrumental Music
Brown, Blake	blake.brown@lccschool.org	Middle School Language Arts
Brummels, Crystal	crystal.brummels@lccschool.org	Elementary Special Education
Claussen, Allison	allison.claussen@lccschool.org	HS/MS Agriculture Education/FFA
Campbell, Melissa	melissa.campbell@lccschool.org	Kindergarten
Conley, Arianne	aconley@esu1.org	School Nurse (ESU 1)
Conner, Quin	quin.conner@lccschool.org	Director of Activities & Transportation
Cross, Nicole	nicole.cross@lccschool.org	5th Grade
Cunningham, Patti	patti.cunningham@lccschool.org	Middle School Science
DePew, Eric	eric.depew@lccschool.org	MS Social Science/Tech Support

Duerst, Emily	emily.duerst@lccschool.org	High/Middle School Spanish
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Gould, Amy	amy.gould@lccschool.org	4th Grade
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Hahne, Kati	kati.hahne@lccschool.org	High School Special Education
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Hans, Shasta	shasta.hans@lccschool.org	EL/MS Art; Digital Media
Harrington, Pat	pat.harrington@lccschool.org	High School Industrial Technology
Holcomb, Bryce	bryce.holcomb@lccschool.org	High School Business/EL Keyboarding
Kesting, Jennifer	jennifer.kesting@lccschool.org	High School English
Kinkaid, Denise	denise.kinkaid@lccschool.org	3rd Grade
Kinkaid, Shane	shane.kinkaid@lccschool.org	High School Mathematics
Krepel, Claire	claire.krepel@lccschool.org	High School English
Kvols, Ali	ali.kvols@lccschool.org	High School Mathematics
Lundahl, Jenni	jenni.lundahl@lccschool.org	High/Middle/Elem School Vocal Music
McCorkindale, Kim	kim.mccorkindale@lccschool.org	High School Science
Mogensen, Erica	erica.mogensen@lccschool.org	Speech Language Pathologist
Nordby, Laura	laura.nordby@lccschool.org	HAL Facilitator/Instructional Coach
Parsons, Robert	robert.parsons@lccschool.org	Library/Media Specialist/Tech Support
Peters, Paxton	paxton.peters@lccschool.org	4th Grade
Promes, Ashley	ashley.promes@lccschool.org	School Psychologist/Level III Sped
Recob, Jessica	jessica.recob@lccschool.org	Early Childhood Program
Reifenrath, Izac	izac.reifenrath@lccschool.org	5th Grade
Remm, Marissa	marissa.remm@lccschool.org	Elem Reading and Math Specialist
Scoville, Lisa	lisa.scoville@lccschool.org	High School/Middle School Art
Settje, Brandi	brandi.settje@lccschool.org	Licensed Mental Health Practitioner
Sims, Nate	nate.sims@lccschool.org	High/Elem School Physical Education
Soden, Kelli	kelli.soden@lccschool.org	Middle School Special Education
Steinle, Kristina	kristina.steinle@lccschool.org	Early Childhood Program
Stephens, Zecharia	zecharia.stephens@lccschool.org	High School Social Science
Tanderup, Jenna	jenna.tanderup@lccchool.org	1st Grade
Tasler, Natasha	natasha.tasler@lccschool.org	Level III: Severe and Profound Sped
Titiml, Jesse	jtitiml@esu1.org	Technology Support (ESU 1)
Troyer, Doris	doris.troyer@lccschool.org	Middle School Mathematics
Vollers, Meaghan	meaghan.vollers@lccschool.org	High School Science
Wolfgram, Lisa	lisa.wolfgram@lccschool.org	Kindergarten

Section 7 Classified Staff/Community Coach/Sponsor

Name	Location	Position	Contact Information
Bach, Mindy	Middle School	Nutrition Services	mindy.bach@lccschool.org
Badley, Diana	Middle School	Paraprofessional (PT)	diana.badley@lccschool.org
Becker, Monica	Middle School	Paraprofessional	monica.becker@lccschool.org
Bermel, Jeff	HS/Middle/Elem	Facilities and Maintenance Director	jeff.bermel@lccschool.org
Boysen, Kim	Library	Paraprofessional	kim.boysen@lccschool.org
Carlson, Larry	Bus Barn	Transportation Services	larry.carlson@lccschool.org
Christiansen, Sheri	Elementary School	Paraprofessional	sheri.christiansen@lccschool.org
Cunningham, Toby	HS/Middle/Elem	Transportation/Grounds	toby.cunningham@lccschool.org
Ellis, Joe	Middle School	Custodial Services	joe.ellis@lccschool.org
Ellwanger, Jon	HS/Elementary	Custodial Services	jon.ellwanger@lccschool.org
Feelhaver, Angie	Middle School	Level III Para	angie.feelhaver@lccschool.org
Folkers, Emma	Library	Paraprofessional	emma.folkers@lccschool.org
Foster, Jennifer	Elementary School	Paraprofessional	jennifer.foster@lccschool.org
Frerichs, Sandy	Middle School	Nutrition Services	sandy.frerichs@lccschool.org
Graf, Melissa	Middle School	Administrative Asst	melissa.graf@lccschool.org
Granquist, Megan	District Office	Administrative Asst	megan.granquist@lccschool.org
Greiner, Megan	District Office	Business Manager	megan.greiner@lccschool.org
Gustman, Eryn	District	Permanent Substitute	eryn.gustman@lccschool.org
Hall, Angie	MS/High School	Co-FFA Advisor	angie.hall@lccschool.org
Hansen, Lori	Bus Barn	Transportation Services	lori.hansen@lccschool.org
Jansen, Jordan	High School	Coach/Sponsor	jordan.23.2016@hotmail.com
Keifer, Julia	Middle School	Level III Para	julia.keifer@lccschool.org
Kleinschmit, Vicki	High School/Elem	Nutrition Services	vicki.kleinschmit@lccschool.org
Klug, Michelle	Elementary School	PK Paraprofessional	michelle.klug@lccschool.org
Koch, Chad	MS/High School	Coach/Sponsor	chad.koch34@gmail.com
Koester, June	Elementary School	Administrative Asst	june.koester@lccschool.org
Kurtzhals, Susan	Middle School	Custodial Services	susan.kurtzhals@lccschool.org
Kvols, Julie	High School	Paraprofessional	julie.kvols@lccschool.org
Kvols, Katie	High School	Coach/Sponsor	katied7777@yahoo.com
Lund, Riley	MS/High School	Coach/Sponsor	riley.lund@yahoo.com
Lundahl, Sherie	HS/Middle/Elem	TeamMates Program	sherie.lundahl@lccschool.org

Malcom, Conchita	High School/Elem	Nutrition Services	conchita.malcom@lccschool.org
Maxon, Brandy	High School	Paraprofessional	brandy.maxon@lccschool.org
Nordhues, Kayla	Middle School	Level III Para	kayla.nordhues@lccschool.org
Patefield, Christina	High School	Coach/Sponsor	christina.patefield@lccschool.org
Potts, Carol	High School	Paraprofessional	carol.potts@lccschool.org
Rager, Lindsay	HS/Elementary	Nutrition Services	lindsay.rager@lccschool.org
Reifenrath, Cori	Middle School	Paraprofessional	corinne.reifenrath@lccschool.org
Roberts, James	Bus Barn	Transportation Services	james.roberts@lccschool.org
Schmidt, Pix	HS/Elementary	Nutrition Services Dir	pix.schmit@lccschool.org
Schurman, Vanessa	High School	Coach/Sponsor	vanessa.schurman@lccschool.org
Siem, Carter	High School	Coach/Sponsor	cjseim10@gmail.com
Smith, Katie	Elementary	Paraprofessional	katie.smith@lccschool.org
Stark, Kenny	Bus Barn	Transportation Services	kenny.stark@lccschool.org
Stone, Trista	High School	Paraprofessional	trista.stone@lccschool.org
Suing, Carolyn	HS/Elementary	Nutrition Services	carolyn.suing@lccschool.org
Suing, Chuck	HS/Elementary	Custodial Services	chuck.suing@lccschool.org
Suing, Justin	HS/Elementary	Custodial Services	justin.suing@lccschool.org
Urwiler, Diane	Middle School	Paraprofessional	diane.urwiler@lccschool.org
Urwiler, Lois	High School	Administrative Asst	lois.urwiler@lccschool.org
Wright, Travis	High School	Coach/Sponsor	travisjerome7@hotmail.com

Article 1 – SCHOOL CALENDAR AND SCHEDULES

Section 1 School Calendar
See School Calendar accessible as **Appendix E**.

Section 2 Daily Schedules

<u>High School</u>
Daily Schedule
Breakfast - 7:20 am - 7:35 am for those students utilizing the shuttle
Shuttle - 7:35 am
Breakfast - 7:35 am - 7:55 am for non-shuttle riders
Period 1 - 8:00 am - 8:50 am
Period 2 - 8:53 am - 9:41 am
Period 3 - 9:43 am - 10:32 am
Period 4 - 10:35 am - 11:23 am
Period 5 - 11:26 am - 12:14 pm

LUNCH - 12:14 pm - 12:46 pm
Period 6 - 12:49 pm - 1:37 pm
Period 7 - 1:40 pm - 2:28 pm
Period 8 - 2:31 pm - 3:19 pm
Period 9 (HR)- 3:22 pm - 3:40 pm

Wednesday Early Dismissal Schedule:
Breakfast - 7:20 am - 7:35 am for those utilizing the shuttle
Shuttle - 7:35 am
Breakfast - 7:35 am - 7:55 am for non-shuttle riders
Period 1 - 8:00 am - 8:36 am
Period 2 - 8:39 am - 9:15 am
Period 3 - 9:18 am - 9:54 am
Period 4 - 9:57 am - 10:33 am
Period 5 - 10:36 am - 11:12 am
Period 6 - 11:15 am - 11:51 am
Period 7 - 11:54 am - 12:30 pm
Lunch- 12:30 pm - 1:00 pm
Period 8 - 1:03 pm - 1:39 pm
Period 9 (HR) - 1:42 pm - 2:00 pm

Late Start Schedule:
No Breakfast
Shuttle - 9:35am
Period 1- 10:00 am - 10:33 am
Period 2- 10:36 am - 11:09 am
Period 3- 11:12 am - 11:45 am
Period 4 - 11:48 am - 12:21 pm
LUNCH - 12:21 pm - 12:55 pm
Period 5 - 12:58 pm - 1:31 pm
Period 6 - 1:34 pm - 2:07 pm
Period 7 - 2:10 pm - 2:43 pm
Period 8 - 2:46 pm - 3:19 pm
Period 9 (HR)- 3:22 pm - 3:40 pm

<u>Middle School</u>
Daily Schedule
Breakfast - 7:20 am - 7:35 am for those students utilizing the shuttle
Shuttle - 7:35 am
Breakfast - 7:35 am - 7:55 am for non-shuttle riders
Period 1 – 8:00 am - 8:44 am
Period 2 – 8:47 am - 9:31 am
Period 3 – 9:34 am - 10:18 am
Period 4 – 10:21 am - 11:05 am
Period 5 – 11:08 am - 11:52 am

LUNCH –	11.52 am - 12:22 pm
Period 6 –	12:25 pm - 1:09 pm
Period 7 –	1:12 pm - 1:56 pm
Period 8 WIN –	1:59 pm - 2:28 pm
Period 9 –	2:31 pm - 3:15 pm
Period 10 –	3:15 pm - 3:37 pm

Early Dismissal Schedule:

Breakfast -	7:20 am - 7:35 am for those utilizing the shuttle
Shuttle -	7:35 am
Breakfast -	7:35 am - 7:55 am for non-shuttle riders
Period 1 –	8:00 am - 8:32 am
Period 2 –	8:35 am - 9:07 am
Period 3 –	9:10 am - 9:42 am
Period 4 –	9:45 am - 10:17 am
Period 5 –	10:20 am - 10:52 am
Period 8 WIN –	10:52 am - 11:22 am
LUNCH –	11:22 am - 11:52 am
Period 6 -	11:53 am - 12:25 pm
Period 7 –	12:28 pm - 1:00 pm
Period 9 –	1:03 pm - 1:35 pm
Period 10 –	1:35 pm - 1:57 pm

Late Start Schedule:

No Breakfast	
Shuttle -	9:35 am
Period 2 –	10:00 am - 10:33 am
Period 3 –	10:36 am - 11:09 am
Period 4 –	11:12 am - 11:45 am
Period 5 –	11:48 am - 12:21 pm
LUNCH –	12:21 pm - 12:51 pm
Period 6 –	12:54 pm - 1:27 pm
Period 7 –	1:30 pm - 2:03 pm
Period 8 WIN –	2:06 pm - 2:39 pm
Period 9 -	2:42 pm - 3:15 pm
Period 10 -	3:15 pm - 3:37 pm

Elementary School

School Hours:
8:00 a.m. to 3:37 p.m. (Monday – Friday)
8:00 am - 2:00 pm (Early Dismissal Days)
10:00 am - 3:37 pm (Late Start Days)

Breakfast:
7:35 am - Breakfast

Lunch/Recess:

11:00 am - 11:30 am -	Kdg-2nd Grade Lunch
11:30 am - 11:50 am -	Kdg-2nd Grade Recess
11:35 pm - 12:05 pm -	3rd-5th Grade Lunch
12:05 pm - 12:25 pm -	3rd-5th Grade Recess

Morning Recess:

9:30 am - 9:45 am	K - 2nd Grade Recess

Afternoon Recess:

2:2 pm - 2:5 pm	3rd - 5th Grade Recess
2:50 pm - 3:05 pm	K - 2nd Grade Recess

Section 3 Severe Weather and School Cancellations

The Superintendent of Schools is authorized by the Board of Education to close public schools in case of severe weather. Representatives of the Superintendent's staff will notify local news media when inclement weather warrants such action. The information is broadcast regularly by radio and television stations. Information will also be shared using the district's webpage, social media accounts, and electronic messaging service.

Decision to Close Schools

A decision to close school is made when forecasts by the weather service and civil defense officials indicate that it would be unwise for students to go to school. If possible, a decision about the next school day will be made by 9 p.m. for announcement during the 10 p.m. news. An early decision is not always possible because of uncertain weather conditions. School officials will make periodic assessments of conditions during the night and will decide early in the morning (by 6 a.m. if possible). In any case, **an announcement will be made to the news media, social media, and through the electronic messaging system when schools will be closed.** In some instances, schools will be open, but certain services may be canceled (bus transportation, preschool, Level III program, student activities). Some staff may be designated as required to come to school even in the event of a school closing.

After School Starts

Every attempt will be made to avoid closing school once classes are in session. In some instances, closing school during the day is inevitable if children are to safely return home before the brunt of a major storm hits. In these cases, as much advance notice as possible will be given. If school is closed during the day, staff will be notified and parents will be notified via media broadcast, social media, and the electronic messaging system. Teachers will be responsible for remaining with students until all students have safely left school or the administration has made arrangements for remaining students.

Parental Decisions

Parents may decide to keep their children at home in inclement weather because of personal circumstances. Students absent because of severe weather when school is in session will not be marked absent. You should treat the absence like any other excused absence for legitimate causes, provided parents properly notify the school of their decision. Parents may pick up their children in inclement weather (except in the case of a tornado) at any time during the school day. Students will not normally be dismissed from school during severe weather on the basis of a telephone request.

Emergency Conditions

Laurel-Concord-Coleridge School has a signal which, when activated, includes the necessity to either evacuate the building or to move to safer areas of the building. All regular drills are held as required by law through the school year. There are plans for Emergency Evacuation, Tornado Warning System, and Critical Incident Response. **School officials are not permitted to release students from the school building during a tornado warning.** In the event of an emergency evacuation or tornado warning, the schools' established safety procedures will be implemented.

Article 2 – EMPLOYMENT, COMPENSATION, AND BENEFITS

Section 1 Employment

Classified employees may be asked in the spring whether they wish to continue in employment during the following school year. Should an employee wish to resign from employment the employee should give two weeks written notice of resignation to the Superintendent.

Classified employees are "at-will" employees, and may be terminated at any time by the school district. Notice of termination may be delivered by the administration or Board of Education. The Board of Education delegates to the Superintendent the authority to hire, suspend, and dismiss non-certificated employees (employees in positions that do not legally require a teacher or administrative certificate) on behalf of Laurel-Concord-Coleridge School. The Board of Education reserves the authority to modify or reverse any such action taken by the Superintendent.

Section 2 Assignments

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

Employees are expected to devote full-time during days of school to their work and to diligently and faithfully perform the assigned duties to the best of the employee's ability.

Section 3 Personnel File

The District will follow the requirements of state and federal law and regulation with regard to an employee's personnel file.

Section 4 Grievances and Complaints

Employee grievances or complaints shall be addressed through the administrative chain of

command following the process set forth in board policy or this handbook.

Section 5 Compensation

Compensation

Compensation is paid only as authorized by the Board of Education. The Board of Education annually approves a compensation and benefit schedule. Employees are paid on the 20th of the month, or the last preceding school day, if the 20th falls on a holiday or weekend. In emergency cases exceptions may be made, subject to the approval of the Board. Upon separation of employment, employees may, at the option of the Board, be paid all compensation due in one lump sum.

Section 6 Benefits

Classified employees are provided benefits in accordance with the compensation and benefit schedule and Board policy. Annual fringe benefit elections are to be made by September 1 of each school year. Should an employee fail to make such election, the employee election from the immediately preceding school and contract year shall be continued. Employees are responsible for informing the Superintendent's Office in writing of any changes in benefit status.

Continued health insurance benefits are available through COBRA, subject to certain qualifying requirements. A Notice of COBRA Continuation Coverage Rights is incorporated into this handbook as Appendix "A."

The Health Insurance Portability and Accountability Act (HIPAA) provides rights and protections for participants and beneficiaries in group health plans. HIPAA includes protections for coverage under group health plans that limit exclusions for preexisting conditions; prohibit discrimination against employees and dependents based on their health status; and allow a special opportunity to enroll in a new plan to individuals in certain circumstances. HIPAA may also give you a right to purchase individual coverage if you have no group health plan coverage available, and have exhausted COBRA or other continuation coverage. Further information may be obtained from the Plan Administrator of the group health plan.

Section 7 Payroll and Payroll Deductions

Payroll deductions are made in accordance with law and elections made by employees.

Section 8 Expense Reimbursement

Access to use of a district vehicle will generally be provided for teachers required to drive during their regular scheduled working hours between two or more work sites. However, in the event that a district vehicle is not available, reimbursement for authorized mileage will be paid to these teachers. Claims for reimbursement should be submitted to the appropriate supervisor. The allowable rate shall be governed by Board policy, unless otherwise required by law. The District is not liable for physical damage to employee vehicles.

Reimbursement for purchase of materials or for meals or other expenses related to travel must be submitted to and approved by either the Principal or, if the expense relates to an activity, by the Activities Director. The request for reimbursement should include a voucher sufficient to

establish that the expense was actually incurred and that the expense was reasonable and related to a school-purpose.

Reimbursable mileage or other reimbursement expenses will be considered separate from compensation and be paid at the time of the next monthly board meeting after sufficient support documentation is provided.

Necessary materials and supplies are provided by the District. If an employee needs additional materials for performance of duties, the request should be made to the employee's immediate supervisor. Employees who purchase materials or supplies without advance approval may not be reimbursed.

Section 9 403(b) Salary Reduction Agreements

The District will cooperate with any employee who chooses to participate in an investment program under Internal Revenue Code Section 403(b) that has been approved by the Board of Education.

Section 10 Overtime

Overtime is paid to classified employees in accordance with the Fair Labor Standards Act (FLSA). A publication provided by the federal government which provides more information about the FLSA is attached as Appendix "D" to this handbook.

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

The regular workweek for overtime purposes is from 12:00 a.m. on Sunday through 11:59 p.m. on Saturday. The administration may establish a different 7-day period workweek from time to time for specified employees or employee groups.
Employees will be expected to accurately report hours worked. Falsification of time cards is a serious offense.

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

Overtime pay for non-exempt employees will be paid at the rate of not less than 1.5 times the employee's regular rate of pay for hours worked in excess of the 40 hour workweek. Employees with two or more non-exempt positions may be eligible for overtime pay based upon the total number of hours worked in one workweek. If applicable, the employee and the Superintendent will agree upon the overtime rate, in compliance with FLSA regulations.

A non-exempt employee may request compensatory time in lieu of overtime pay, with approval of the employer, with the rate figured as 1.5 times the number of hours worked in excess of 40 hours in any workweek. Compensatory time may be accumulated up to 40 hours upon approval

by their supervisor. Any accumulation of compensatory time over 40 hours must be approved by the Superintendent. The FLSA limits the accumulation of compensatory time to 240 hours.

The District's policy is to not permit improper deductions from the salary of exempt employees who are required to meet a "salaried basis" test for the overtime exemption to be applicable. An employee who feels an improper deduction affecting exemption status has occurred may submit a complaint to the Superintendent or the Superintendent's designee, who shall promptly investigate the complaint. Reimbursement shall be made and a good faith commitment to comply in the future will be given in the event it is determined that an improper deduction affecting overtime exemption has been made.

The District's policy is to authorize unpaid disciplinary suspensions of a full day or more for infractions of workplace conduct rules and to apply such policy uniformly to all similarly situated employees, including exempt employees who are required to meet a "salaried basis" test for the exemption to be applicable. Unpaid disciplinary suspensions of a partial day or of a full day or more may be implemented for infractions of safety rules of major significance. Deductions of pay of a partial day or of a full day or more may be made for FMLA leaves and in the first and last weeks of employment. In addition, based on principles of public accountancy, deductions from pay of a partial day or of a full day or more will be made for absences for illness, injury, or personal reasons when accrued leave is not used or not available, and for absences due to any budget-required furlough.

Article 3 – ABSENCES FROM WORK

Section 1 Absence Procedures

Requesting Leave

Leave requests should be made as soon as practicable under the circumstances. An employee who wants to use available leave is to submit a Request for Leave using the online system to the employee's supervisor. The supervisor may require that more advance notice be given depending on the nature of the employee's duties or the need to schedule a substitute.

Giving Notice of Unscheduled Absences

An employee who is unable to request advanced approval for an absence because of the nature of the circumstance requiring the absence (such as personal illness or unforeseen emergency) is to report the need to be absent as soon as the situation is known. To report the need to take a sick or bereavement leave, employees are to contact the District's substitute caller, as well as their building Principal and/or their immediate supervisor before 7:00 am. Before the end of the day on the first day of the absence, and on each subsequent day of absence, the employee is to report to the Principal's Office whether the employee will be able to return to work on the next duty day. For sick or bereavement leave occurring in circumstances where the need for the leave can be determined in advance, the employee is to make a report of the need to take the leave as soon as possible.

Returning from Absences

1. Justification for Absences Taken Without Prior Approval. If an employee is absent

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

2. Establishing Fitness for Duty. Employees must present a written statement from their physician or health care provider to their supervisor when absent for any period of time because of injury requiring care from a physician or health care provider, or absent from work for 10 days or more due to a personal health condition. The statement is to clearly verify that the employee is mentally and physically able to return to duty. This statement is to be presented in person to the employee's supervisor before the employee returns to duty in order that the readiness to perform work can be observed and discussed.

   Employees are required to disclose any medical restrictions that limit their ability to perform the essential functions of their position to their supervisor and to request a meeting with the Americans with Disabilities Act (ADA) Coordinator to discuss the provision of reasonable accommodations. The District will not discriminate against any employee due to disability and will provide reasonable accommodations. Information provided about medical conditions or disabilities shall be treated as confidential, as required by state and federal statutes, and will be divulged only to the extent necessary to provide reasonable accommodations.

Section 2 Paid Leave - Sick, Personal and Bereavement Leaves

Employees are provided with paid sick, personal, and bereavement leaves in accordance with Board policy. During such paid leaves, employees continue to receive their salary and fringe benefits.

The leaves provided by the District are to be used for the purpose intended. Abuse of leave privileges affects the students, other staff, and the entire District and will not be tolerated.

Employees are to use sick leave when unable to work. Activities other than caring for their own health or that of an immediate family member reflect an abuse of sick leave.

Bereavement Leave - Absence from work will be allowed so that a classified employee may have up to three (3) consecutive workdays following the death of an immediate family member without loss of pay. This rule applies only to an immediate family member, defined as an employee's spouse, parent, child, sibling, grandparent, grandchild, and in-laws of any of the aforenamed relationships, as well as any person living within the same household with the employee.

A classified employee shall be granted one (1) workday without loss of pay for the purpose of attending the funeral of the employee's uncle, aunt, niece, nephew, cousin, and/or in-laws of these relationships.

Section 3 Payroll Deductions for Absences in Excess of Paid Leave
Should an employee be absent from work in excess of the employee's accumulated sick leave or other paid leaves as defined by the Board, the employee's salary and fringe benefits (including the cost of premiums for group health insurance) shall be reduced by the day or days of work missed on a per diem basis calculated using the number of days missed as the numerator, and the number of total contract days for the school year as the denominator.

Section 4 Leaves of Absence
An employee may apply to the Superintendent for a leave of absence from the employee's duties. The Superintendent considers such requests on a case-by-case basis. No leave of absence shall extend beyond one school year. All leaves of absence shall be without pay except as may be required under applicable state or federal laws.

Section 5 Unpaid Leaves
The District complies with laws that require leaves to be allowed, such as for FMLA leaves, military service and jury duty. Should an employee be absent from work in excess of the employee's available paid leaves, the absence will be an unpaid leave except as may be required by law. The employee's salary and fringe benefits (including the cost of premiums for group health insurance) may be subject to reduction for the day or days of work missed.

Section 6 Jury Duty Leave
An employee who is summoned for jury service must promptly notify the employee's immediate supervisor. The employee will be allowed time off for jury duty.

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

If an employee reports for jury duty in the morning and is then dismissed from jury duty for the remainder of the day, the employee is to report for work and resume duties for the balance of the day, except as may be otherwise arranged by the employee's immediate supervisor.

Legal Reference:	§ 25-1640

Section 7 Family and Medical Leave Act
The Department of Labor has amended the Family and Medical Leave Act (FMLA) regulations effective on January 16, 2009. One of the changes involves the content of the general notice to be given to employees concerning rights and responsibilities under the FMLA.

The general notice information is to be included in employee handbooks. As such, we are providing the following information as an addendum to the District's existing employee handbooks.

<u>Employee Rights and Responsibilities under the Family and Medical Leave Act</u>

Family and medical leaves shall be allowed under the terms and conditions of the Family and Medical Leave Act of 1993, as amended (FMLA).

Basic Leave Entitlement. FMLA provides up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- For incapacity due to pregnancy, prenatal medical care or child birth;
- To care for your child after birth, or placement for adoption or foster care;
- To care for your spouse, son or daughter, or parent, who has a serious health condition; or
- For a serious health condition that makes you unable to perform your job.

The “leave year” for purposes of the FMLA is a “rolling” 12-month period, measured backward from the date of any FMLA leave usage.

Military Leave Entitlement. Eligible employees with a spouse, son, daughter, or parent on active duty or call to active duty status in the National Guard or Reserves in support of a contingency operation may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered service-member during a 12-month period. A covered service-member is a current member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury or illness incurred in the line of duty on active duty that may render the service-member medically unfit to perform his or her duties for which the service-member is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or is on the temporary disability retired list.

Benefits and Protections. During FMLA leave, your health coverage under a "group health plan” will be maintained on the same terms as if you had continued to work. Upon return from FMLA leave, most employees must be restored to their original or an equivalent position with equivalent pay, benefits, and other employment terms.

Use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of your FMLA leave.

Eligibility Requirements. You are eligible if you have been employed with Laurel-Concord-Coleridge School for at least one year, for 1,250 hours over the previous 12 months, and if there are at least 50 employees of Laurel-Concord-Coleridge School within 75 miles of your work location.

Definition of Serious Health Condition. A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents you from performing the functions of your job, or prevents the qualified family member from

participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three consecutive calendar days combined with at least two visits to a health care provider or one visit and a regiment of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Use of Leave. You do not need to use FMLA leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. You must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the District's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

Substitution of Paid Leave for Unpaid Leave. You may choose or Laurel-Concord-Coleridge School may require use of accrued paid leave while taking FMLA leave. In order to use paid leave for FMLA leave, you must comply with the District's normal paid leave policies.

Employee Responsibilities. You must provide sufficient information for the District to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that you are unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. You also must inform the District if the requested leave is for a reason for which FMLA leave was previously taken or certified. You also may be required to provide a certification and periodic recertification supporting the need for leave.

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

The District must inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If the District determines that the leave is not FMLA-protected, the District must notify the employee.

Unlawful Acts by Employers. FMLA makes it unlawful for any employer to:

- Interfere with, restrain, or deny the exercise of any right provided under FMLA;
- Discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

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

FMLA does not affect any Federal or State law prohibiting discrimination, or supersede any

State or local law or collective bargaining agreement which provides greater family or medical leave rights.

For additional information you may refer to FMLA posters on employee bulletin boards or contact the U.S. Wage and Hour Division at: 1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627; www.wagehour.dol.gov

To submit a request for use of FMLA, or to make arrangements for payment of benefits while on an FMLA leave, contact Jeremy Christiansen at (402) 256-3133.

Section 8 Military and Family Military Leave

Military leave and family military leave will be granted to the extent required by state and federal law.

Employees requesting military leave must notify the Superintendent as soon as they receive notification of activation. Employees are to attach a copy of their orders to a leave request form when they prepare the request for military leave.

Employees requesting to take family military leave under the Nebraska statutes must notify the Superintendent at least 14 days in advance of taking such a leave if the leave will be for 5 or more consecutive days, and consult with their supervisor to schedule the leave so as to not unduly disrupt operations of the school district. For leaves of less than 5 days, the employee is to notify the Superintendent of the leave request as soon as practicable.

Family military leave under the FMLA will be provided in accordance with that law and subject to the provisions of the Board policy pertaining to FMLA leave.

Legal Reference:	Neb. Rev. Stat. §§ 55-160 to 55-166 Neb. Rev. Stat. §§ 55-501 to 55-507 29 U.S.C. §§ 2611, et seq.; 29 CFR Part 825 (FMLA) 38 U.S.C. §§ 4301 to 4333;20 CFR Part 1002 (USERRA)

Section 9 Adoption Leave

Adoption leave will be permitted to be taken by an adoptive parent for the same time and on the same terms as an employee is permitted to take a leave of absence upon the birth of the employee's child.

The adoptive parent leave of absence begins following the commencement of the parent-child relationship. The parent-child relationship commences, for purposes of adoption leave, when the child is placed with the employee for purposes of adoption. The employee shall be deemed to have waived any adoptive leave days not taken following the commencement of the parent-child relationship, except as the Superintendent and the employee may otherwise agree. Advance notice of an anticipated adoption shall be provided by the employee to the Superintendent as early as possible.

Legal Reference:	§ 48-234

Section 10 Subpoena to Testify Leave
An employee must promptly notify the employee's immediate supervisor when the employee receives a lawfully issued subpoena to testify in court or to give a deposition that may require an absence from duty.

In the event the subpoena involves a job-related matter in which the employee is testifying on behalf of the school district, the absence will be treated similar to a jury duty leave.

In the event the subpoena involves a personal matter, the employee will be required to use available leave days. A subpoena will be considered to involve a personal matter whenever the employee or a family member or friend of the employee is a party to the legal proceeding, unless the employee's involvement in the legal matter is solely due to actions taken in connection with the employee's work duties, the actions of the employee were not inappropriate, and the school district is not an opposing party in the legal matter.

Section 11 Voting Leave
Employees will be allowed paid time off to vote in an election if the employee: (a) is a registered voter; (b) does not have 2 consecutive hours during which the employee is not required to be present at work in the period between the time of the opening and closing of the polls; and (c) applies for voting leave prior to or on election day.

Voting leave will not be available to most employees because elections are typically scheduled for 8 a.m. to 8 p.m. Most employees are off duty on or before 6 p.m. If not off work by 6 p.m., the employee is usually not on duty before 10 a.m.

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

Legal Reference:	§ 32-922

Section 12 Injury Leave
A District employee who believes that they have been physically injured within the employee's scope of employment by another individual who intentionally, knowingly, or recklessly causes bodily injury to such employee must report such injury to the employee's administrator as soon as practical. An administrator will then investigate the circumstances to determine if the employee qualifies for paid injury leave. The employee may be required to provide confirmation from a physician regarding the causation and the period of time for which an employee is unable to work. If the administrator determines that the employee qualifies for paid injury leave, then the employee will receive up to seven calendar days of paid injury leave to cover the amount of

time that the employee was otherwise scheduled to work. Such paid injury leave will not count against the employee's other available leave.

If the administrator determines that the employee does not qualify for paid injury leave, then the employee may be required to use other available leave. There is no appeal process for an employee who has been denied a request for paid injury leave.

Article 4 – DUTIES AND RESPONSIBILITIES

Section 1 Hours of Work & Meetings

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

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

Section 2 Arrival to Duty Assignments

Schools have differing starting and ending times for the student day. Classified employees' work assignments may or may not be related to the regular school day. Classified employees are expected to know their duty dates and times, and to be on time for work.

Section 3 Leaving School

Employees are to be on duty at all times during the assigned work day. Employees may not leave school or their assigned area during duty hours without approval of the Principal or their supervisor.

Employees who leave the school during their designated lunch period or for an approved absence must check out with the Principal's office or their supervisor when leaving, and check back in upon return. Employees who need to leave during the school day for reason of illness or emergency are to make sure that a responsible person has been notified of their unexpected absence so work coverage may be provided.

Section 4 Classroom and School Procedures

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

<u>Classroom Environment</u>

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

Use of Cell Phones
Employees are not to use personal cell phones for any nonschool purpose during duty time. Cell phone usage is permitted during employees' personal lunch period, as well as during scheduled breaks.

Employees are not to use cell phones or otherwise engage in distracted driving while transporting students or using student vehicles. This rule applies to the driver when the vehicle is in motion. The only exception would be in the case of emergencies. Employees will abide by all rules of the road and any applicable rules of the Nebraska Department of Education and the District relating to driving a motor vehicle. Seat belts and child restraint systems are to be utilized by all occupants.

Checking Out of Equipment
All equipment must be checked out through the Principal's office. School equipment may be used only for school purposes. School equipment and other resources may be used for personal purposes only as authorized by Board policy or contract.

Requisition of Equipment and Supplies
Books and supplies which are needed for instruction should be requested through the Principal's office. Employees shall not make purchases on behalf of the District without prior approval of the Principal.

Email
Employees may be assigned a school email address for purposes of intra-school and inter-school email correspondence. Employees should check for email throughout the duty day, and should timely respond to emails which require a response, but should avoid checking and responding to emails during instructional time. Use of the District's e-mail system for personal communications should be limited, and is subject to the rules governing overall computer usage found in Board policy and this handbook.

Employee Mailbox
Employees may be assigned a mailbox. Employees should check for mail upon arrival, in the course of the school day, if possible, and upon departure. If something requires an answer, employees are responsible for responding promptly. Employee mailboxes are to be limited to communications regarding school business.

Section 5 Supervision of Students
Proper supervision of students is an important responsibility. Employees responsible for student supervision are expected to meet the four "P's" for student supervision and safety. All employees of the school should be familiar with these principles, to the extent they may be involved in supervision of students or interacting with students.

1. Proper Supervision
   - Report to all duty assignments on time.
   - Circulate through your duty area. Pay particular attention to areas and activities that pose an increased risk of injury.

- Be vigilant while supervising students. Never leave your students unattended; the need to make a copy is not greater than the need to supervise your students. If an emergency requires that you leave students who you are supervising, request that another nearby staff member provide supervision for you, or notify the office so someone can provide assistance. If you are on recess duty, your responsibility is to supervise the students in your assigned area. When talking with other adults or students, remember that your primary duty is supervision and make sure you are aware of what all students who you are to be supervising are doing.
- If you have seen or have been informed that a particular student has a propensity to act dangerously or in an unpredictable manner, your supervision of that student must increase with the known risk of injury. (Remember, though, that this type of information may be confidential—do not share confidential information about students except with other staff who need to know the information to perform their jobs).
- Be careful with touching students. Touching students should be limited to that necessary to protect the student. Corporal punishment is prohibited in our school district and is not to be used. Physical force may only be used to the extent reasonably necessary to protect the student, yourself and others, and to protect property as may be reasonable.
- Use good judgment when dealing with difficult situations involving students. Physical confrontation generally escalates tense situations.
- Be careful with your language. Profanity or abusive language should not be used by you.
- Be a good role model for students. If a student uses such language, you should correct the student and take such disciplinary action as is appropriate, which may include making a report to administration.

2. Proper Instructions
   - Proper instructions are important to reduce the risk of injury when students undertake an activity, especially an activity that has an increased risk of harm to students.
   - Repeat the instructions on how to complete a task that has a heightened risk of danger as often as needed. Do not assume because students heard the directions once that they will be remembered.
   - When you go over safety rules with students, note it in your written records.

3. Proper Maintenance of Buildings, Grounds, and Equipment
   - Conduct periodic inspections of equipment under your control or in your area of supervision.
   - If equipment is broken and presents a risk of injury, immediately take it out of service (if it can't be moved, tape a "Do Not Use" sign) and notify the office so those repairs may be undertaken.
   - Check your communication device (whether it be a school phone in your supervision area, a walkie-talkie, or a cell phone) periodically to make sure you can communicate with the office immediately in the event of an emergency.

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

Contact the Office for Assistance

The office administration should be contacted immediately when a situation exists which could cause injury to students or others. Examples include:

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

Violations of student rules which are also violations of state law are required to be reported to law enforcement. Make a report of such conduct to the Principal so this law may be followed.

Student Searches

Office administration should also be contacted before performing searches of students or their belongings. You may direct a student suspected of having an item in violation of school rules to wait with you until another adult is present, or to follow you to the office if you can leave your assigned area without causing risk of harm to others. Do not use physical force to detain the student or to make the student accompany you except as reasonably necessary to protect the student or others.

Student Rights

Treat students fairly and consistently without consideration of race, color, religion, gender, or disability. Students who need special accommodations are to be given those accommodations as needed for them to participate in school and school activities. Follow IEP and 504 Plans for the students for whom you are responsible. Be attentive and respond to "bullying." Maintain the confidentiality of student records. Student record information should be shared only with other school staff with a need to know the information to perform their duties.

Section 6 Dispensing Medication

Employees are not permitted to give any medication to students unless trained under the Medication Aid Act. To ensure the proper care of our students, employees who are asked to take the medication training and administer medications shall do so.

Students who need to take prescription medicine must have a signed parent release form on file in the office. Medications are to be taken in the presence of the office staff, the nurse, or medication aide and are to be stored in the nurse's office; with the exception of students who have a diabetes self-management or asthma self-management plan. Medical procedures are not to be administered in the classroom except in accordance with the District's Safety and Security Management Plan and the District's Emergency Protocol (asthma/anaphylaxis protocol).

If students must take medication and/or perform medical procedures prescribed by a duly licensed physician during school hours, it is the responsibility of the parents or guardians to sign permission slips to dispense the medicine at the school and to submit a note or prescription from

the physician authorizing the medicine and/or medical procedure. School district personnel are not to administer medicine, including over the counter medicine, without this signed form and note or prescription. Any medication brought to school needs to be properly labeled. The label should include the following information: student's name, name of medication, dosage needed, and time of dispensing the medication.

Section 7 Reporting Child Abuse

Nebraska State Law and school policy mandates school officials to make a report to the proper law enforcement agency or the Department of Health and Human Services (Child Protective Services) when there is reasonable cause to believe that a child has been abused or neglected, or a child is in a situation which would reasonably result in abuse or neglect. This requirement shall apply to all school employees, including coaches and volunteers, participating in interstate amateur athletic competition. The term "promptly" means "within a 24-hour period."

According to Nebraska State Law, abuse or neglect means knowingly, intentionally, or negligently causing or permitting a minor child to be:

1. Placed in a situation that endangers his or her life or physical or mental health;
2. Cruelly confined or cruelly punished;
3. Deprived of necessary food, clothing, shelter, or care;
4. Left unattended in a motor vehicle if such minor child is six years of age or younger; Sexually abused; or
5. Sexually exploited by allowing, encouraging, or forcing such person to solicit for or engage in prostitution, debauchery, public indecency, or obscene or pornographic photography, films, or depictions.

Employees are to inform their principal or supervisor that they intend to make a report. A documentation form is available in each principal's office to assist staff in gathering the necessary reporting information. Administrative staff may sometimes choose to make the report for a teacher. However, informing a principal or supervisor does not end the employee's responsibility; employees are obligated to make certain a report was made if they do not do it themselves.

It is vital that the report be made as accurately and as soon as possible. To assure accuracy, you are encouraged to document the date of the incident and specific statements or explanations made by a child regarding an abuse/neglect concern. Timeliness in making a report will assist in minimizing further risk to the child by allowing the police or Child Protective Services workers to promptly interview the child. A counselor or an administrator will help you.

Article 5 – PERSONAL AND PROFESSIONAL CONDUCT

Section 1 Ethics Standards

The Laurel-Concord-Coleridge School District expects its classified employees to adhere to ethics standards which are modified from those established by the Nebraska Department of Education for certificated employees. The classified school employment job ethics standards

which classified employees are expected to adhere to include those set forth below.

Principle I - Commitment as a School Employee:
Employees shall exhibit good moral character, maintain high standards of performance, and promote equality of opportunity.

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

1. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
2. Shall not discriminate on the basis of race, color, national origin, sex, disability, religion, age, pregnancy, childbirth or related medical condition, or other protected status.
3. Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence personal decisions.
4. Shall not make any fraudulent statement or fail to disclose a material fact for which the employee is responsible.
5. Shall not exploit school relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
6. Shall not sexually harass students, parents or school patrons, employees, or board members.
7. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of job duties.
8. Shall report to the Superintendent any known violation of paragraphs 2 or 5 above.
9. Shall seek no reprisal against any individual who has reported a violation of this rule.

Principle II - Commitment to the Student:
Mindful that the employee's classified position exists for the purpose of serving the best interests of the school district's students and patrons, the classified employee shall perform his/her job duties with genuine interest, concern, and consideration for the student. The employee shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

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

1. Shall make reasonable effort to protect the student from conditions, which interfere with the learning process or are harmful to health or safety.
2. Shall keep in confidence personally identifiable information that has been obtained in the course of employment, unless disclosure is approved by the administration or is required by law.
3. Shall not discipline students using corporal punishment.

Principle III - Commitment to the Public:
The magnitude of the responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The classified employee bears responsibility for instilling an understanding of the confidence in the rule of law, respect for individual freedom, and a responsibility to promote respect by the public for the integrity of the profession.

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

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

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

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

1. Shall apply for, accept, offer, or assign a position or responsibility on the basis of preparation and legal qualifications.
2. Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.
3. Shall give prompt notice to the employer of any change in availability of service.
4. Shall conduct job related business through designated procedures, when available, that have been approved by the employing agency.
5. Shall not assign to unqualified personnel, tasks for which an employee is responsible.
6. Shall permit no commercial or personal exploitation of his or her employment position.
7. Shall use time on duty and leave time for the purpose for which intended.

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

Therefore, each employee shall:

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

Each employee shall:

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

Each supervisor shall:

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

Communication Skills:

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

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

Management Techniques:

The employee shall:

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

Human and Interpersonal Relationships:

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

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

Personal Requirements:

Each employee within the scope of delegated authority shall:

1. Be able to engage in physical activity appropriate to the designated task except for temporary disability;

2. Be able to communicate so effectively as to accomplish the designated task;
3. Appropriately control his or her emotions;
4. Possess and demonstrate sufficient intellectual ability to perform designated tasks.

Work Agreement Obligations:
Employees shall adhere fully to the terms of a work agreement or appointment.

Section 2 Role Model
Employees serve as role models for students and their actions and conduct reflect on the school as a whole. Employees are in all respects to conduct themselves in a professional manner.

Section 3 Professional Boundaries
Professional Boundaries Between Employees and Students (Policy 4025)
All employees are expected to observe and maintain professional boundaries between themselves and students. A violation of professional boundaries will be regarded as a form of misconduct and may result in disciplinary action.

The following non-exclusive list of actions will be regarded as a violation of the professional boundaries that employees are expected to maintain with a student:

- Using e-mail, text messaging, instant messaging, or social networking sites to discuss with a student a matter that does not pertain to school-related activities, such as the student's homework, class activity, school sport or club, or other school-sponsored activity. Electronic communications with students are to be sent simultaneously to multiple recipients, not to just one student, except where the communication is clearly school-related and inappropriate for persons other than the individual student to receive (for example, emailing a message about a student's grades).
- Engaging in social-networking friendships with a student on social networking sites. Material that employees post on social networks that is publicly available to those in the school community must reflect the professional image applicable to the employee's position and not impair the employee's capacity to maintain the respect of students and parents or impair the employee's ability to serve as a role model for children. Employees shall not friend or follow students on any social networking site.
- Engaging in sexual activity, a romantic relationship, or dating a student or a former student within one year of the student graduating or otherwise leaving the District.
- Making any sexual advance - verbal, written, or physical - towards a student.
- Showing sexually inappropriate materials or objects to a student.
- Discussing with a student sexual topics that are not related to a specific curriculum.
- Telling sexual jokes to a student.
- Invading a student's physical privacy (e.g., walking in on the student in a restroom).
- Hugging or other physical contact with a student that is initiated by the employee when the student does not seek or want this attention.
- Being overly "touchy" with a specific student.
- Allowing a specific student to get away with misconduct that is not tolerated from other students, except as appropriate for students with an IEP or 504 Plan.
- Discussing with the student the employee's problems that would normally be discussed

with adults (e.g., marital problems).

- Giving a student a ride in the employee's personal vehicle without express permission of the student's parent or school administrator unless another adult is in the vehicle.
- Taking a student on an outing without obtaining prior express permission of the student's parent or school administrator.
- Inviting a student to the employee's home without prior express permission of the student's parent and school administrator.
- Going to the student's home when the student's parent or a proper chaperone is not present.
- Giving gifts of a personal nature to a specific student.
- Discussing alcohol, tobacco, or other illicit drugs in a non-instructional setting, such as describing a party that the employee attended.
- Discussing another student's or employee's personal matters when it is not appropriate outside of the instructional setting.
- "Grooming," which includes building trust with a student and individuals close to the student in an effort to gain access to and time alone with the student, with the ultimate goal of engaging in sexual contact or sexual penetration with the student, regardless of when in the student's life the sexual contact or sexual penetration would take place.

Appropriate exceptions are permitted to the foregoing for legitimate health or educational purposes and for reasons of family relationships between employees and their children who are students in the District. A staff member seeking an exception must receive advance approval from his or her administrator. If a staff member is unable to communicate with an administrator in advance (such as in the event of an emergency), the staff member must notify the administrator as soon as possible, but not later than 24 hours immediately following the event.

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

An employee who violates this policy may face discipline, up to and including termination of employment, and may be referred to the appropriate certification or credentialing agencies for further discipline.

A violation of this policy will result in referral to the Department of Health and Human Services, law enforcement, or both.

Section 4 Relationships

It is important for employees to maintain an effective working relationship with the administration and all co-workers. Employees are also to maintain appropriate relationships with students. Appropriate relationships are established by extending social courtesies, following through on commitments and promises, complying with administrative directives and Board policies, being honest and consistent, and not intruding into personal matters outside the scope of duties or gossiping or spreading rumors about others.

Section 5 Civility

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

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

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

Section 6 Notification of Arrest, etc.

Employees must notify Superintendent by the next business day after:

1. Arrest or Criminal Charges. The employee is arrested, ticketed, or issued a criminal charge where:
    a. The maximum penalty for the crime equals or exceeds six months incarceration;
    b. The crime relates to abuse, neglect, or endangerment of a minor, a minor was allegedly a victim or a witness, or the crime involves alleged sexual misconduct;
    c. Conviction would impact performance of employee's job responsibilities, including offenses that:
        i. Would impact the responsibility to be a role model for students or relations with other employees of Laurel-Concord-Coleridge School;
        ii. Would impact the employee's ability to operate a motor vehicle if the employee at times needs to travel during duty time or the employee at times drives students; or
        iii. Would impact the employee's Commercial Drivers License if the employee's job requires that the employee have a CDL.
    d. The arrest or the alleged criminal activity occurred while the employee was on duty, on property of Laurel-Concord-Coleridge School, or in a school owned or utilized vehicle, or at a school-supervised activity or school-sponsored function.

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

2. Certificate or License. The employee becomes aware that a complaint has been filed against the employee that could affect a certificate or license required for the employee's position. This includes proceedings of the Nebraska Department of Education related to an alleged violation of the NDE Standards of Conduct and Ethics, Chapter 27, and proceedings of the Health and Human Services related to an alleged violation of the professional standards of conduct for the employee's

position.

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

   Further, employees must give full disclosure of any Child Protection Act investigation that resulted in an "inconclusive" determination that occurred at any time. Current employees must give such disclosure within ten days following adoption of this policy. As a condition of employment, applicants for employment must give such disclosure prior to commencement of employment. Any hiring made without such disclosure shall be subject to being immediately revoked in the event the required disclosure was not given.

Employees must give full disclosure of the existence and nature of the above proceedings and must also promptly notify the Superintendent of the disposition of the proceedings.

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

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

Section 7 Evaluations

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

Section 8 Employees Complaints or Concerns

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

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

immediate supervisor (or the next higher level, if the supervisor is responsible for the problem) and maintain the confidentiality of the report so that the problem can be appropriately corrected in the best interests of the District.

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

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

Section 9 Professional Attire

It is important for employees to project a professional image to students, parents, and co-workers. Appropriate attire and grooming is one of the means of projecting a professional image. Employees are expected to maintain conservative and professional attire and grooming when on duty. As a minimal guide, employees should not wear clothing which students would not be permitted to wear at school. The administration may establish more detailed guidelines for individual employees should that be necessary.

Section 10 Outside Employment

Employees shall not perform duties unrelated to District employment during duty hours. In addition, employees shall not engage in employment which conflicts with their school duties. Employees are not required to notify the District of outside employment except: (1) employees who are also employed by another Nebraska school district in order to comply with Nebraska State Retirement System regulations and (2) employees who have a work-related injury in order to comply with workers' compensation requirements.

Article 6 – USE OF SCHOOL FACILITIES AND EQUIPMENT

Section 1 Drug-Free Workplace

The District has established the school as a drug-free workplace. The drug-free workplace for this purpose includes school grounds, school utilized vehicles, and places in which school activities are held.

The unlawful manufacture, distribution, disposition, possession, or use of a controlled substance is prohibited in the workplace. The possession, use or distribution of illicit drugs or alcohol, the use of glue or aerosol paint or any other chemical substance for inhalation, and being under the influence of illicit drugs, alcohol, or inhalants, is prohibited in any place while employees are on duty time. Any level of impairment from illicit drugs, alcohol, or inhalants, and the presence of any odor of illicit drugs (such as marijuana) or alcohol on an employee in the workplace or on

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

As a condition of employment, employees will abide by the District's drug-free workplace policies and notify the Superintendent of any criminal drug statute conviction for a violation occurring in the workplace no later than 5 days after such conviction. Disciplinary sanctions up to and including termination of employment and referral for prosecution will be imposed for violations of the District's drug-free workplace policies. Sanctions may include the requirement that the employee complete an appropriate rehabilitation program, a reprimand, and termination of employment. Drug and alcohol counseling and rehabilitation and reentry programs are available through local health agencies.

Section 2 Smoke and Tobacco-Free Workplace

The use of tobacco products is prohibited in all school buildings and all school vehicles. Smoking shall also be prohibited in any area where school staff, students, or members of the public may be present or may be affected by smoke, including without limitation the stands and bleachers of outdoor athletic fields and near the entry of school buildings.

For purposes of this policy, 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. This does not preclude adults from wearing non-visible nicotine patches, or using nicotine gum without displaying the product container, as part of a smoking cessation program.

Section 3 Weapon-Free Workplace

The District prohibits any person from being in possession of a weapon at a school attendance facility, on school property, at a school-supervised activity, or at a school-sponsored function. Any employee found to be in violation of this policy shall be subject to disciplinary action, up to and including termination.

The term "weapon" means an instrument or object used, or which may be used, as a means of attack, defense, or destruction, including, without limitation:

1. Any object which will, or is designed to, or may readily be converted to, expel a projectile by the action of an explosive or other means;
2. The frame or receiver of any object described in the preceding example;
3. Any firearm muffler or silencer;
4. Any explosive, incendiary, or gas (a) bomb, (b) grenade, (c) rocket, (d) missile, (e) mine, or similar device;
5. Any bludgeon, sand-club, metal knuckles, or throwing star;
6. Any knife other than as used for strictly instructional or personal care or eating purposes. A pocket knife with a blade of 2-1/2 inches or more is a prohibited

weapon. A switchblade knife is prohibited regardless of size of the blade. A switch-blade knife is defined as a knife with a blade that opens automatically by hand pressure applied to a button, spring, or other device in the handle of a knife, or any knife having a blade that opens or falls or is ejected into position by the force of gravity or by an outward, downward, or centrifugal thrust or movement;

7. Any electronic device designed to discharge immobilizing levels of electricity, commonly known as a stun gun or taser. An employee may possess an electronic safety device (e.g., taser) designed for individual personal defensive purposes and it shall not be considered as possession of a weapon. The employee must notify the Principal of such possession and secure the device so as to prevent student access or possession; and
8. An employee may possess mace or other similar chemical agents in quantity and/or concentration typically designed for individual personal defensive purposes and it shall not be considered as possession of a weapon. The employee must notify the Principal of such possession and secure the mace or other similar chemical agent so as to prevent student access or possession. Possession of larger quantities and/or concentrations of mace or other similar chemical agents than is typically designed for individual personal defensive purposes will be considered as possession of a weapon. Usage of mace or other similar chemical agents will be considered as usage of a weapon if the usage is found to be for non-defensive purposes. An employee who is negligent in their possession of mace or other similar chemical agents will be subject to disciplinary action.
9. An employee may possess an item which may be considered a weapon where such item is used for instructional purposes and the employee has received approval of the administration to possess the item, provided it is used in the manner approved and is maintained in such manner as the administration has directed.
10. Any other object that is designed for or intended for use as a destructive or injurious device.

The phrase “possession of a weapon” includes, without limitation, a weapon in an employee's personal possession, as well as in an employee’s motor vehicle, desk, locker, briefcase, backpack, or purse.

Section 4 Use of District Computer Network and Internet

Employees have access to the District’s computer network and the Internet for the enhancement and support of student instruction and performance of their duties. Such access is subject to the following computer acceptable use policy:

1. Technology Subject to this Policy. This Computer Acceptable Use Policy applies to all technology resources as made available by the District. Technology resources include, without limitation, computers and related technology equipment, all forms of e-mail and electronic communications, and the Internet.
2. Access and User Agreements. Use of the District’s technology resources is a privilege and not a right. The Superintendent or designee may develop appropriate user agreements and require that employees sign such user agreements as a condition of access to the

technology resources. The technology resources are not a public forum. The District reserves the right to restrict any communications and to remove communications that have been posted.

3. Acceptable Uses. The technology resources are to be used for the limited purpose of advancing the District's mission. The technology resources are to be used, in general, for educational purposes, meaning activities that are integral, immediate, and proximate to the education of students as defined in the E-rate program regulations.
4. Unacceptable Uses. The following are unacceptable uses of the technology resources:
    a. Personal Gain: Technology resources shall not be used, and no person shall authorize its use, for personal financial gain other than in accordance with prescribed constitutional, statutory, and regulatory procedures, other than compensation provided by law.
    b. Personal Matters: Technology resources shall not be used, and no person shall authorize its use, for personal matters.

        Incidental or de minimis personal use is not prohibited by this provision. This exception does not permit use by employees contrary to the expectations of their position. For example, employees may not play games or surf the net for purposes not directly related to their job during duty time.

        The exception also does not permit use of the technology resources for private business, such as searching for or ordering items on the Internet for personal use; or sending an email related to one's own private consulting business.
    c. Campaigning: Technology resources shall not be used, and no person shall authorize its use, for the purpose of campaigning for or against the defeat of a ballot question.
    d. Technology-Related Limitations: Technology resources shall not be used in any manner which impairs its effective operations or the rights of other technology users. Without limitation,
        1. Users shall not use another person's name, log-on, password, or files for any reason, or allow another to use their password (except for authorized staff members).
        2. Users shall not erase, remake, or make unusable another person's computer, information, files, programs, or disks.
        3. Users shall not access resources not specifically granted to the user or engage in electronic trespassing.
        4. Users shall not engage in "hacking" to gain unauthorized access to the operating system software or unauthorized access to the system of other users.
        5. Users shall not copy, change, or transfer any software without permission from the network administrators.
        6. Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software. Such software is often called a bug, virus, worm, Trojan

horse, or similar name.

7. Users shall not engage in any form of vandalism of the technology resources.
8. Users shall follow the generally accepted rules of network etiquette. The Administrator or designees may further define such rules.

e. Other Policies and Laws: Technology resources shall not be used for any purpose contrary to any District policy or any applicable law. Without limitation, this means that technology resources may not be used:

1. To access any material contrary to the District's Internet Safety Policy; or to create or generate any such material.
2. To engage in unlawful harassment or discrimination, such as sending emails that contain sexual jokes or images.
3. To engage in violations of employee ethical standards and employee standards of performance, such as sending emails that are threatening or offensive or which contain abusive language; use of end messages on emails that may imply that the District is supportive of a particular religion or religious belief system, a political candidate or issue, or a controversial issue; or sending emails that divulge protected confidential student information to unauthorized persons.
4. To promote or tolerate violations of student conduct rules.
5. To engage in illegal activity, such as gambling.
6. In a manner contrary to copyright laws.
7. In a manner contrary to software licenses.

5. Disclaimer. The technology resources are supplied on an "as is, as available" basis. The District does not imply or expressly warrant that any information accessed will be valuable or fit for a particular purpose or that the system will operate error free. The District is not responsible for the integrity of information accessed, or software downloaded from the Internet.
6. Filter. A technology protection measure is in place that blocks and/or filters access to prevent access to Internet sites that are not in accordance with policies and regulations. In addition to blocks and/or filters, the District may also use other technology protection measures or procedures as deemed appropriate.

Notwithstanding technology protection measures, some inappropriate material may be accessible by the Internet, including material that is illegal, defamatory, inaccurate, or potentially offensive to some people. Users accept the risk of access to such material and responsibility for promptly exiting any such material.

The technology protection measure that blocks and/or filters Internet access may be disabled only by an authorized staff member for bona fide research or educational purposes: (a) who has successfully completed District training on proper disabling circumstances and procedures, (b) with permission of the immediate supervisor of the staff member requesting said disabling, or (c) with the permission of the Administrator. An authorized staff member may override the technology protection measure that blocks and/or filters Internet access for a minor to access a site for bona fide research or other

lawful purposes provided the minor is monitored directly by an authorized staff member.
7. Monitoring. Use of the technology resources, including but not limited to Internet sites visited and e-mail transmitted or received, is subject to monitoring by the administration and network administrators at any time to maintain the system and ensure that users are using the system responsibly, without notice to the users. Users have no privacy rights or expectations of privacy with regard to use of the District's computers or Internet system.

Sanctions. Violation of the policies and procedures concerning the use of the District's technology resources may result in suspension or cancellation of the privilege to use the technology resources and disciplinary action, up to and including expulsion of students and termination of employees. Use that is unethical may be reported to the Commissioner of Education. Use that is unlawful may be reported to the law enforcement authorities. Users shall be responsible for damages caused and injuries sustained by improper or non permitted use.

Section 5 Use of School Facilities

An employee who is issued school keys is expected to not lose their keys and to not allow others to have access to or to use their keys. Employees are permitted to have access to school facilities during non-school time provided such access is for work-related purposes and the Principal or supervisor has given permission for such access. When employees leave the building, they are to close all windows, lock doors, and make sure that the entry door is fully closed and locked. This is especially important when employees are using the school facilities prior to the beginning of the school year and during any weekend or evening usage.

Use of school supplies (paper, staples, etc.), school equipment (copiers, fax machines, telephones, etc.) and school postage is to be for approved school-related purposes only. Excess or surplus supplies or equipment, including items which have been placed in the trash, must not be removed for non-school use without approval from the Principal.

Section 6 Care of School Property

Employees are responsible for the proper care of all books, equipment, supplies, and furniture supplied by the school. If an item is in need of maintenance or repair, report it to the Principal. If you learn that a student has damaged school property or equipment, or if you are responsible for damage to school property, promptly report it to the Principal so the item may be replaced or repaired if possible and appropriate responsibility for the cost of replacement or repair may be determined.

Section 7 Use of School Telephone

Personal telephone calls shall not be made during duty time except in the event of an emergency. Long distance calls on school telephones should be for school purposes only. You will need to promptly log long distance calls and be responsible for any charges, which are for personal use.

Section 8 Visitors

Employees are not to have visitors while on duty other than as appropriate for the performance of their duties except on a short-term basis and only with permission of the Principal or supervisor.

Included in the definition of visitors are family members of the employee. Employees are responsible for ensuring that their visitors follow procedures for being on District property, including checking in. Employees are not to bring their children to work with them in lieu of taking them to childcare.

Section 9 Salespersons

Employees need not allow, and should not permit, any salesperson or representative or agent of any commercial enterprise or theatrical presentation to contact the employee while engaged in the employee's duties except for such times as may be designated by the Superintendent or designee.

Employees must not use classrooms, buildings, or other school property for personal use or profit without specific approval from the Superintendent or designee. Employees must not use time for which the employee is on duty or paid by the District to engage in any activity for personal financial profit. Any violation of these restrictions will be considered to be willful insubordination.

Section 10 Security of Desks and Lockers

Offices, employee desks, lockers, file cabinets, and other such storage devices ("storage devices") are owned by the school and are to be properly cared for and maintained. Appropriate security measures should be used to protect school and personal property kept in storage devices from theft or vandalism and to protect confidential student records.

The District exercises exclusive control over school property and reserves the right to search offices and storage devices provided to or used by employees where permitted by law, such as where reasonable grounds exist for suspecting that a search will turn up evidence that the employee has committed work-related misconduct, or that a search is necessary for an non-investigatory work-related purpose, such as to retrieve a file. School-related documents or records must remain readily available to administration and other appropriate school staff. Any personal items an employee wants to have kept private should be kept in a separate personal storage device, such as a briefcase, purse, or backpack.

The District is not responsible for any personal property employees may bring to school. Employees are cautioned not to bring large amounts of money or items of significant value to school.

Section 11 Video and Audio Surveillance

The Board of Education has authorized the use of video cameras on School District property to ensure the health, welfare, and safety of all staff, students, and visitors to District property, and to safeguard District facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent.

Notice is hereby given that video and audio surveillance may occur on District property. In the event a video or audio surveillance recording captures a student or other building user violating school policies or rules or local, state, or federal laws, the video or audio surveillance recording

may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

Section 12 Bulletins and Web Page

Bulletin boards and electronic media (web page) and other communication devices are maintained for the purposes of conveying information about the District's activities and programs and for educational purposes related to such activities and programs. The District's communication devices are designated as non-public forums, meaning that the devices are not open for public use.

Information posted or displayed on the District's communication devices may not include political advertising, communications promoting particular religious beliefs, controversial topics or positions not consistent with the mission of the District, or communications that promote activities not suitable for school-age children.

Any website links on the District's web page that are permitted to be posted shall not be considered to be endorsed or sponsored by the District. The District makes no representations or warranties of any kind with regard to any such links.

Section 13 Copyright and Fair Use Policy

It is the District's policy to follow the federal copyright law. Employees are reminded that, when using school equipment and when performing school duties, they also must follow the federal copyright laws. The federal copyright law governs the reproduction of works of authorship. Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice.

The "fair use" doctrine allows limited reproduction of copyrighted works for educational and research purposes. The relevant portion of the copyright statute provides that the "fair use" of a copyrighted work, including reproduction "for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research" is not an infringement of copyright. The law lists the following factors as the ones to be evaluated in determining whether a particular use of a copyrighted work is a permitted "fair use," rather than an infringement of the copyright:

- the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- the nature of the copyrighted work;
- the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and
- the effect of the use upon the potential market for or value of the copyrighted work.

Although all of these factors will be considered, the last factor is the most important in determining whether a particular use is "fair." Employees should seek assistance from administration if there are any questions regarding what may be copied.

Section 14 Lost and Found
Employees who find lost articles are asked to take them to the office, where the articles can be claimed by the owner.

Section 15 Safety
Safety Program and Safety Committee
The District has established a Safety and Security Management Plan, which includes safety and security plans and procedures, including plans and procedures to address emergency and crisis situations. Employees are expected to be familiar with and to comply with the Safety and Security Management Plan. The Plan may be obtained for review or copy from the Principal or the Superintendent.

The District also has a safety committee to address employee accidents, injuries, and workplace conditions. A representative from each bargaining group plus representatives appointed by administration serve on the committee. If you have a desire to serve on the committee, you should contact the president of the teachers' association. Employees can make suggestions and/or report concerns to the safety committee in the following ways: (1) contact the teachers' association representative of the safety committee, (2) contact the president of the teachers' association, or (3) contact the Safety Committee in care of the Superintendent.

Safety Practices
Guidelines for safe work practices which employees should follow include the following:

- Never stand on chairs, counters, tables, etc. Only use step stools, ladders, and locking stools to stand, climb, etc., to reach high places, put things on bulletin boards, etc.
- Always wear protective equipment (i.e., goggles, aprons, gloves, and ear protection).
- Wipe up spills or report promptly to appropriate personnel. Do NOT assume someone else will do it.
- Be aware of your surroundings. Pick up clutter, keep your work area or room clean and free of clutter, debris, etc.
- Identify and report all hazards (i.e., broken equipment, broken or uneven floor surfaces, non-operating tools, windows, doors, etc.). Follow up if not repaired.
- Do not use equipment if you are not familiar with it or operate machinery without proper training.
- Do not carry heavy or bulky objects. Get a cart, dolly, or assistance. Know how to properly lift.
- Report any injuries or medical problems to your supervisor immediately and complete the employee accident report.
- Wear seatbelts when in vehicles where provided.
- Do not do repetitive tasks for long periods of time (i.e., keyboarding, dipping cookies, cutting out things, filing, typing, etc.). Take breaks, learn and do stretching exercises, etc. Every accident in the school building, on the school grounds, at practice sessions, or at any athletic event sponsored by the school must be reported immediately to the Principal.

As required by law, approved safety glasses will be required of every student and employee, when designated, while participating in or observing vocational, technical, industrial technology,

science, and art classes. All visitors to these areas must check out a pair of safety glasses when entering any of these areas when designated.

Safe Driving
Employees who drive school vehicles or volunteer to use their personal automobile to transport students must have a valid driver's license and proof of insurance. Employees will be provided a Driver's Certification form to verify this information and to be given instruction on emergency evacuation and first aid.

Employees who drive school vehicles or transport students in their personal vehicles are responsible for following safe driving practices and are responsible for any injury or accident. Employees are to abide by all rules of the road and any applicable rules of the Nebraska Department of Education and the District relating to driving a motor vehicle. Seat belts and child restraint systems will be utilized by all occupants. When transporting students or using a school vehicle, employees are not to use cell phones or otherwise engage in distracted driving. This rule applies to the driver when the vehicle is in motion. The only exception would be in the case of emergencies.

Accidents
Every accident which results in a personal injury must be reported to the Principal or supervisor immediately. In the event the injury involves a student, the employee who is responsible for the supervision of the student is responsible for making the report. If the injury occurs in the presence of the employee, the employee is also responsible for making a report.

Workers Compensation
Employees are required to immediately report any work-related injury and/or work-related medical condition to their supervisor and complete all appropriate paperwork.

Article 7 – STATE AND FEDERAL PROGRAMS

Section 1 Notice of Nondiscrimination

The Laurel-Concord-Coleridge School does not discriminate on the basis of race (including skin color, hair texture, and protective hairstyles), color, national origin, religion, disability, age, sex, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected category in admission or access to, or treatment of employment, in its programs and activities. The coordinators listed in Section 2 have been designated to handle inquiries regarding complaints, grievance procedures, or the application of these policies of nondiscrimination.

Local complaint or grievance procedures are provided for by the District and set forth in this handbook. If an employee does not feel that a complaint of nondiscrimination has been satisfactorily resolved at the school level, the employee may file a complaint with the appropriate federal or state agency. Complaints are to be filed with the regional Department of Education, Office for Civil Rights where the complaint relates to Title IX (discrimination, harassment, or lack of equity based on gender), Title VI (discrimination or harassment based on race, color, or

national origin) or Section 504 (discrimination, harassment, or failure to accommodate a disability). Complaints are to be filed with the the regional U.S. Equal Employment Opportunity Commission (EEOC) if the complaint relates to Title VII (discrimination or harassment based on race, color, gender, national origin, or religion), the Americans with Disabilities Act (discrimination, harassment, or failure to accommodate a disability), or the Age Discrimination in Employment Act (discrimination based on age). The contact information for the OCR and the EEOC in this regard are:

Office for Civil Rights in the U.S. Department of Education (OCR)
601 East 12th Street, Room 353
Kansas City, MO 64106
(800) 368-1019 (voice), Fax (816) 426-3686
(800) 537-7697 (telecommunications device for the deaf),
or ocr.kansascity@ed.gov.

The U.S. Equal Employment Opportunity Commission (EEOC)
Gateway Tower II
400 State Avenue, Suite 905
Kansas City, KS 66101
(800) 669-4000; TTY: (800) 669-6820; Fax (913) 551-6957

A publication provided by the federal government concerning rights of non-discrimination is attached as Appendix "D" to this handbook.

Section 2 Designation of Coordinators

Any person having inquiries concerning the District's compliance with anti-discrimination laws or policies or other programs should contact or notify the following person(s) who are designated as the coordinator for such laws, policies, or programs. The contact address for the coordinators are:
Laurel-Concord-Coleridge School, 502 Wakefield St., PO Box 8, Laurel, Nebraska 68745, (402) 256-3133.

Law, Policy or Program	**Issue or Concern**	**Coordinator**
Title VI	Discrimination or harassment based on race, color, or national origin;	Jeremy Christiansen
Title IX	Discrimination or harassment based on sex; gender equity	Jennifer Van Meter
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment, or reasonable accommodations of persons with disabilities	Sarah Beckwith
Homeless student laws	Children who are homeless	Jeremy Christiansen
Safe and Drug Free	Safe and drug free schools	Jeremy Christiansen

Schools and Communities		

Section 3 Anti-Discrimination & Harassment Policy

Policy of Non-Discrimination

The policy of Laurel-Concord-Coleridge School is to not discriminate on the basis of race (including skin color, hair texture, and protective hairstyles), color, national origin, sex, disability, religion, age, pregnancy, childbirth or related medical condition, or other protected status in admission, access, or treatment with regard to its programs and activities or with regard to employment. The District and its staff shall comply with all applicable state and federal laws prohibiting discrimination.

Decisions with regard to employment, discharge, compensation, and terms and conditions of employment shall not be made based on race (including skin color, hair texture, and protective hairstyles), color, national origin, sex, disability, religion, age, pregnancy, childbirth or related medical condition, or other protected status. There shall be no discrimination against an applicant or employee because of membership or activity in an employee organization or because of protected free speech activities.

Preventing Harassment and Discrimination

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

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

In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's race, color, national origin, sex, disability, religion, age, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected category constitute harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional, or educational environment.

Age harassment (40 years of age and higher) has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults, or intimidation based on a person's age.

Sexual harassment is defined by federal and state regulations as a form of sex discrimination. It

can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the workplace, classroom, or educational environment. Sexual harassment may exist when:

- Submission to such conduct is either an explicit or implicit term and condition of employment or of participation and enjoyment of the school's programs and activities;
- Submission to or rejection of such conduct is used or threatened as a basis for employment related decisions, such as promotion, performance, evaluation, pay adjustment, discipline, work assignment, etc., or school program or activity decisions, such as admission, credits, grades, school assignments, or playing time;
- The conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working, classroom, or educational environment.
- Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing", "practical jokes", jokes about gender-specific traits, foul or obscene language or gestures, displays of foul or obscene printed or visual material, and physical contact, such as patting, pinching, or brushing against another's body.

Laurel-Concord-Coleridge School does not discriminate on the basis of sex in any educational program or activity that it operates. The District is required by Title IX (20 U.S.C. § 1681) and 34 CFR Part 106 not to discriminate in such a manner. This requirement not to discriminate also applies to admission and employment. Any inquiries about the application of Title IX may be referred to the District Title IX Coordinator, to the Assistant Secretary of the Office of Civil Rights, or both.

Title IX Coordinator
Jennifer Van Meter, 502 Wakefield St., Laurel, NE 68745
(402) 256-3133
jennifer.vanmeter@lccschool.org

The following information outlines the Laurel-Concord-Coleridge School's procedure for complaints of sexual harassment including the complaint process, how to file a report or a complaint of sexual harassment, how to file a formal complaint of sexual harassment, and how the District will respond to such complaints.

Title IX: Grievance Procedures for Complaints of Sexual Harassment
A. <u>Complaint Procedure - Generally</u>
All employees are responsible for helping to prevent sexual harassment. Employees, or students, who believe they have been subjected to, or believe they have witnessed sexual harassment should follow these procedures:

1. Directly inform the person engaging in the discrimination or harassment that such conduct is offensive and must stop.
2. For employee reporters, contact your principal or supervisor or the principal or supervisor of the offending person, the Title IX Coordinator, if you do not wish

to communicate directly with the person whose conduct is offensive or if direct communication with the offending person has been ineffective.

3. Report the matter to the Title IX Coordinator if the offending conduct continues or has not been resolved to your satisfaction after you have reported the matter to a principal or supervisor.
4. For student reporters, contact any teacher, counselor, or administrator, or Title IX coordinator.
5. Report to the Title IX Coordinator if you are the adult to whom the student has made a report so that the matter can be properly resolved.

B. Response to a Formal Complaint:

1. Filing Formal Complaint: An employee or student can allege sexual harassment by filing a formal complaint in writing with the Title IX Coordinator in person or by mail, or by electronic mail using the following contact information:

TITLE IX COORDINATOR CONTACT INFORMATION
Jennifer Van Meter
502 Wakefield Street, Laurel, NE 68745
402-256-3133
jennifer.vanmeter@lccschool.org

The formal complaint must be signed by the complainant or by the Title IX Coordinator. **The following procedures apply only in the event that a formal complaint is filed. All other allegations of sexual harassment shall be resolved using the general complaint procedure. Any timelines set forth in the following procedures may be extended by the Title IX Coordinator with notice to the parties.**

2. Immediate Actions Upon Receipt of Formal Complaint: Upon receipt of a formal complaint, the Title IX Coordinator shall provide the following to all known parties of (A): The complaint procedure as outlined in this regulation; and (B): Notice of the allegations of sexual harassment including (i) the identities of the parties involved, if known, (ii) the conduct allegedly constituting sexual harassment, and (iii) the date and location of the alleged incident.

The parties to the formal complaint may select an advisor of their choice, who may be, but is not required to be, an attorney.

3. Investigation of Formal Complaint: Upon receipt of a formal complaint, the Title IX Coordinator shall notify the investigator. The investigator 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 investigator will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this complaint procedure. If the allegation(s) involve possible criminal conduct, the District will notify the complainant of his or her right to file a criminal

complaint, and District employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation.

The investigator will aim to complete its investigation within a reasonable time frame as determined by the Title IX Coordinator. The factors to determine a reasonable time frame include, but are not limited to the allegations of the formal complaint, the number of witnesses that may need to be interviewed, and whether the police are also conducting an investigation into the allegations. The time frame originally set by the Title IX Coordinator may be extended by the Title IX Coordinator, upon notice to the parties, as he or she deems necessary to complete the investigation. Periodic status updates will be given to the parties, when appropriate.

(A) *Neutrality*: The Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate this complaint procedure, shall not have any conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The District shall ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates this complaint procedure shall receive training on the definition of sexual harassment in accordance with this regulation, the scope of the District's education program or activity, how to conduct an investigation and complaint process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the fact at issue, conflicts of interest, and bias. The District shall ensure that the individuals involved in the complaint procedure receive training on issues of relevance of questions and evidence and on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

(B) *Burden of Production*: It shall be the investigator's burden to gather evidence sufficient to reach a determination regarding responsibility. To reach a determination, the 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).

(C) *Rights of the Parties:* The respondent is entitled to a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the complaint process.

The investigator must provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.

The investigator shall not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.

The investigator shall provide the parties with the same opportunities to have others present during any complaint proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice if the investigator deems appropriate. However, the investigator may establish restrictions regarding the extent to which the advisor may participate in the proceedings, if the restrictions apply equally to both parties.

The investigator shall provide to all witnesses expected to attend a meeting notice of the date, time, location, participants, and purpose of all hearings within 2 days of the meeting.

Up until the conclusion of the investigation, the parties shall have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint. This includes the evidence upon which the investigator does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence obtained from any source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.

The District retains the right to place a non-student employee respondent on administrative leave during the pendency of the investigation. The District also retains the right to remove a respondent from the District's educational program prior to the conclusion of the investigation. In the event of a removal, the respondent shall have the opportunity to challenge the decision for removal.

(D) *Conclusion of Investigation*: Prior to the conclusion of the investigation, the investigator shall send each party and the party's advisor, if any, the evidence that is subject to inspection and review in an electronic format or a hard copy. The parties shall then have ten (10) days to submit a written response, which the investigator will consider.

Once the investigator has considered the written statements of the parties, if any, and any questions of the parties, if any, the investigator shall create an investigative report that fairly summarizes relevant evidence. The investigator shall then submit the written investigation report to the decision-maker. The parties shall each receive a copy of the final investigative report at the same time as the decision-maker.

4. Decision of Responsibility: The decision-maker, shall review the investigative report. Prior to coming to a determination regarding responsibility, the decision-maker shall provide 10 days

for each party to submit written, relevant questions that a party wants asked of any party or witness, provide each party with answers, and allow for additional, limited follow-up questions from each party.

Once the decision-maker has considered the written questions of the parties, if any, the decision-maker shall issue a written determination regarding responsibility by a preponderance of the evidence within a reasonable time frame as determined by the Title IX Coordinator. The decision-maker shall consider all relevant evidence, including inculpatory and exculpatory evidence, and will not consider the credibility of the evidence to be based on a person's status, such as complainant, respondent, or witness. The decision-maker shall provide the written determination to both parties simultaneously. The written determination must include:

1. Identification of the allegations potentially constituting sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather evidence;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of each recipient's code of conduct to the facts;
5. A statement of, and rationale for, the results as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant; and
6. The recipient's procedures and permissible bases for the complainant and respondent to appeal.

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Sec. 11232g; 34 C.F.R. Part 99, permits the District to disclose relevant information to a student who was discriminated against or harassed.

5. Supportive Measures and Disciplinary Actions:
   Throughout the investigation, either party may be entitled to supportive measures. Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, to deter sexual harassment.

Supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The District shall maintain as confidential any supportive measures

provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the District to provide the supportive measures.

At the conclusion of the investigation, the decision-maker may institute disciplinary measures to the respondent if the decision-maker determines that the respondent engaged in sexual abuse or harassment. Disciplinary measures may include, but are not limited to, in-school suspension, out-of-school suspension, expulsion, and in the case of an employee disciplinary action up to and including dismissal from employment. **This regulation does not limit or prohibit the District from instituting disciplinary measures if in the course of the investigation it determines that the complainant or respondent violated the student code of conduct.**

The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

C. <u>Appeals</u>

If either party is not satisfied with the outcome of the investigation and the decision of the decision-maker, they may appeal on the following bases:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
3. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against the complainant or respondent generally or the individual complainant or respondent that affected the outcome of the matter.

The request for an appeal shall be in writing and submitted on the appropriate document. The appeal document shall be submitted to the Superintendent of Schools.

Upon notice of an appeal by either party, the Superintendent of Schools shall notify the other party in writing when the appeal is filed and of the appeal procedures, which apply equally to both parties.

The Superintendent of Schools shall be responsible to appoint and arrange for an objective person to review and issue a decision for all appeals. This designated person shall give both parties a reasonable and equal opportunity to submit a written statement in support of, or challenging the outcome.

The designated appeals individual shall review the investigative report, decision-maker's determination, and written statements of the parties and then issue a written decision describing the result of the appeal and the rationale for the result. The designated appeals individual shall provide the written decision simultaneously to both parties.

D. <u>Informal Resolution</u>

If a formal complaint is filed, the District may offer the complainant and respondent the opportunity to participate in an informal resolution process. The informal resolution process

may take place at any time prior to reaching a determination regarding responsibility. The informal resolution process shall only take place upon:

1. Written notice to both parties disclosing: the allegations, the requirements of the informal resolution process, including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the resolution process and resume the complaint process with respect to the formal complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
2. The parties' voluntary, written consent to the informal resolution process; and
3. That the allegations of the formal complaint do not involve any allegations that an employee sexually harassed a student.

E. <u>Record Keeping</u>

The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings and any subsequent determinations, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings for a period of seven years.

Section 4 Grievance Procedure for Persons with a Disability

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act address discrimination, harassment, or failure to provide reasonable accommodations to persons with a disability. The following grievance procedure shall be used for resolution of complaints of alleged violations of the ADA or Section 504:

1. Complaints shall be filed with the ADA and Section 504 Coordinator. Complaints shall be made in writing, unless the complainant's disability prevents such, in which event the complaint can be made verbally.
2. Complaints shall set forth: (a) the name of the complainant, (b) the address and telephone number or other such information sufficient to enable the Coordinator to contact the complainant, (c) a brief description of the alleged violation, and (d) the relief requested by the complainant.
3. Complaints shall be investigated by the Coordinator or the Coordinator's designee. Investigations shall be thorough, but informal, and the complainant shall be given a full opportunity to submit evidence relevant to the complaint.
4. The Coordinator shall make a decision on the complaint within thirty (30) days of the filing of the complaint, unless such time period is extended by agreement with the complainant or a longer period is reasonably necessitated by the circumstances. The decision shall be made in writing, shall set forth the Coordinator's proposed resolution of the complaint, and shall be forwarded to the complainant.
5. The complainant shall have ten (10) days from the date the Coordinator's decision is sent to the complainant to accept or reject the Coordinator's proposed resolution. The complainant shall be deemed to have accepted the proposed resolution unless the complainant rejects the proposed resolution within such time period.

6. In the event the complainant rejects the proposed resolution, the complainant shall be given the opportunity to file a request for reconsideration within ten (10) days from the date the Coordinator's decision is sent to the complainant. The request for reconsideration shall be filed with the Coordinator. Upon receipt of the request for reconsideration, the Coordinator shall promptly forward the request for reconsideration and all evidence received by the Coordinator in connection with the complaint to a third person for review (either an administrator or other employee of the District, or members of the Board of Education or Committee of the Board).
7. A decision on the request for reconsideration shall be made within ten (10) days after the request for reconsideration was filed unless the Board or Committee of the Board is the reviewer, in which event the decision shall be made within thirty (30) days of the filing of the request for reconsideration, unless such time period is extended by agreement with the complainant or a longer period is reasonably necessitated by the circumstances.

Section 5 Confidentiality of Student Records (FERPA)

The Family Educational Rights and Privacy Act (FERPA) gives parents and students over 18 years of age rights of access and confidentiality with respect to education records. Employees are expected to provide access rights and maintain the confidentiality of education records in accordance with FERPA and Board policy. Employees 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. An employee who violates this restriction shall be subject to disciplinary action up to and including termination. Further information about FERPA and the District's policies under FERPA are found in Board policy and in the student handbook.

Section 6 Disclosure of Student Information to Military Recruiters and Colleges

The "Every Student Succeeds" Act of 2015 (ESSA) Section 8025 requires the District to provide military recruiters and institutions of higher education access to secondary school students' names, addresses, and telephone listings. Parents and secondary students have the right to request that the school not provide this information (i.e., not provide the student's name, address, and telephone listing) to military recruiters or institutions of higher education, without their prior written consent. Employees are expected to follow these requirements.

Section 7 Breakfast and Lunch Programs

The District participates in the National School Lunch Program. Employees are expected to keep information about the participation of students in the program confidential.

Section 8 Confidentiality of Protected Health Information

It is the policy of the District to develop and implement all necessary practices, policies, and procedures to comply with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) where and to the extent applicable and to maintain the privacy of protected health information (PHI), as that term is defined by HIPAA, that it receives, obtains, or transmits for employees and students. The District designates the Superintendent as its HIPAA privacy officer. Student and employee records containing PHI shall be accessible only to those who require such information to carry out their duties.

APPENDIX A

Notice of COBRA Continuation Coverage Rights
** Continuation Coverage Rights Under COBRA**

Introduction
You are receiving this notice because you have recently become covered under a group health plan (the Plan). This notice contains important information about your right to COBRA continuation coverage, which is a temporary extension of coverage under the Plan. **This notice generally explains COBRA continuation coverage, when it may become available to you and your family, and what you need to do to protect the right to receive it.**

The right to COBRA continuation coverage was created by a federal law, the Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA). COBRA continuation coverage can become available to you when you would otherwise lose your group health coverage. It can also become available to other members of your family who are covered under the Plan when they would otherwise lose their group health coverage. For additional information about your rights and obligations under the Plan and under federal law, you should review the Plan's Summary Plan Description or contact the Plan Administrator.

What is COBRA Continuation Coverage?
COBRA continuation coverage is a continuation of Plan coverage when coverage would otherwise end because of a life event known as a "qualifying event." Specific qualifying events are listed later in this notice. After a qualifying event, COBRA continuation coverage must be offered to each person who is a "qualified beneficiary." You, your spouse, and your dependent children could become qualified beneficiaries if coverage under the Plan is lost because of the qualifying event. Under the Plan, qualified beneficiaries who elect COBRA continuation coverage must pay for COBRA continuation coverage.

If you are an employee, you will become a qualified beneficiary if you lose your coverage under the Plan because either one of the following qualifying events happens:

- Your hours of employment are reduced, or
- Your employment ends for any reason other than your gross misconduct.

If you are the spouse of an employee, you will become a qualified beneficiary if you lose your coverage under the Plan because any of the following qualifying events happens:

- Your spouse dies;
- Your spouse's hours of employment are reduced;
- Your spouse's employment ends for any reason other than his or her gross misconduct;
- Your spouse becomes entitled to Medicare benefits (under Part A, Part B, or both); or
- You become divorced or legally separated from your spouse.

Your dependent children will become qualified beneficiaries if they lose coverage under the Plan because any of the following qualifying events happens:

- The parent-employee dies;
- The parent-employee's hours of employment are reduced;
- The parent-employee's employment ends for any reason other than his or her gross misconduct;
- The parent-employee becomes entitled to Medicare benefits (Part A, Part B, or both);
- The parents become divorced or legally separated; or
- The child stops being eligible for coverage under the Plan as a "dependent child."

When is COBRA Coverage Available?
The Plan will offer COBRA continuation coverage to qualified beneficiaries only after the Plan Administrator has been notified that a qualifying event has occurred. When the qualifying event is the end of employment or reduction of hours of employment, death of the employee, [*add if Plan provides retiree health coverage:* commencement of a proceeding in bankruptcy with respect to the employer,] or the employee's becoming entitled to Medicare benefits (under Part A, Part B, or both), the employer must notify the Plan Administrator of the qualifying event.

You Must Give Notice of Some Qualifying Events
For the other qualifying events (divorce or legal separation of the employee and spouse or a dependent child's losing eligibility for coverage as a dependent child), you must notify the Plan Administrator within 60 days after the qualifying event occurs. You must provide this notice to: District Business Manager - Megan Greiner (402-256-3133).

How is COBRA Coverage Provided?
Once the Plan Administrator receives notice that a qualifying event has occurred, COBRA continuation coverage will be offered to each of the qualified beneficiaries. Each qualified beneficiary will have an independent right to elect COBRA continuation coverage. Covered employees may elect COBRA continuation coverage on behalf of their spouses, and parents may elect COBRA continuation coverage on behalf of their children.

COBRA continuation coverage is a temporary continuation of coverage. When the qualifying event is the death of the employee, the employee's becoming entitled to Medicare benefits (under Part A, Part B, or both), your divorce or legal separation, or a dependent child's losing eligibility as a dependent child, COBRA continuation coverage lasts for up to a total of 36 months. When the qualifying event is the end of employment or reduction of the employee's hours of employment, and the employee became entitled to Medicare benefits less than 18 months before the qualifying event, COBRA continuation coverage for qualified beneficiaries other than the employee lasts until 36 months after the date of Medicare entitlement. For example, if a covered employee becomes entitled to Medicare 8 months before the date on which his employment terminates, COBRA continuation coverage for his spouse and children can last up to 36 months after the date of Medicare entitlement, which is equal to 28 months after the date of the qualifying event (36 months minus 8 months). Otherwise, when the qualifying event is the end of employment or reduction of the employee's hours of employment, COBRA continuation

coverage generally lasts for only up to a total of 18 months. There are two ways in which this 18-month period of COBRA continuation coverage can be extended.

Disability extension of 18-month period of continuation coverage
If you or anyone in your family covered under the Plan is determined by the Social Security Administration to be disabled and you notify the Plan Administrator in a timely fashion, you and your entire family may be entitled to receive up to an additional 11 months of COBRA continuation coverage, for a total maximum of 29 months. The disability would have to have started at some time before the 60th day of COBRA continuation coverage and must last at least until the end of the 18-month period of continuation coverage.

Second qualifying event extension of 18-month period of continuation coverage
If your family experiences another qualifying event while receiving 18 months of COBRA continuation coverage, the spouse and dependent children in your family can get up to 18 additional months of COBRA continuation coverage, for a maximum of 36 months, if notice of the second qualifying event is properly given to the Plan. This extension may be available to the spouse and any dependent children receiving continuation coverage if the employee or former employee dies, becomes entitled to Medicare benefits (under Part A, Part B, or both), or gets divorced or legally separated, or if the dependent child stops being eligible under the Plan as a dependent child, but only if the event would have caused the spouse or dependent child to lose coverage under the Plan had the first qualifying event not occurred.

If You Have Questions
Questions concerning your Plan or your COBRA continuation coverage rights should be addressed to the district's Business Manager(s). For more information about your rights under ERISA, including COBRA, the Health Insurance Portability and Accountability Act (HIPAA), and other laws affecting group health plans, contact the nearest Regional or District Office of the U.S. Department of Labor's Employee Benefits Security Administration (EBSA) in your area or visit the EBSA website at www.dol.gov/ebsa.

Keep Your Plan Informed of Address Changes
In order to protect your family's rights, you should keep the Plan Administrator informed of any changes in the addresses of family members. You should also keep a copy, for your records, of any notices you send to the Plan Administrator.

APPENDIX B

EMPLOYEE RIGHTS UNDER THE FAIR LABOR STANDARDS ACT (FLSA)

APPENDIX B

MINIMUM WAGE NOTICE

APPENDIX C

FAMILY MEDICAL LEAVE ACT (FMLA) NOTICE

APPENDIX D

EQUAL EMPLOYMENT OPPORTUNITY NOTICE

APPENDIX E

SCHOOL CALENDAR 2025 - 2026

APPENDIX F

ORGANIZATIONAL CHART ADMINISTRATIVE FUNCTIONS

RECEIPT OF THE
2025-2026 CLASSIFIED EMPLOYEES HANDBOOK
OF LAUREL-CONCORD-COLERIDGE SCHOOL

This signed receipt acknowledges receipt of the 2025-2026 Classified Employees Handbook of Laurel-Concord-Coleridge School.

This receipt acknowledges that it is understood:

- that I am to read and be familiar with the handbook,
- that I understand the handbook contains a disclaimer of contract,
- that I understand that the handbook includes the District's policies of non-discrimination and equity, and
- that specific complaint and grievance procedures exist in the handbook which should be used for responding to harassment or discrimination.

Date of Signature: _____

Printed Name: _____

Employee's Signature: _____

Return to: Jeremy Christiansen, Superintendent

PRINT, SIGN, AND RETURN THIS FORM
ON OR BEFORE FRIDAY, AUGUST 29, 2025.

LAUREL - CONCORD - COLERIDGE SCHOOL

Activity Handbook
2025-2026

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.

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, dance team, cheerleading, Spirit Club, Pep Band, vocal, band, speech and drama, E-Sports, One-Act, FFA, FBLA, FCCLA, Skills USA, Art Club, Math Club, Science Club, Spanish Club, Student Council, 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 is the Code of Conduct Applicable: 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 is the Code of Conduct Applicable: The Code of Conduct rules apply regardless of whether the conduct occurs on and off school grounds. If the conduct occurs on school grounds, at a school function or event, or in a school vehicle, the student may also be subject to further discipline under the general student code of conduct. A student who is suspended or expelled from school shall not be permitted to participate in activities during the period of the suspension or expulsion, and may also receive an extended activity suspension.

Grounds for Extracurricular Activity Discipline. Students who participate in extracurricular activities are expected to demonstrate cooperation, patience, pride, character, self-respect, self-discipline, teamwork, sportsmanship, and respect for authority. The following conduct rules have been determined by the Board of Education to be reasonably necessary to aid students, further school purposes, and prevent interference with the educational process. Such conduct

constitutes grounds for suspension from participation in extracurricular activities and grounds for other restrictions or disciplinary measures related to extracurricular activity participation:

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, bullying, harassment, or similar conduct in a manner that constitutes a substantial interference with school or extracurricular activity purposes or making any communication that a reasonable person would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including a school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect another person shall not constitute a violation.
5. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from a student or making a threat which causes or may be expected to cause a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (including personal safety or security devices, such as tasers, mace, and pepper spray) or that has the appearance of a weapon, or bringing or possessing any explosive device, including fireworks, on school grounds or at a school function or event, or in a manner that is unlawful or contrary to school activity rules.
7. Selling, using, possessing, or dispensing alcohol, tobacco, nicotine, narcotics, drugs, a controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance, or inhalant. (Note: Refer to "Drug and Alcohol Violations" for further information).
8. Public indecency.
9. Sexual assault or attempting to sexually assault any person. Engaging in sexual conduct, even if consensual, on school grounds or at a school function or event.
10. Engaging in any activity forbidden by law which constitutes a danger to other students, interferes with school purposes or an extracurricular activity, or reflects a lack of high ideals.
11. Repeated violation of any of the school rules.
12. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes, or assigned activities.
13. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to a school employee, school volunteer, or student. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion.
14. Willfully violating the behavioral expectations for those students riding Laurel-Concord-Coleridge School buses or vehicles used for activity purposes.

15. Failure to report for the activity at the beginning of the season. Reporting for one activity may count as reporting on time if there is a change in activity within the season approved by the coach or the supervisor.
16. Failure to participate in regularly scheduled classes on the day of an extracurricular activity or event.
17. Failure to attend scheduled practices and meetings. If circumstances arise to prevent the participant's attendance, the validity of the reason will be determined by the coach or sponsor. Every reasonable effort should be made to notify the coach or sponsor prior to any missed practice or meeting.
18. All other reasonable rules or regulations adopted by the coach or sponsor of an extracurricular activity shall be followed, provided that participants shall be advised by the coach or sponsor of such rules and regulations by written handouts or posting on bulletin boards prior to the violation of the rule or regulation.
19. Failure to comply with any rule established by the Nebraska School Activities Association, including, but not limited to, the rules relating to eligibility.

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

Consequences.
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 procedures, 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.

Students may be suspended from participation in extracurricular 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. During a suspension, participants may be required or permitted to practice at the sole discretion of the coach or activity sponsor.

When Suspensions Begin.
All suspensions begin as soon as it has been determined that a violation has occurred and after the determination by school officials of the sanction to be imposed. 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. In the event of any uncertainty or disagreement, the Superintendent shall make the final determination on when a suspension begins and ends.

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.

Tobacco, Nicotine, Alcohol, and Drug 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 or on one's person.

Determining a Tobacco, Nicotine, Alcohol, or Drug 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 self-reports and/or admits to violating the Code of Conduct.
4. When a student is witnessed by a paid employee of the school district who actually saw the student in physical contact of tobacco, nicotine, alcohol, and/or drugs, or to have had them on their person.
5. When school officials otherwise find sufficient reliable and credible evidence to support a determination that a violation has occurred.

Consequences for Possession or Use of Tobacco, Nicotine, Alcohol, and/or Drugs.
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.

Whenever a student violates the Code of Conduct by possession or consumption of tobacco, nicotine, alcohol, and/or drugs, there are two possible consequences for the action. The consequence to be enforced is determined by whether the violation is Self-Reported by the student or if the violation is Not Self-Reported by the student but is reported by a law enforcement official, a matter of public record, or is witnessed by a paid employee of the school district.

To be considered Self-Reported, the student must report the violation to the High School Principal, Superintendent, or a Coach/Sponsor within 72 hours of the violation. A violation may also be considered Self-Reported if the student admits and takes responsibility for her/his actions upon initial interview/questioning by a school official. Self-Reporting is only applicable to a student whose violation occurs off school grounds, not at a school function or event, and not in a

school vehicle. The intent of self-reporting is to encourage personal responsibility for one's actions in a truthful manner. The consequences for students who take responsibility for their actions will be less.

The term "witnessed" shall mean to have actually seen a student in physical contact of tobacco, nicotine, alcohol, and/or drugs, or to have had them on their person, or to have been under the influence of the same.

Students who have violated the Code of Conduct policy related to possession or use of tobacco, nicotine, alcohol, and/or drugs, but do not have a subsequent violation for a full calendar year (365-calendar days), shall have previous violations removed from consideration and enforcement of consequences. This allows students who make mistakes the opportunity to learn and to modify their actions. However, students who accumulate three or more violations of the Code of Conduct policy related to possession or use of tobacco, nicotine, alcohol, and/or drugs, during their high school enrollment, will have prior accumulated violations considered in determination of consequences.

An activity participant who violates the drug or alcohol rules (other than steroids) shall be prohibited from participating in any extracurricular activity for the following minimum periods:

1. First Violation: For a first violation of the Code of Conduct policy related to possession or use of tobacco, nicotine, alcohol, and/or drugs, the following consequences apply:
    a. Self-Reported Violation: 14-calendar day suspension from activities
    b. Not Self-Reported Violation: 21-calendar day suspension from activities
    c. The activity suspension must include at least one contest, performance, or event. If such contest, performance, or event does not occur during the imposed suspension period, the next occurring contest, performance, or event will apply, regardless of activity or season. The activity suspension applies to the entire day of such contest, performance, or event. Activity suspensions in the Spring will be carried over to the Fall when the suspension has not been fully served.

2. Second Violation: For a second violation of the Code of Conduct policy related to possession or use of tobacco, nicotine, alcohol, and/or drugs, and occurring within 365-calendar days of the first violation, the following consequences apply:
    a. Self-Reported Violation: 42-calendar day suspension from activities
    b. Not Self-Reported Violation: 63-calendar day suspension from activities
    c. Reduction for Participation in Chemical Dependency Program: (This option is provided only one time and only for a second violation.) If the student and parents agree to participate in a school-approved program for chemical dependency, the activities suspension will be reduced to 21-calendar days. The program must be administered by a certified alcohol and drug abuse counselor or agency and be in approved advance by the school authorities. The student must successfully complete the approved chemical dependency program. Proof of successful completion of program must be submitted in writing to the High School Principal, or designee, within 21 calendar days of the violation. Failure to participate and successfully complete the approved chemical dependency program will cause the

participating student to be suspended from extracurricular activities for the remainder of the second violation consequence. All costs associated with the program are the responsibility of the student/parent or guardian.

d. The activity suspension must include at least one contest, performance, or event. If such contest, performance, or event does not occur during the imposed suspension period, the next occurring contest, performance, or event will apply, regardless of activity or season. The activity suspension applies to the entire day of such contest, performance, or event. Activity suspensions in the Spring will be carried over to the Fall when the suspension has not been fully served.

3. Third and Subsequent Violation(s): A third and any subsequent violations shall result in 270- or 365-calendar day suspensions from activities even if the subsequent violation(s) do not occur within the past full calendar year (365-calendar days).
    a. Self-Reported Violation: 270-calendar day suspension from activities
    b. Not Self-Reported Violation: 365-calendar day suspension from activities
    c. The activity suspension must include at least one contest, performance, or event. If such contest, performance, or event does not occur during the imposed suspension period, the next occurring contest, performance, or event will apply, regardless of activity or season. The activity suspension applies to the entire day of such contest, performance, or event. Activity suspensions in the Spring will be carried over to the Fall when the suspension has not been fully served.

4. 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 restricted by the foregoing and may be established at the discretion of the administration. The Superintendent shall have the authority to determine what constitutes a more serious violation and may develop guidelines to implement consistent discipline in accordance with this section.

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: 28-calendar days
2. Second or Any Subsequent Offense: 365-calendar days.

Procedures for Extracurricular Discipline

The following procedures are established for suspensions from participation in extracurricular activities:

1. Investigation. The school official(s) considering the violation(s) and suspension will conduct a reasonable investigation of the facts and circumstances and determine whether a violation occurred. The investigation will be initiated within 72 hours of the school official(s) becoming aware of a student's potential violation.
2. Meeting. Prior to determination of a violation and 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. If the alleged violation occurred off school grounds, not at a school function or event, or not in a school vehicle, the student's parent or guardian will be contacted and provided the opportunity to attend or participate in such meeting.

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 cannot reasonably be held before the suspension is to begin. In that case the meeting will occur as soon as reasonably practicable. The student and parent/guardian (as applicable) 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 five (5) 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 contest, 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..

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 5 credit hours (one course/class) in the semester of participation.
    a. 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 off their status as a full-time or part-time student. Part-time students will be expected to comply with the same or similar expectations as full-time students to participate in any activity, including team rules. Participation in activities that are

subject to the bylaws of the Nebraska School Activities Association (NSAA) will be limited to those students who meet the NSAA bylaws. Eligibility criteria for part-time students is governed by Policy 5004, NSAA bylaws, and state law.

2. To be eligible to participate in extracurricular activities, after the second week of each semester, a student's semester grade must be passing in all but one (1) subject area. Any student failing more than one (1) course will be placed on academic probation for one (1) week (Tuesday-Monday). Students will have a one (1) week period to bring their grades to a passing level. If, after the end of that time, the student is failing two (2) or more classes (does not have to be the same classes), the student will be ineligible for the following week. Raising grades during that time will have no effect on the eligibility for that week. If, at the end of the week in which the student was ineligible, the student is still failing more than one (1) class, the ineligibility continues for the next week. Students do not get another week of probation until they have worked themselves off of the ineligibility list by having one (1) or fewer failing grade averages. During a period of ineligibility, students are expected to attend practice sessions for the activities in which they are involved. The eligibility list will be generated at 9:00 a.m. on Tuesdays.
3. Academic requirements do not apply to:
    a. Instructional field trips which are a part of the scheduled course learning experience; and
    b. Activities or events which are a part of the student's grade requirements.

Section 5 "Team Selection" and "Playing Time"

"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.

Section 6 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 Laurel-Concord-Coleridge School and their guests may attend.
    a. Students currently attending Laurel-Concord-Coleridge High School or another Nebraska high school who have not been restricted from attending extracurricular activities at Laurel-Concord-Coleridge High School or their own school are generally considered appropriate dates or invited guests.
    b. Persons who are younger than 16 or older than 20 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 grades levels at Laurel-Concord-Coleridge School. For any dances at the middle school level, only students attending Laurel-Concord-Coleridge School 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. Students who are currently on the academic failing list also may not attend.
    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 the 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 prohibited substances 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 the Homecoming shall meet that general standard as determined by the administration and, in addition, meet the following specific academic, activity, and conduct standards:

- Only a senior female shall be eligible to be Queen and only a senior male shall be eligible to be King.
- To be eligible, a candidate must agree to attend the entire Homecoming Dance and represent the school properly.
- The Queen and King will be chosen from the qualified nominees by secret vote of the student body. Crowning will be held during Homecoming Week.

Section 7 Relationships Between Parents and Coaches/Sponsors

Both parenting and coaching are very difficult vocations. By establishing an understanding between coaches and parents, both are better able to accept the actions of the other and provide a more positive experience for everyone.

Parents have the right to know the expectations placed on them and their children. Coaches and sponsors have the right to know that if parents have a concern, they will discuss it with the coach at the appropriate time and place.

Parents' Role in Interscholastic Athletics and Other Extracurricular Activities

Communicating with your children

- Make sure that your children know that win or lose, you love them, appreciate their efforts, and are not disappointed in them. This will allow them to do their best without fear of failure. Be the person in their life they can look to for constant positive reinforcement.
- Try your best to be completely honest about your child's athletic ability, competitive attitude, sportsmanship, and actual skill level.
- Be helpful but don't coach them. It's tough not to, but it is a lot tougher for the child to be flooded with advice and critical instruction.
- Teach them to enjoy the thrill of competition, to be "out there trying," to be working to improve their skills and attitudes. Help them develop the feeling for competing, for trying hard, for having fun.
- Try not to relive your athletic life through your child in a way that creates pressure. If they are comfortable with you win or lose, then they are on their way to maximum enjoyment.
- Don't compete with the coach. If your child is receiving mixed messages from two different authority figures, he or she will likely become disenchanted.
- Don't compare the skill, courage, or attitude of your child with other members of the team.
- Get to know the coach(es). Then you can be assured that his or her philosophy, attitudes, ethics, and knowledge are such that you are happy to have your child under his or her leadership.
- Always remember that children tend to exaggerate, both when praised and when criticized. Temper your reaction and investigate before overreacting.

Locker Decorations and Treats:
The school will not post non-school activity locker decorations or hand out locker treats to students for non-school related activities. We encourage parents to bring school activity treats to practice the night before or they may be dropped off at the school office. Parents may decorate the outside of lockers for school activities; however, parents are not allowed to put treats into lockers.

Communicating with the coach

- Communication you should expect from your child's coach includes:
    - Philosophy of the coach
    - Expectations the coach has for your child
    - Locations and times of all practices and contests
    - Team requirements
    - Procedure should your child be injured
    - Discipline that results in the denial of your child's participation
- Communication coaches expect from parents:
    - Concerns expressed directly to the coach
    - Notification of any schedule conflicts well in advance
    - Specific concerns in regard to a coach's philosophy and/or expectations
- Appropriate concerns to discuss with coaches:
    - The treatment of your child, mentally, and physically
    - Ways to help your child improve
    - Concerns about your child's behavior
    - Injuries or health concerns. Report injuries to the coach immediately!! Tell the coach about any health concerns that may make it necessary to limit your child's participation or require assistance of trainers. Students are sometimes unwilling to tell coaches when they are injured, so please make sure the coach is told.
- Issues not appropriate to discuss with coaches:
    - Playing time
    - Team strategy
    - Play calling
    - Other student-athletes (except for reporting activity code violations)
- Appropriate procedures for discussing concerns with the coaches:
    - When appropriate, students should discuss concerns directly with the coach.
    - Call to set up an appointment with a parent, the student, and the coach present.
    - Do not confront a coach before or after a contest or practice (these can be emotional times for all parties involved and do not promote resolution). An interval of at least 24 hours should occur between any incident and the desired meeting to discuss the incident.
- What should a parent do if the meeting with the coach did not provide satisfactory resolution?
    - Call the activities director to set up a meeting with the activities director, coach, student, and parent present.
    - At this meeting, an appropriate next step can be determined, if necessary.

Section 8 Good Sportsmanship—Behavior Expectations of Spectators

Good sportsmanship is expected to be exhibited by all coaches, sponsors, students, parents, and other spectators. The school can be punished by the NSAA for a lack of good sportsmanship at NSAA sanctioned events. More importantly, activities are more enjoyable for the students when good sportsmanship is displayed.

Responsibilities of Spectators Attending Interscholastic Athletics and Other Extracurricular Activities

1. Show interest in the contest by enthusiastically cheering and applauding the performance of both teams.
2. Show proper respect for opening ceremonies by standing at attention and remaining silent when the National Anthem is played.
3. Understand that a ticket is a privilege to observe the contest, not a license to verbally attack others, or to be obnoxious. Maintain self-control.
4. Do not "boo," stamp feet or make disrespectful remarks toward players or officials.
5. Learn the rules of the game, so that you may understand and appreciate why certain situations take place.
6. Know that noise makers of any kind are not proper for indoor events.
7. Obey and respect officials and faculty supervisors who are responsible for keeping order. Respect the integrity and judgment of game officials.
8. Stay off the playing area at all times.
9. Do not disturb others by throwing material onto the playing area.
10. Show respect for officials, coaches, cheerleaders and student-athletes.
11. Pay attention to the half-time program and do not disturb those who are watching.
12. Respect public property by not damaging the equipment or the facility.
13. Know that the school officials reserve the right to refuse attendance of individuals whose conduct is not proper.
14. Refrain from the use of alcohol and drugs on the site of the contest.

Section 9 Concussion Protocol and Return to Learn/Return to Play

Laurel-Concord-Coleridge school staff and coaches will follow all applicable state laws and LCC School Board policies on concussions. Concussion protocols including Return to Learn policies are outlined in the staff handbook.

Section 10 Letter Award Requirements

AWARD SYSTEM

An athlete upon meeting the stated requirements for a varsity sport shall receive a monogram award and a certificate of merit. The monogram award will be given only once. A certificate of merit will be given for each subsequent qualification. An athlete must complete the season in good standing to qualify for a monogram award.

Awards Requirements:

1. Boys Basketball
a. No unexcused absences from practice.
b. Suit up for Varsity contests
c. Major contributor in a statistical category
d. Major contributor to daily practice and game preparation.
e. Number of quarters or minutes played will NOT determine lettering.
f. Lastly, coach(s) discretion will make the decision of final lettering.

2. Football
a. Granted for participation in half of the total number of quarters.
b. Granted to a member of the starting offensive or defensive units for 4 ball games.
c. Granted to senior squad members for loyal service.
d. Granted to student aides for 2 years of service.
e. Granted for performance of unusual merit upon recommendation of coaches.

3. Girls Basketball
a. Granted for participation in one-fourth the total number of quarters. (Varsity competition).
b. Granted to seniors for participation during their four years of eligibility upon recommendation of the coaches.
c. Granted for performance of unusual merit at recommendation of the coaches.

4. Volleyball
a. Granted to varsity starter for 5 games or make an entry into half the total games in the varsity season.
b. Granted to senior squad members for 2 consecutive years of participation.
c. Granted for performance of unusual merit upon recommendation of coaches.

5. Boys/Girls Track-- ACCUMULATE .....200 Points

a. Major Meets - (5) or more schools (includes District and Conference)

1st place	150 points	Relays 100 points
2nd place	140 points	Relays 80 points
3rd place	120 points	Relays 60 points
4th place	90 points	Relays 50 points
5th place	70 points	Relays 40 points
6th place	50 points	Relays 20 points

b. Quadrangular - (4) schools

1st place	110 points	Relays 70 points
2nd place	90 points	Relays 50 points
3rd place	70 points	Relays 30 points
4th place	50 points	
5th place	35 points	
6th place	20 points	

c. Triangular - (3) schools

1st place	50 points	Relays 25 points

2nd place	30 points	Relays 20 points
3rd place	20 points	
4th place	10 points	
d. Dual - (2) schools		
1st place	40 points	Relays 20 points
2nd place	25 points	
3rd place	15 points	
e. State Meet		If you place 200 points

STIPULATIONS

1. If 200 points are not earned in one season, those that are earned will be carried over to the following year.
2. Breaking a school record will be worth an automatic 150 points.
3. If for any reason other than illness or injury a person quits track or becomes ineligible for competition, he or she will lose all points earned to that date.
4. A person reporting regularly to practice and abiding by training rules, on the judgment of the coaches, shall receive (20) points towards their letter.
5. Only 90 points earned in a JV meet may be applied toward a letter.
6. Missing a meet or practice automatically deducts 50 points from a letter.
7. Letter may be granted for performance of unusual merit upon recommendation of coaches.

6. Golf

a. Granted for medaling in a major meet.
b. Granted to top six/seven golfers with best season average.
c. Granted to seniors for participation during their four years of eligibility upon recommendation of the coach.
d. Granted for performance of unusual merit upon recommendation of coaches.

7. Wrestling

a. Granted for competing in four varsity major meets.
b. Granted for medaling in a major meet.
c. Granted to seniors for participation during their four years of eligibility upon recommendation of the coaches.
d. Granted for performance of unusual merit upon recommendation of coaches.

8. Cross Country

a. Granted to a squad member who medals at a major meet.
b. Granted if the team finishes in the top 50% of the teams entered in a major meet. (Includes all seniors participants).
c. Granted to the athlete who has competed for 4 years.
d. Granted for performance of unusual merit upon recommendation of coaches.

9. One-Act Play

The guidelines for One-Act Play will be determined and distributed to the students involved.

10. Speech
The guidelines for Speech will be determined and distributed to the students involved.

11. Vocal Music
The guidelines for Vocal Music will be determined and distributed to the students involved.

12. Instrumental Music
The guidelines for Instrumental Music will be determined and distributed to the students involved.

13. Dance - Bear Squad and Cheerleading
a. Granted to squad members that adhere to team rules and regulations.
b. Granted to squad members that perform at scheduled performances.
c. Granted to members that perform at scheduled competitions.
d. Letter may be granted for performance of unusual merit upon recommendation of coaches.

RECEIPT OF LAUREL-CONCORD-COLERIDGE SCHOOL
2025-2026 ACTIVITY HANDBOOK

We acknowledge receipt of the 2025-2026 Activity Handbook.

We agree to abide by the extracurricular activity code of conduct set forth in the handbook and the other rules and regulations set forth in the handbook.

We agree to read the handbook. In the event we have a question on the meaning of any of the material in the handbook, we understand that we can request a conference with the Principal or the Activities Director to get an explanation.

Date: _____ Date: _____

_____ _____

Student's Signature Parent or Legal Guardian's Signature

Notes on Handbook Updates_2025-2026

All Handbooks

- Dates for the 2025-2026 School Year
- Table of Contents
- Annual Staff Names and Contact Information
- School Calendar
- Vision and Mission

Student and Family Handbook

- P.10 - Daily Schedules
- P.22 - Attendance - Section 2 - Add Collaborative Attendance Plan, including plan to collaboratively work with families to address attendance
- P.24 - Attendance Section 3, Number 3 - Principal approves exceptions for extenuating circumstances for extracurricular attendance (policy 5103). Used to say principal or activities director
- PP.24-25 - Delete Absences/Loss of Credit - For High School Students
- P.26 - Move Elementary Homework Policy under Scholastic Achievement (under attendance prior)
- P.27 - Graduation Requirements (section 2)
    - Update social studies requirements. Required - American History (11-12) and US Government (11-12).
    - Include 5 hours of financial literacy as a requirement (per legislative requirements)
- P.27 - Elementary Grading System - Updated to reflect standards-based grading (K-5)
- P.29 - Updated Promotion and Retention to reflect changes in state law and policy
- P.54 - Updated Dress Code provisions to reflect changes in state law and policy.
- P.57 - Updated definition of Electronic Communication Devices
- P. 85-87 - Updated meal prices in Student Fee Policy Appendix.
- P.93 - Updated Coordinator names
-

Faculty Handbook

- Same updates as in Student and Family Handbook

Classified Employees Handbook

- Same updates as in Faculty Handbook

Activity Handbook

- Same updates as in Student and Family Handbook

DANA F. COLE
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CERTIFIED PUBLIC ACCOUNTANTS

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June 30, 2025

To the Members of the School Board
Laurel-Concord-Coleridge Public School District No. 54
P.O. Box 8
Laurel, NE 68745

To Whom It May Concern:

Enclosed please find the engagement letter for the audit of Laurel-Concord-Coleridge Public Schools for the year ended August 31, 2025. If acceptable, please have a Board member and the Superintendent sign the original letter and return it to us in the enclosed envelope. We have enclosed a copy for your records.

Our professional standards require communication of certain information regarding audit services contained in the enclosed letter to the Board of Education. The Board acknowledges this communication with the signature of a Board member.

Dana F. Cole & Company appreciates the opportunity to be of service to the Laurel-Concord-Coleridge Public Schools.

Please call us if you have questions.

Yours truly,

Donita Pokorny

DONITA POKORNY, CPA
For the Firm

Email: pokorny@danacole.com

Enclosures

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June 26, 2025

Mr. Jeremy Christiansen, Superintendent
Laurel-Concord-Coleridge Schools District No. 54
P.O. Box 8
Laurel, NE 68745

We are pleased to confirm our understanding of the services we are to provide Laurel-Concord-Coleridge Schools District No. 54, Laurel, Nebraska, for the year ended August 31, 2025.

Audit Scope and Objectives

We will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, and the disclosures, which collectively comprise the basic financial statements of Laurel-Concord-Coleridge Schools District No. 54, Laurel, Nebraska, as of and for the year ended August 31, 2025.

We have also been engaged to report on supplementary information that accompanies Laurel-Concord-Coleridge Schools District No. 54, Laurel, Nebraska's financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America (GAAS), and we will provide an opinion on it in relation to the financial statements as a whole, in a report combined with our auditor's report on the financial statements:

1. General Fund Components - Combining Schedule of Receipts, Disbursements, and Changes in Fund Balance - Modified Cash Basis.

2. Schedules of Receipts, Disbursements, and Changes in Fund Balances - Modified Cash Basis - Budget and Actual - All Funds.

3. Nonmajor Funds - Combining Statement of Receipts, Disbursements, and Changes in Fund Balance - Modified Cash Basis and Statement of Assets and Fund Balance - Modified Cash Basis.

In connection with our audit of the basic financial statements, we will read the following other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report:

Other supplementary information required or requested.

The objectives of our audit are to obtain reasonable assurance as to whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and issue an auditor's report that includes our opinions about whether your financial statements are fairly presented, in all material respects, in conformity with the modified cash basis of accounting, and report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment of a reasonable user made based on the financial statements.

The objectives also include reporting on internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.

Auditor's Responsibilities for the Audit of the Financial Statements

We will conduct our audit in accordance with GAAS and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and will include tests of your accounting records of Laurel-Concord-Coleridge Schools District No. 54, Laurel, Nebraska, and other procedures we consider necessary to enable us to express such opinions. As part of an audit in accordance with GAAS and *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit.

We will evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the government or to acts by management or employees acting on behalf of the government. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that some material misstatements may not be detected by us, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform the appropriate level of management of any material errors, fraudulent financial reporting, or misappropriation of assets that comes to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

In connection with this engagement, we may communicate with you or others via email transmission. As emails can be intercepted and read, disclosed, or otherwise used or communicated by an unintended third party, or may not be delivered to each of the parties to whom they are directed and only to such parties, we cannot guarantee or warrant that emails from us will be properly delivered and read only by the addressee. Therefore, we specifically disclaim and waive any liability or responsibility whatsoever for interception or unintentional disclosure of emails transmitted by us in connection with the performance of this engagement. In that regard, you agree that we shall have no liability for any loss or damage to any person or entity resulting from the use of email transmissions, including any consequential, incidental, direct, indirect, or special damages, such as loss of revenues or anticipated profits, or disclosure or communication of confidential or proprietary information.

We will also conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the government's ability to continue as a going concern for a reasonable period of time.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and direct confirmation of receivables and certain assets and liabilities by correspondence with selected customers, creditors, and financial institutions. We may also request written representations from your attorneys as part of the engagement, and they may bill you for responding to this inquiry.

We have identified the following significant risks of material misstatement as part of our audit planning:

1. Management override of controls.

2. Improper revenue recognition.

Planning has not been concluded as of the date of this communication, and modifications may be made.

Our audit of financial statements does not relieve you of your responsibilities.

Audit Procedures - Internal Control

We will obtain an understanding of the government and its environment, including the system of internal control, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinions. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards and *Government Auditing Standards*.

Audit Procedures - Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of Laurel-Concord-Coleridge Schools District No. 54, Laurel, Nebraska's compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants. However, the objective of our audit will not be to provide an opinion on overall compliance, and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

Responsibilities of Management for the Financial Statements

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; following laws and regulations; and ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles, for the preparation and fair presentation of the financial statements and all accompanying information in conformity with the modified cash basis of accounting, and for compliance with applicable laws and regulations and the provisions of contracts and grant agreements.

You are responsible for including all informative disclosures that are appropriate for the modified cash basis of accounting. Those disclosures will include (1) a description of the modified cash basis of accounting, including a summary of significant accounting policies, and how the modified cash basis of accounting differs from GAAP, (2) informative disclosures similar to those required by GAAP, and (3) additional disclosures beyond those specifically required that may be necessary for the financial statements to achieve fair presentation.

Management is responsible for making drafts of financial statements, all financial records, and related information available to us; for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers); and for the evaluation of whether there are any conditions or events, considered in the aggregate, that raise substantial doubt about the government's ability to continue as a going concern for the 12 months after the financial statements date or shortly thereafter (for example, within an additional three months if currently known). You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters; (2) additional information that we may request for the purpose of the audit; and (3) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from you about your responsibilities for the financial statements; compliance with laws, regulations, contracts, and grant agreements; and other responsibilities required by GAAS and *Government Auditing Standards*.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected

misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements of each opinion unit taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the government complies with applicable laws, regulations, contracts, agreements, and grants and for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, or contracts or grant agreements that we report.

With regard to including the auditor's report in an exempt offering document, you agree that the aforementioned auditor's report, or reference to Dana F. Cole & Company, LLP, will not be included in any such offering document without our prior permission or consent. Any agreement to perform work in connection with an exempt offering document, including an agreement to provide permission or consent, will be a separate engagement.

With regard to an exempt offering document with which Dana F. Cole & Company, LLP, is not involved, you agree to clearly indicate in the exempt offering document that Dana F. Cole & Company, LLP, is not involved with the contents of such offering document.

You are responsible for the preparation of the supplementary information which we have been engaged to report on, in conformity with the modified cash basis of accounting. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with the modified cash basis of accounting; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with the modified cash basis of accounting; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

With regard to publishing the financial statements on your website, you understand that websites are a means of distributing information and, therefore, we are not required to read the information contained in those sites or to consider the consistency of other information on the website with the original document.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits or other studies related to the objectives discussed in the Audit Scope and Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings

and recommendations resulting from those audits, attestation engagements, performance audits, or other studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, for the report, and for the timing and format for providing that information.

Other Services

We will also assist in preparing the financial statements and related notes of Laurel-Concord-Coleridge Schools District No. 54, Laurel, Nebraska, in conformity with the modified cash basis of accounting based on information provided by you. We will also assist the District with the AFR upload process, if requested. This will be limited to assistance with formatting and reclassification of reports from the District's Software into the Format needed for the AFR system. We will also propose journal entries. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to the financial statement services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

You agree to assume all management responsibilities relating to the financial statements and related notes and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements and related notes and that you have reviewed and approved the financial statements and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Engagement Administration, Fees, and Other

We understand that your employees will prepare all cash or other confirmations and schedules we request and will locate any documents selected by us for testing. We will schedule the engagement based in part on deadlines, working conditions, and the availability of your key personnel. We will plan the engagement based on the assumption that your personnel will cooperate and provide assistance by performing tasks such as preparing requested schedules, retrieving supporting documents, and preparing confirmations. If, for whatever reason, your personnel are unavailable to provide the necessary assistance in a timely manner, it may substantially increase the work we have to do to complete the engagement within the established deadlines, resulting in an increase in fees over our original fee estimate.

As an attest client, Dana F. Cole & Company, LLP, cannot store your documents, data, or records on your behalf because doing so will impair Dana F. Cole & Company, LLP's independence. This is in accordance with the "Hosting Services" interpretation at ET 1.295.143 of the AICPA Code of Professional Conduct. Laurel-Concord-Coleridge Schools District No. 54, Laurel, Nebraska, is solely responsible for maintaining its own data and records.

Dana F. Cole & Company, LLP, does not host any of Laurel-Concord-Coleridge Schools District No. 54, Laurel, Nebraska's information. SafeSend Exchange is used solely to transmit data and is not intended to store Laurel-Concord-Coleridge Schools District No. 54, Laurel, Nebraska's information. Laurel-Concord-Coleridge Schools District No. 54, Laurel, Nebraska, is solely responsible for downloading any deliverables and other

records from SafeSend Exchange that Laurel-Concord-Coleridge Schools District No. 54, Laurel, Nebraska, wishes to retain for its own records at the completion of the engagement. If this engagement occurs over multiple years, Laurel-Concord-Coleridge Schools District No. 54, Laurel, Nebraska, should download such information at least annually.

The data and deliverables and other records will either be removed from SafeSend Exchange or otherwise become unavailable to Laurel-Concord-Coleridge Schools District No. 54, Laurel, Nebraska, within a reasonable time frame. If the engagement is multi-year, the completion of the engagement occurs each year when the deliverables for that year are delivered to Laurel-Concord-Coleridge Schools District No. 54, Laurel, Nebraska.

Dana F. Cole & Company, LLP, does not host any of Laurel-Concord-Coleridge Schools District No. 54, Laurel, Nebraska's information. SafeSend Exchange is used solely as a method of transferring data and is not intended to store Laurel-Concord-Coleridge Schools District No. 54, Laurel, Nebraska's information. Upon conclusion of the engagement, Dana F. Cole & Company, LLP, will provide Laurel-Concord-Coleridge Schools District No. 54, Laurel, Nebraska, with a copy of the deliverables and relevant data from the SafeSend Exchange relating to the engagement in a mutually agreed-upon format. If the engagement occurs over multiple years, this exchange will occur at least annually.

The data and other content will either be removed from the SafeSend Exchange or become unavailable to Dana F. Cole & Company, LLP, within a reasonable time frame. If the engagement is multi-year, the completion of the engagement occurs each year when the deliverables are completed for that year.

We will provide copies of our reports to the District; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Dana F. Cole & Company, LLP, and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the State of Nebraska Auditor of Public Accounts and the Nebraska Department of Education or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for the purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Dana F. Cole & Company, LLP's personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend or decide to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by the State of Nebraska Auditor of Public Accounts and the Nebraska Department of Education. If we are aware that a federal awarding agency or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Donita D. Pokorny is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them. To ensure that Dana F. Cole & Company, LLP's independence is not impaired under the AICPA *Code of Professional Conduct*, you

agree to inform the engagement partner before entering into any substantive employment discussions with any of our personnel. Our audit engagement ends on delivery of our audit report. Any follow-up services that might be required will be a separate, new engagement. The terms and conditions of that new engagement will be governed by a new, specific engagement letter for that service.

Our fee for these services will be at our standard hourly rates for the individuals involved. We estimate that our fees for these services will not exceed $21,000. You will also be billed for travel and other out-of-pocket costs such as report production, word processing, postage, etc. The fee estimate is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the engagement. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs. Bills will be rendered as the work progresses with payment to be made upon presentation. Interest will be charged at the rate of 1% per month on balances in excess of 60 days. In accordance with our firm policies, work may be suspended if your account becomes 30 days or more overdue and will not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket expenditures through the date of termination.

You may request that we perform additional services not addressed in this engagement letter. If this occurs, we will communicate with you regarding the scope of the additional services and the estimated fees. We also may issue a separate engagement letter covering the additional services. In the absence of any other written communication from us documenting such additional services, our services will continue to be governed by the terms of this engagement letter.

We would expect to continue to perform our services under the arrangements discussed above from year to year unless for some reason you or we find that some change is necessary.

Reporting

We will issue a written report upon completion of our audit of Laurel-Concord-Coleridge Schools District No. 54, Laurel, Nebraska's financial statements. Our report will be addressed to the Board of Education of Laurel-Concord-Coleridge Schools District No. 54, Laurel, Nebraska. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add a separate section, or add an emphasis-of-matter or other-matter paragraph to our auditor's report, or if necessary, withdraw from this engagement. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If circumstances occur related to the condition of your records, the availability of sufficient, appropriate audit evidence, or the existence of a significant risk of material misstatement of the financial statements caused by error, fraudulent financial reporting, or misappropriation of assets, which in our professional judgment prevent us from completing the audit or forming an opinion on the financial statements, we retain the right to take any course of action permitted by professional standards, including declining to express an opinion or issue a report, or withdrawing from the engagement.

We will also provide a report (that does not include an opinion) on internal control related to the financial statements and compliance with the provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a material effect on the financial statements as required by *Government Auditing Standards*. The report on internal control and on compliance and

other matters will state (1) that the purpose of the report is solely to describe the scope of testing of internal control and compliance, and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control on compliance, and (2) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The report will also state that the report is not suitable for any other purpose. If during our audit we become aware that Laurel-Concord-Coleridge Schools District No. 54, Laurel, Nebraska, is subject to an audit requirement that is not encompassed in the terms of this engagement, we will communicate to management and those charged with governance that an audit in accordance with U.S. generally accepted auditing standards and the standards for financial audits contained in *Government Auditing Standards* may not satisfy the relevant legal, regulatory, or contractual requirements.

Upon request, we will furnish you with a copy of our most recent external peer review report, or it can be found at https://peerreview.aicpa.org if desired.

We appreciate the opportunity to be of service to you and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the original and return it to us. The copy enclosed is for your records.

Yours truly,

Donita Pokorny

DONITA D. POKORNY
For the Firm

e-mail: pokorny@danacole.com

DDP:rh

Enclosures

RESPONSE:

This letter correctly sets forth the understanding of Laurel-Concord-Coleridge Schools District No. 54, Laurel, Nebraska.

By:_____

Title:_____

JULY 2025

NASB BOARD QUICKS

A MONTHLY E-UPDATE OF KEY DATES FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS

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

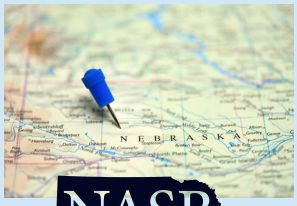
To register for an NASB event, click on the 'My Membership' link, then navigate to the 'Events' dropdown and select 'Register'.
If you do not have an email and password to log in or have forgotten it, please contact NASB at 402-423-4951 for assistance.
All Dates & Locations Tentative & Subject to Change

JOIN US!

LEARN MORE!

Events & Networking - https://members.nasbonline.org/events

Where Will NASBe This Month?*



NASB Nebraska Association of SCHOOL BOARDS

Centennial
Doniphan-Trumbull
Gering
Kearney
Keya Paha
Lewiston
Lincoln
Meridian
Millard
Nashville, TN
Omaha
Raymond Central
Rock County
Salt Lake City, UT
Traverse City, MI
Wayne
Wilber-Clatonia

For ... Advocacy, Board Retreats, Engagement, Events, National Meetings, Strategic Planning, and more!

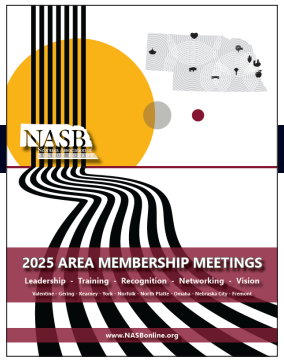
*Items currently scheduled

JULY 2025

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

AUGUST 2025

Area Membership Meetings begin August 19



Tuesday, August 19 - Valentine
Wednesday, August 20 - Gering
Thursday, August 21 - Kearney
Tuesday, August 26 - York
Wednesday, August 27 - Norfolk

Sparq Tailgate @ Arrowhead Stadium - Thursday, August 28 - 4:00 to 8:00 PM

SEPTEMBER 2025

Area Membership Meetings run through September 24

Wednesday, September 3 - North Platte
Tuesday, September 9 - Omaha
Wednesday, September 10 - Nebraska City
Wednesday, September 24 - Fremont

Continued on Page 2

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

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

JULY 2025

NASB BOARD QUICKS

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PAGE 2

Thriving Children, Families, and Communities Conference - September 16 - Kearney

Labor Relations - State Education Conference - New Board Member Workshop
And more ...

YOUR 2025 PLATINUM AFFILIATES

If your business would like to become an Affiliate Member of NASB, please visit: https://members.nasbonline.org/about-us/affiliate-members

ALICAP | AMERICAN FIDELITY a different opinion | BCDM architects | Boyd Jones | BVH ARCHITECTURE
CARLSON WEST POVONDRA ARCHITECTS | CLARK & ENERSEN | CMBA ARCHITECTS | D|A DAVIDSON FIXED INCOME CAPITAL MARKETS | envise
Facility Advocates Dave Raymond | HAMILTON | HAUSMANN construction | NEBRASKA LIQUID ASSET FUND | northland A First National of Nebraska Company
PIPER | SANDLER | prm PUBLIC RISK MANAGEMENT INCORPORATED | Sampson Construction | SPARQDATA SOLUTIONS | THIRD RAIL CONTENT

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

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

Nebraska Rural Community Schools Association

Member Update *July 10, 2025*

Photo Credit: Axtell Community Schools

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

NRCSA Calendar

NRCSA Events

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

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

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

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

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

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

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

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

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

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

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

Committee Meetings

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

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

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

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

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

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

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

NRCSA Search Service

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

Boyd County Schools
Search Complete

Lawrence-Nelson Public Schools
Search Complete

Pawnee City Public Schools
Search Complete

Shelton Public Schools
Search Complete

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

NRCSA Updates

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

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

Superintendent Check List

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

NRCSA's Bill Summaries

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

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

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

NRCSA Leadership

Dr. Heather Nebesniak, President.
Ord Public Schools

Mark Lenihan, Past President.
Wayne Community Schools

Chris Kuncl, Pres-Elect.
Mullen Public Schools

Chris Prososki, Secretary.
Southern School District # 1

District Representatives:

Eugene Hanks, West
Crawford Public Schools

Dale Hafer, North Central
Ainsworth Community Schools

Daryl Schrunk, Northeast
Randolph Public Schools

Paul Sheffield, Southeast
Exeter-Milligan Public Schools

Jon Davis, South Central
Alma Public Schools

Jane Davis, Southwest
Hershey Public Schools

Executive Director:

Jack Moles

Lobbyists:

Jon Edwards
Scott Moore
Russell Westerhold

Legislative Co- Chairs:

Dr. Jason Dolliver
Pender Public Schools

Bryce Jorgenson
Southern Valley Schools

Scholarship & Recognition Co Chairs:

Tim Heckenlively,
Falls City Public Schools

Jim Widdifield
Minden Public Schools

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

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

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

LEGISLATIVE COMMITTEE:
Eric Miller, Thayer Central

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

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

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

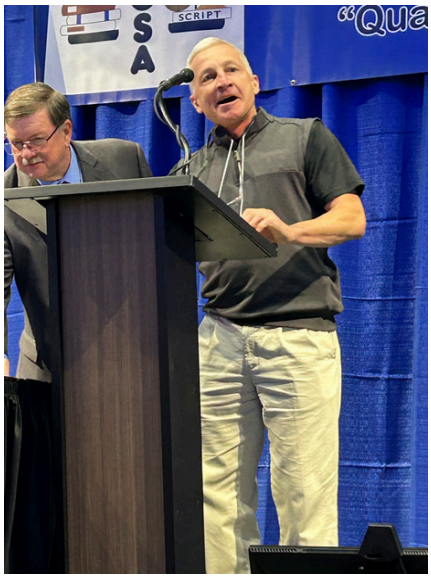
NRCSA SPRING CONFERENCE

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

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

DALE HAFER

KERI HOMAN



SCOTT JONES

JULI KLINGELHOEFER

KIM HAMMER

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

KIMBERLY BENDER

MIKE STRACKE

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

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

SUPERINTENDENT SEARCH & PLANNING

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

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

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

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

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

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

NRCSA Search Service Experience

NRCSA Planning Support Brochure

2025 NRCSA Joe Toczek Golf Tournament

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

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

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

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

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

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

Dear friends,

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

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

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

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

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

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

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

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

Onward,
Rebecca

Open Sky TEEOSA Guide
Open Sky Budget Process Guide

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

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

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

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

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

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

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

JOHNSON COUNTY CENTRAL ACADEMIC DECATHLON TEAM

AMHERST ACADEMIC DECATHLON TEAM

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

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

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

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

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

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

FAIRBURY SUPT DEVIN EMBRAY, MARY LEFAVE, JACK MOLES

HARVARD SUPT MICHAEL DERR, RYAN KILE, JACK MOLES

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

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

NRCSA School Programs

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

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

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

Monday, August 11: Wauneta-Palisade and Hayes Center

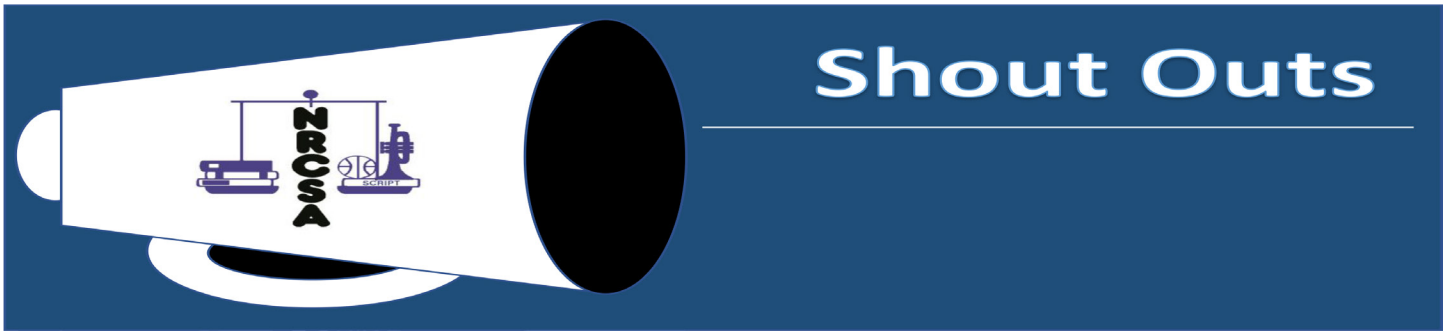
I have really enjoyed this venture and am willing to attend Board meetings when I can. I take a few minutes to cover NRCSA news and offerings, as well as a legislative update. When I am going to be in a specific area on Board meeting days I may send out a notice to near-by Superintendents to make an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

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

WAKEFIELD BOARD OF EDUCATION AND ADMINISTRATION

ALLEN BOARD OF EDUCATION AND ADMINISTRATION

EMERSON-HUBBARD BOARD OF EDUCATION AND ADMINISTRATION



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

July 2025:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

MEMBER SPOTLIGHT

Johnson-Brock Public Schools

Superintendent: **Jeffrey Koehler**

Principal: **Lucus Dalinghaus**

Mascot: Eagles

Enrollment: 356

Location(s): Johnson, NE

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

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

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

Programs

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

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

MEMBER SPOTLIGHT

Cedar Bluffs Public Schools

Mascots: Wildcats

Enrollment: 486

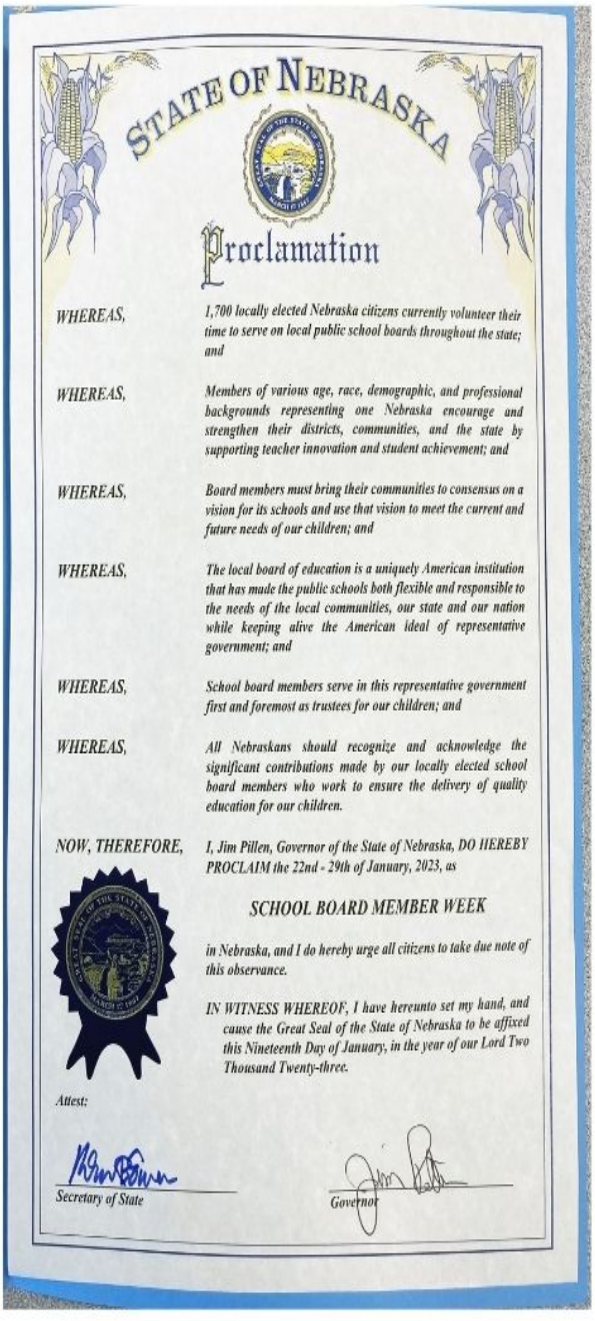
Location(s): Cedar Bluffs, NE

Superintendent: **Harlan Ptomey**

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

SCHOOL BOARD MEMBERS

Jeremy Pleskac



STATE OF NEBRASKA

Proclamation

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

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

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

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

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

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

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

SCHOOL BOARD MEMBER WEEK

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

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

Attest:

Secretary of State

Governor

Tim Shanahan

Todd Thiesen

Grant Fitzgerald

Garlyn Grosse

Amanda Timmerman

Cedar Bluffs Public Schools

Programs:

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

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

Updates from Members & Other Entities

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

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

NEBRASKA SMART

Nebraska SMART Free Online Tutoring for K-12 Students

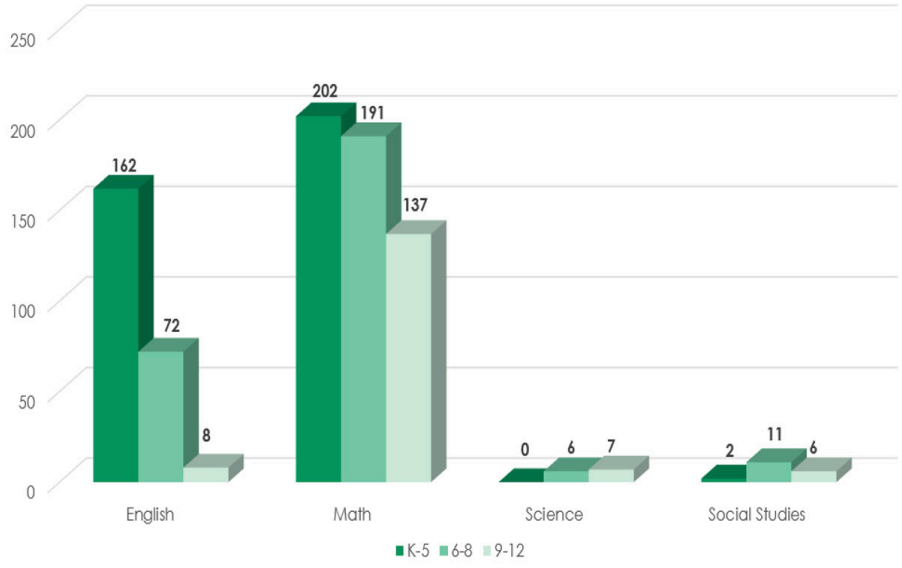
Nebraska SMART Free Online Tutoring for K-12 Students.

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

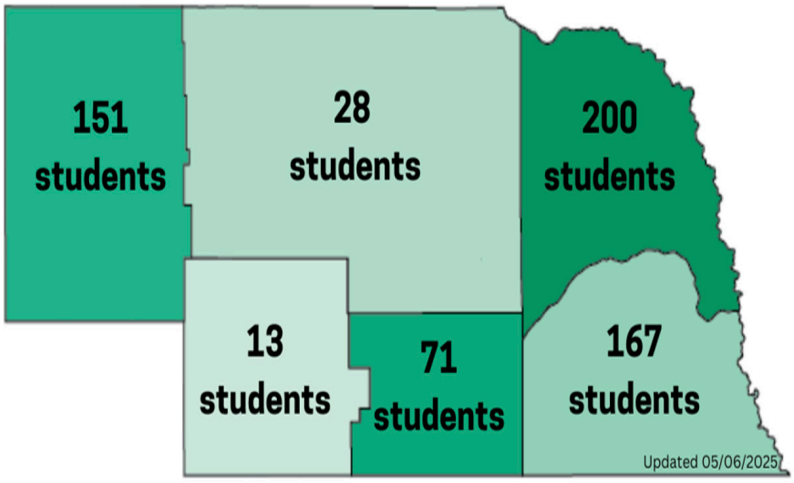
Spring 2025 Semester Impact

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

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



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



What parents are saying

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

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

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

How can school districts help?

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

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

Share about Nebraska SMART

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

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

For more information, visit:

www.nscs.edu/nebraskasmart

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

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

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

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

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

Strengthening Rural Communities Through Public Education

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

State by State Fact Sheet

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

School District Plans, Policies, & Annual Trainings

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

Board Member Onboarding

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

Well Being of Rural Nebraskans

From Jay Martin, NDE Director of School Safety & Security

Hello All,

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

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

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

Thanks for all you do in school safety.

School Safety Newsletter Spring 2025

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

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

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

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

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

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

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

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

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

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

Why Rural Matters

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

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

Understanding REAP

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

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

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

New Leaf PowerPoint Presentation

New Leaf Zoom Meeting (recording)

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

Read the Full Blog

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

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

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

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

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

Learn CPR in 60 Seconds

A note from Mr. Nikolai:

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

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

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

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

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

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

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

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

American Heart Association Service Summary

nebraska coaches association

PROACTIVE COACHING

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

Book your School's Presentation

Parent Meetings or Special Events

THE ROLE OF PARENTS IN EDUCATION-BASED ATHLETICS

PRESENTED BY DARIN BOYSEN, NCA EXECUTIVE DIRECTOR

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

Before the Season

What do Athletes/Kids Really Want?

Releasing Your Son/Daughter to the Experience

Parental Red Flags

During the Game/Event

Modeling Appropriate Behavior

Big Picture

One Instructional Voice

After the Game/Event

Time & Space

Confidence Building

Relationship Building

Six Powerful Words

NEBRASKA COACHES ASSOCIATION

500 Charleston St, Ste 2, Lincoln, Nebraska 68508

402-310-5472 | darin@ncacoach.org

Official Association Endorsements as of September 1

Nebraska School Administrators & School Board Members,

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

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

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

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

Audio/Visual Requirements from the Host School:

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

Cost – Payable the Day of Presentation:

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

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

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

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

Darin Boysen

Darin Boysen
Nebraska Coaches Association

Official Association Endorsements – as of September 1

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

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

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

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

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

NREAs Legislative Agenda for 2025 is as follows:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

NRCSA Principal Search Brochure

UNL Tuition Discount & GOLD Grant

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

Big Red Leader Website

Big Red Leadership Flyer

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

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

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

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

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

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

Things for your consideration:

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

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

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

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

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

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

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

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

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

For more information, please visit our clinic website:

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

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

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

NRCSA Spending Study

A Look at School Spending in NE from Open Sky

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

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

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

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

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

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

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

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

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

TRANE TECHNOLOGIES

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

Purple Ribbon Partners

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Christy Armendariz, Dist 18

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Paul Strommen, Dist 47

Brad Von Gillern, Dist 4

Dave Wordekemper, Dist 15

Nebraska Rural Community Schools Association

"Quality Rural Schools"

www.nrcsa.net

NRCSA Programs

New Leaf Teletherapy

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Superintendent Search Service

USBank OneCard Program

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