

To: Lewiston Consolidated School Board of Education
From: Todd Halvorsen
Re: Agenda Summary
Date: Wednesday, July 22, 2026

1. Opening Procedures
 - 1.1. Call Meeting to Order
 - 1.2. Roll Call
 - 1.3. Acknowledge Meeting Notice
 - 1.4. Pledge of Allegiance
 - 1.5. Welcome Visitors
 - 1.6. Approval of Agenda
 - 1.7. Public Comment
 - 1.8. Approval of Minutes
2. Reports
 - 2.1. Committee Reports
 - 2.1.1. Americanism Committee
3. Business
 - 3.1. Action Items
 - 3.1.1. Approve the Amended 2025-2026 Budget.
 - 3.1.2. Discuss entering an Agreement with SENCA Head Start for the 2026-2027.
 - 3.1.3. Discuss FFA students attending the National FFA Convention, October 21-24, 2026
 - 3.1.4. Policy revision per KSB Law
 - 3.1.5. Review and discuss the Superintendent Evaluation
 - 3.1.6. Personnel
 - 3.1.7. Executive Session
 - 3.1.8. Executive Session Action Items
4. Announcements

Finance Committee -- Thursday, August 13 at 6:00 p.m.
Transportation Committee — Thursday, August 13 at 7:00 p.m.
Regular Board of Education — Thursday, August 13 at 7:30 p.m.
5. Adjournment

** Closed Session: If during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting the board will conduct a closed meeting in accordance with the Nebraska Open Meeting Act Statute 84-1410(1).*

Sequence of Agenda: The sequence of topics is subject to change at the discretion of the board. Please arrive at the beginning of the meeting.

1. Opening Procedures

1.1. Call Meeting to Order

1.2. Roll Call

1.3. Acknowledge Meeting Notice

1.4. Pledge of Allegiance

1.5. Welcome Visitors

1.6. Approval of Agenda

Moved by Julie Stake and seconded by Linda Searcey "To approve the agenda as presented."

Those voting in favor of said motion: . Those opposed: none. Motion passed, Carried

Rae Bredemeier: Yea, Sharon Mencl: Yea, Aaron Rule: Yea, Linda Searcey: Yea, Julie Stake:
Yea, Tyler Wehrbein: Yea

Yea: 6, Nay: 0

1.7. Public Comment

1.8. Approval of Minutes

Moved by Tyler Wehrbein and seconded by Julie Stake "Motion to approve the June 11, 2026 Regular Board of Education minutes." Those voting in favor of said motion: . Those opposed: none. Motion passed, Carried

Rae Bredemeier: Yea, Sharon Mencl: Yea, Aaron Rule: Yea, Linda Searcey: Yea, Julie Stake:
Yea, Tyler Wehrbein: Yea

Yea: 6, Nay: 0

Moved by Rae Bredemeier and seconded by Julie Stake "Motion to approve the June 26, 2026 Special Board Meeting minutes." Those voting in favor of said motion: . Those opposed: none. Motion passed, Carried

Rae Bredemeier: Yea, Sharon Mencl: Yea, Aaron Rule: Yea, Linda Searcey: Yea, Julie Stake:
Yea, Tyler Wehrbein: Yea

Yea: 6, Nay: 0

1.9. Claims and Accounts

Moved by Julie Stake and seconded by Rae Bredemeier "Motion to approve claims." Those voting in favor of said motion: . Those opposed: none. Motion passed, Carried

Rae Bredemeier: Yea, Sharon Mencl: Yea, Aaron Rule: Yea, Linda Searcey: Yea, Julie Stake:
Yea, Tyler Wehrbein: Yea

Yea: 6, Nay: 0

1.10. Financial Report

Moved by Julie Stake and seconded by Linda Searcey "Motion to approve the Financial Report." Those voting in favor of said motion: . Those opposed: none. Motion passed, Carried

Rae Bredemeier: Yea, Sharon Mencl: Yea, Aaron Rule: Yea, Linda Searcey: Yea, Julie Stake: Yea, Tyler Wehrbein: Yea
Yea: 6, Nay: 0

2. Reports

2.1. Principal Report

2.2. Committee Reports

2.2.1. Negotiations Committee

2.2.2. Policy Committee

2.2.3. Buildings/Grounds/Technology Committee

2.2.4. Finance Committee

The Finance Committee reported on utility and propane invoices, grant opportunities, and credit card machines.

2.2.5. Americanism Committee

2.2.6. Transportation Committee

2.3. Strategic Plan Report

2.4. Superintendent's Report

3. Business

3.1. Non- Action Items

3.1.1. Presentation on Head Start and LCS Pre-School Collaboration.

Angela Antholtz, Head Start Director & Deputy Director

3.1.2. Policy Reviews

4. Action Items

4.1. Discuss, consider, and take all necessary action to revise policies 5016, 2009, 5031 as recommended by legal counsel.

Moved by Julie Stake and seconded by Rae Bredemeier "Discuss, consider, and take all necessary action to revise Policy 5016 Student Records." Those voting in favor of said motion: . Those opposed: none. Motion passed, Carried

Rae Bredemeier: Yea, Sharon Mencl: Yea, Aaron Rule: Yea, Linda Searcey: Yea, Julie Stake: Yea, Tyler Wehrbein: Yea

Yea: 6, Nay: 0

Moved by Rae Bredemeier and seconded by Tyler Wehrbein "Discuss, consider, and take all necessary action to revise Policy 2009." Those voting in favor of said motion: . Those opposed: none. Motion passed, Carried

Rae Bredemeier: Yea, Sharon Mencl: Yea, Aaron Rule: Yea, Linda Searcey: Yea, Julie Stake: Yea, Tyler Wehrbein: Yea

Yea: 6, Nay: 0

Moved by Tyler Wehrbein and seconded by Julie Stake "Discuss, consider, and take all necessary action to revise Policy 5031, per KSB." Those voting in favor of said motion: .

Those opposed: none. Motion passed, Carried

Rae Bredemeier: Yea, Sharon Mencl: Yea, Aaron Rule: Yea, Linda Searcey: Yea, Julie Stake: Yea, Tyler Wehrbein: Yea

Yea: 6, Nay: 0

4.2. Discuss, consider, and take all necessary action to adopt Policies

3050,3051,3052,3053,3056,3059,

Moved by Rae Bredemeier and seconded by Tyler Wehrbein "Discuss, consider, and take necessary action to adopt Policies 3050,3051,3052,3053,3056,3059,." Those voting in favor of said motion: . Those opposed: none. Motion passed, Carried

Rae Bredemeier: Yea, Sharon Mencl: Yea, Aaron Rule: Yea, Linda Searcey: Yea, Julie Stake: Yea, Tyler Wehrbein: Yea

Yea: 6, Nay: 0

4.3. Family and Consumer Science Textbooks and Teacher Book

Moved by Julie Stake and seconded by Rae Bredemeier "Discuss, consider, and take all necessary action to approve purchasing textbooks for the Family and Consumer Science curriculum, not to exceed \$7000.00." Those voting in favor of said motion: . Those opposed: none. Motion passed, Carried

Rae Bredemeier: Yea, Sharon Mencl: Yea, Aaron Rule: Yea, Linda Searcey: Yea, Julie Stake: Yea, Tyler Wehrbein: Yea

Yea: 6, Nay: 0

4.4. Discuss renewing Nebraska Rural Community Schools Association (NRCSA) membership for the 2026-2027 school year.

Moved by Rae Bredemeier and seconded by Sharon Mencl "Discuss, consider, and take all necessary action to renew membership in NRSCA for the 2026-2027 school year." Those voting in favor of said motion: . Those opposed: none. Motion passed, Carried

Rae Bredemeier: Yea, Sharon Mencl: Yea, Aaron Rule: Yea, Linda Searcey: Yea, Julie Stake: Yea, Tyler Wehrbein: Yea

Yea: 6, Nay: 0

4.5. Agreement with Johnson County Hospital to provide therapy services for Physical and Occupational Therapy.

Moved by Linda Searcey and seconded by Rae Bredemeier "Discuss, consider, and take all necessary action to contract with Johnson County Hospital for Physical and Occupational Therapy." Those voting in favor of said motion: . Those opposed: none. Motion passed, Carried

Rae Bredemeier: Yea, Sharon Mencl: Yea, Aaron Rule: Yea, Linda Searcey: Yea, Julie Stake: Yea, Tyler Wehrbein: Yea

Yea: 6, Nay: 0

4.6. Approve and Adopt the 2026-2027 Student Handbook, Preschool Handbook and Chromebook Handbook.

Moved by Rae Bredemeier and seconded by Julie Stake "Discuss, consider, and take all necessary action to approve and adopt the 2026-2027 Student Handbook." Those voting in

favor of said motion: . Those opposed: none. Motion passed, Carried

Rae Bredemeier: Yea, Sharon Mencl: Yea, Aaron Rule: Yea, Linda Searcey: Yea, Julie Stake: Yea, Tyler Wehrbein: Yea

Yea: 6, Nay: 0

Moved by Linda Searcey and seconded by Julie Stake "Discuss, consider, and take all necessary action to approve and adopt the 2026-2027 Preschool and Chrome Book Policy Handbooks." Those voting in favor of said motion: . Those opposed: none. Motion passed, Carried

Rae Bredemeier: Yea, Sharon Mencl: Yea, Aaron Rule: Yea, Linda Searcey: Yea, Julie Stake: Yea, Tyler Wehrbein: Yea

Yea: 6, Nay: 0

Moved by Rae Bredemeier and seconded by Julie Stake "Discuss, consider, and take all necessary action to approve the 2026-2027." Those voting in favor of said motion: . Those opposed: none. Motion passed, Carried

Rae Bredemeier: Yea, Sharon Mencl: Yea, Aaron Rule: Yea, Linda Searcey: Yea, Julie Stake: Yea, Tyler Wehrbein: Yea

Yea: 6, Nay: 0

4.7. Review and Discuss the 2026-2027 Staff Handbook

Moved by Julie Stake and seconded by Rae Bredemeier "Discuss, consider, and take all necessary action to approve and adopt the 2026-2027 Staff Handbook." Those voting in favor of said motion: . Those opposed: none. Motion passed, Carried

Rae Bredemeier: Yea, Sharon Mencl: Yea, Aaron Rule: Yea, Linda Searcey: Yea, Julie Stake: Yea, Tyler Wehrbein: Yea

Yea: 6, Nay: 0

4.8. Review the Superintendent Evaluation to set goals.

No discussion was had.

4.9. Give permission for the superintendent, per Policy 3019, to recycle or dispose of used textbooks and materials.

Moved by Rae Bredemeier and seconded by Sharon Mencl "Discuss, consider, and take all necessary action to grant the superintendent to dispose of or recycle used textbooks and materials per Policy 3019." Those voting in favor of said motion: . Those opposed: none. Motion passed, Carried

Rae Bredemeier: Yea, Sharon Mencl: Yea, Aaron Rule: Yea, Linda Searcey: Yea, Julie Stake: Yea, Tyler Wehrbein: Yea

Yea: 6, Nay: 0

4.10. Personnel

No discussion had.

4.11. Custodial Contract

Discussion was had in regards to adding an evening custodian for 20 hours per week on a year long contract. No action was taken.

4.12. Executive Session

Moved by Rae Bredemeier and seconded by Linda Searcey "to enter into executive session at 10:19pm to discuss and consider status of construction dispute, settlement negotiations, and

upcoming mediation; and provide negotiating guidance to superintendent and district counsel concerning the same." Those voting in favor of said motion: . Those opposed: none. Motion passed, Carried

Rae Bredemeier: Yea, Sharon Mencl: Yea, Aaron Rule: Yea, Linda Searcey: Yea, Julie Stake: Yea, Tyler Wehrbein: Yea
Yea: 6, Nay: 0

4.13. Executive Session Action Items

Entered into Regular Session at 11:07pm.

5. Announcements

Next Regular Board meeting on Wednesday, July 22nd at 7:45 pm

Budget Hearing on Wednesday, July 22nd at 7:30pm to discuss amending the current year's budget.

Regular Board meeting on Thursday, August 13th at 7:30 pm

Americanism Committee on Wednesday, July 22nd at 6:45 pm

Transportation Committee on Thursday, August 13th at 6:30 pm

6. Adjournment

Moved by Julie Stake and seconded by Rae Bredemeier "to adjourn at 11:21 pm." Those voting in favor of said motion: . Those opposed: none. Motion passed, Carried

Rae Bredemeier: Yea, Sharon Mencl: Yea, Aaron Rule: Yea, Linda Searcey: Yea, Julie Stake: Yea, Tyler Wehrbein: Yea
Yea: 6, Nay: 0

FFA National Convention Trip Proposal

We would like to attend National FFA Convention every other year. We last attended National Convention in 2024.

Event Details

- Event: National FFA Convention & Expo
- Location: Indianapolis
- Convention Dates: October 21-24, 2026

Travel Plan

- Departure for Indy: Wednesday morning, October 21st
- Departure for Lewiston: Friday evening, October 23, after convention activities
- Stop on Friday: Approximately Springfield, Illinois
- Return: Saturday afternoon, October 24

Group Size

- 8 students (4 girls, 4 boys)
- 1 advisor, 1 driver
- Rooms Needed:
 - 2 student rooms (Indianapolis - 2 nights)
 - 1 advisor room (Indianapolis - 2 nights)
 - 2 student rooms (Springfield - 1 night)
 - 1 advisor room (Springfield - 1 night)

School cost

The chapter is requesting the school cover:

- Fuel for Micro Bus: \$450
- Student and Advisor Registration (10 total): \$950
- Advisor Hotel Room (3 total nights): \$600

Estimated School Contribution Total: around \$2,000

Lodging (Student Rooms)

- 2 rooms × 3 total nights (2 Indy + 1 Springfield)
- Split among 8 students

Estimated: \$225 – \$300 per student

Meals (Per Diem)

- \$30/day × 3 days

- \$90 per student
- **Total Per Diem - \$900 (from Steve Knoche)**

Total Estimated Student Cost

- **\$345 – \$420 per student**

Optional Student Activities (**at own expense**)

- National FFA Concert / Entertainment Event:
\$60 per ticket
- Professional Rodeo / Night Show (when available):
\$50 per ticket
- Indiana Caverns / Underground Tours (day trip option):
\$40 per student
- Indianapolis Motor Speedway Museum / Track Tour:
\$30 per student

Students will be selected based on chapter point totals from the 2025-2026 school year.

If a student cannot, or chooses not to, attend the next highest point earner will be asked until 4 girls and 4 boys are attending.

If a team qualifies during the last two state events for this year (in August), the team of 4 would go before anyone is asked based on points.

Students will be selected around September 1st and deposits will be due by September 7th.
Must be paid in full by October 1st.

*This planning is based on using the school's Micro Bus for the trip.

5035 Student Discipline

Administrative and teaching personnel may take actions regarding student behavior, other than those specifically provided in this policy and the Student Discipline Act, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but need not be limited to, counseling of students, parent conferences, referral to restorative justice practices or services, 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~~Parent to such counseling or evaluation. Disciplinary consequences may also include in-school suspension, Saturday School, and any other consequence authorized by law. District administrators may develop building-specific protocols for the imposition of student discipline.

Any disciplinary action taken by staff must be consistent with the requirements of other applicable laws, including but not limited to the IDEA, Section 504, and Title IX.

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

"Parent" means parent, guardian, or educational decisionmaker of the student. "Educational decisionmaker" means a person designated or ordered by a court to make educational decisions on behalf of a child.

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

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

Pre-Kindergarten through Second Grade Students

Notwithstanding any other provision of this policy, an elementary school shall not suspend a student in pre-kindergarten through second grade unless the student:

1. ~~B~~brings a deadly weapon as defined in section 28-109 onto school grounds, into a vehicle owned, leased, or contracted by a school being used for a school purpose or into a vehicle being driven for a school purpose by a school employee or his or her designee, or at a school-sponsored activity or athletic event; or
2. Engages in violent behavior capable of causing physical harm to another student or school employee.

As an alternative to suspension, the school district may take any action authorized by law, including those provided in section 79-258.

Makeup Work for Suspended Students

Any student who is suspended must be given an opportunity to complete any classwork and homework missed during the period of suspension, including, but not limited to, examinations ("makeup work"). Any makeup work must be completed and turned in within 2 school days after completion of the suspension. This makeup guideline shall be provided to the student and a ~~parent or guardian~~Parent at the time of suspension. Suspended students may not be required to attend the school's alternative program for expelled students in order to complete classwork or homework.

Short-Term Suspension

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

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

The following process applies to short-term suspension:

1. The Principal shall make a reasonable investigation of the facts and circumstances. Short-term suspension shall be imposed only after a determination that the suspension is necessary to help any student, to

further school purposes, or to prevent an interference with school purposes.

2. Prior After the principal has determined that a short-term suspension is necessary, but prior to commencement of the short-term suspension, the student and the Parent will be given oral ~~or~~ and written notice of the charges against the student. They ~~student~~ will be advised of what ~~he~~ or she the student is accused of having done, be given an explanation of the evidence the authorities have, and be given an opportunity to explain and present evidence of 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 will send a written statement to the student, and the student's ~~parent~~ or guardianParent, describing:
 - a. ~~The student's conduct, misconduct or violation of the rule or standard and;~~
 - b. ~~The reasons for the action taken;~~
 - c. The actions made by the school to try to discontinue or alleviate the behavior of the student prior to considering suspension;
 - d. Resources the school is able to provide or recommend to assist the student; and
 - e. How the school plans to handle such behavior in the future, including an actionable plan aimed at maximizing strategies to keep the student in school.
- 3.4. —An opportunity will be given to the student, and the student's parent or guardianParent, to have a conference with the Principal ordering the short-term suspension before or at the time the student returns to school and shall document such effort in writing. The Principal shall determine who, in addition to the parent or guardianParent, is to attend the conference. If no conference has been held, a Parent may submit a written request to the suspending principal before the student returns to school.
- 4.5. Students who are short-term suspended must be given the opportunity to complete classwork and homework missed during the period of suspension, including but not limited to examinations, as provided herein.

Emergency Exclusion

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

Weapons and/or Firearms

Weapons. No student may possess, handle, or transmit any weapon while on school grounds, in a school vehicle, or at any school activity or event off school grounds except as permitted by this policy. **Definition of Weapon.** The term “weapon” means any object, device, instrument, material, or substance which is capable of causing injury in the manner it is used or intended to be used.

Firearms. No student may bring, possess, handle or transmit a firearm on school grounds, in a school owned vehicle, or at a school activity or event off school grounds, except as permitted by this policy. **Definition of Firearm.** The term “firearm, as defined in 18 U.S.C. 921, means 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, the frame or receiver of any such weapon, any firearm muffler or firearm silencer, or any destructive device (excluding an antique firearm).

Exceptions Regarding Firearms and Weapons. The only exceptions for a student to bring or possess a weapon, including a firearm, are as follows:

1. The issuance of firearms to or possession of firearms by members of the Reserve Officers Training Corps when training or
2. Firearms which may lawfully be possessed by the person receiving instruction under the immediate supervision of an adult instructor who may lawfully possess firearms.

Consequences - Firearm. Any student who brings a firearm, as that term is defined in 18 United States Code 921, to school will be expelled from school for one calendar year. The superintendent of schools and the board of education shall have the authority to modify the expulsion requirement on a case-by-case basis.

Consequences – Weapon. State law and this policy provide that any student who violates this policy by knowingly bringing, possessing, handling or transmitting a weapon, other than a firearm, on school grounds, in a school owned vehicle, or at a school activity or event off school grounds may be suspended on a long-term basis, mandatorily reassigned, or expelled for the remainder of the school year in which the expulsion takes effect (if the misconduct occurs during the first semester) or the remainder of the second semester, summer school, and the first semester of the following school year (if the misconduct occurs during the second semester).

Confiscation of Firearms and Weapons. Administrative and teaching personnel are statutorily authorized, without a warrant, to confiscate any firearm or weapon possessed in violation of this policy. Any firearm that is

confiscated by school personnel shall be delivered to a peace officer as soon as practicable. Such firearms are subject to being destroyed by law enforcement authorities.

Report to Law Enforcement Authorities. All school personnel are required to report any violation of this policy to a principal or the superintendent of schools. Pursuant to state and federal law, school personnel are required to report to law enforcement authorities when a student brings a firearm to school.

Long-Term Suspension

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

Expulsion

1. **Meaning of Expulsion.** Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period.
2. **Summer Review.** Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year. The review will be conducted by the hearing officer who conducted the initial expulsion hearing, or a hearing officer appointed by the Superintendent in the event no hearing was previously held or the initial hearing officer is no longer available or willing to serve, after the hearing officer has given notice of the review to the student and the student's ~~parent or guardian~~Parent. This review shall be limited to newly discovered evidence or evidence of changes in the student's circumstances occurring since the original hearing. This review may lead to a recommendation by the hearing officer that the student be readmitted

for the upcoming school year. If the school board or board of education or a committee of such board took the final action to expel the student, the student may be readmitted only by action of the board. Otherwise the student may be readmitted by action of the Superintendent.

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

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

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

1. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes. The board has determined that the use of synthetic media such as deepfakes may constitute "similar conduct";
2. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, or repeated damage or theft involving property;
3. Causing or attempting to cause personal injury to a school employee, to a school volunteer, or to any student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision;

4. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student;
5. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (*see also board policy on weapons and firearms*);
6. Engaging in the unlawful possession, selling, dispensing, or use of a controlled substance or an imitation controlled substance, as defined in section 28-401, a substance represented to be a controlled substance, or alcoholic liquor as defined in section 53-103.02 or being under the influence of a controlled substance or alcoholic liquor (*note: the term "under the influence" for school purposes has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant*);
7. Public indecency as defined in section 28-806, except that this prohibition shall apply only to students at least twelve years of age but less than nineteen years of age;
8. Engaging in bullying as defined in section 79-2,137 and in these policies;
9. Sexually assaulting or attempting to sexually assault any person if a complaint has been filed by a prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or attempted to sexually assault any person, including sexual assaults or attempted sexual assaults which occur off school grounds not at a school function, activity, or event. For purposes of this subdivision, sexual assault means sexual assault in the first degree as defined in section 28-319, sexual assault in the second degree as defined in section 28-320, sexual assault of a child in the second or third degree as defined in section 28-320.01, or sexual assault of a child in the first degree as defined in section 28-319.01, as such sections now provide or may hereafter from time to time be amended;
10. Engaging in any other activity forbidden by the laws of the State of Nebraska which activity constitutes a danger to other students or interferes with school purposes; or
11. A repeated violation of any of the following rules if such violations constitute a substantial interference with school purposes:
 - a. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion;
 - b. Dressing or grooming in a manner which violates the school district's dress code and/or is dangerous to the student's health

- and safety, a danger to the health and safety of others, or which is disruptive, distracting or indecent to the extent that it interferes with the learning and educational process;
- c. Violating school bus rules as set by the school district or district staff;
 - d. Possessing, using, selling, or dispensing tobacco, drug paraphernalia, an electronic nicotine delivery system, or a tobacco imitation substance or packaging, regardless of form, including cigars, cigarettes, chewing tobacco, and any other form of tobacco, tobacco derivative product or imitation or electronic cigarettes, vapor pens, etc.;
 - e. Possessing, using, selling, or dispensing any drug paraphernalia or imitation of a controlled substance regardless of whether the actual substance possessed is a controlled substance by Nebraska law;
 - f. Possession of pornography, including creation, possession, dissemination, accessing, sale, or any other use of synthetic media, such as deepfakes;
 - g. Sexting or the possession of sexting images (a combination of sex and texting - the act of sending sexually explicit messages or photos electronically), including creation, possession, dissemination, accessing, sale, or any other use of synthetic media, such as deepfakes;
 - h. Engaging in hazing, defined as any activity expected of someone joining a group, team, or activity that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate. Hazing activities are generally considered to be: physically abusive, hazardous, and/or sexually violating and include but are not limited to the following: personal servitude; sleep deprivation and restrictions on personal hygiene; yelling, swearing and insulting new members/newcomers; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin; branding; physical beatings; binge drinking and drinking games; sexual simulation and sexual assault;
 - i. Bullying which shall include cyberbullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post or text message images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing to send e-mail to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums, and

posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target;

- j. Violations of the district's acceptable computer use policy;
- k. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a simulated or "look-a-like" weapon;
- l. Using any object to simulate possession of a weapon;
- m. Knowingly making a false statement or knowingly submitting false information during the Title IX grievance process or any other school investigation or making a materially false statement in bad faith in the course of a Title IX grievance proceeding or any other school investigation;
- n. Violation of the school's audio and video recording policy; and
- o. Any other violation of any board policy, handbook provision, or rule or regulation established by a school district staff member pursuant to authority delegated by the board.

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

The following procedures shall be followed regarding any long-term suspension, expulsion, or mandatory reassignment:

1. The decision to recommend discipline shall be made within two school days after learning of the alleged student misconduct. On the date of the decision to discipline, the Principal shall file with the Superintendent a written charge and a summary of the evidence supporting such charge.
2. The Principal shall serve the student and the student's ~~parents or guardian~~Parent with a written notice by registered or certified mail or personal service within two school days of the date of the decision to recommend long-term suspension or expulsion. The notice shall include the following:
 - a. The rule or standard of conduct allegedly violated and the acts of the student alleged to constitute a cause for long-term suspension, expulsion, or mandatory reassignment, including a summary of the evidence to be presented against the student;

- b. The penalty, if any, which the principal has recommended in the charge and any other penalty to which the student may be subject;
 - c. Resources the school is able to provide or recommend to assist the student;
 - b.d. How the school plans to handle such behavior in the future, including an actionable plan aimed at maximizing strategies to keep the student in school;
 - c.e. A statement that, before long-term suspension, expulsion, or mandatory reassignment can be invoked, the student has a right to a hearing, upon request, and that 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 pursuant to district guidelines which shall not require the student to attend the school district's alternative programs for expelled students in order to complete classwork or;
 - d.f. A description of the hearing procedures provided by the act, along with procedures for appealing any decision rendered at the hearing;
 - e.g. A statement that the principal, legal counsel for the school, the student, the student's ~~parent~~Parent, or the student's representative ~~or guardian~~ has the right (i) to examine the student's academic and disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct and (ii) to know the identity of the witnesses to appear at the hearing and the substance of their testimony; and
 - f.h. A form on which the student, the student's ~~parent, or the student's guardian~~Parent may request a hearing, to be signed by such parties and delivered to the principal or superintendent in person or by registered or certified mail to the address provided on the form.
- 3. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect, if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers.
- 4. Nothing in this policy shall preclude the student, the student's ~~parents,~~guardianParent, or representative from discussing and settling the

matter with appropriate school personnel prior to the time the long-term suspension, expulsion, or mandatory reassignment takes effect.

5. If a hearing is requested within five days after receipt of the notice, the Superintendent shall recommend appointment of a hearing examiner within two school days after receipt of the hearing request. The student or the student's ~~parent or guardian~~Parent may request designation of a hearing examiner other than the hearing examiner recommended by the superintendent if notice of the request is given to the superintendent within two school days after receipt of the superintendent's recommended appointment. Upon receiving such request, the superintendent must provide one alternative hearing examiner who is not an employee of the school district or otherwise currently under contract with the school district and whose impartiality may not otherwise be reasonably questioned. The student or the student's ~~parent or guardian~~Parent must, within five school days, select a hearing examiner to conduct the hearing who was recommended or provided as an alternative hearing examiner, and shall notify the superintendent in writing of the selection. The superintendent must appoint the selected hearing examiner upon receipt of such notice.
6. The hearing examiner must, within two school days after being appointed, give written notice to the principal, the student, and the student's ~~parent or guardian~~Parent of the time and place for the hearing.
7. The hearing shall be held within a period of five school days after appointment of the hearing examiner, but such time may be changed by the hearing examiner for good cause with consent of the parties. No hearing shall be held upon less than two school days' actual notice to the principal, the student, and the student's ~~parent or guardian~~Parent, except with the consent of all the parties.
8. The principal or legal counsel for the school, the student, ~~and the student's parent, guardian, Parent,~~ or representative have the right to receive a copy of all records and written statements referred to in the Student Discipline Act as well as the statement of any witness in the possession of the school board or board of education no later than forty-eight hours prior to the hearing.
9. If a hearing is requested more than five school days following the receipt of the written notice, but not more than thirty calendar days after receipt, the Superintendent shall appoint a hearing examiner. The hearing will be held according to the requirements of section 79-269. The student shall be entitled to a hearing but the consequence imposed may continue in effect pending final determination.
10. If a request for hearing is not received within thirty calendar days following the mailing or delivery of the written notice, the student shall not be entitled to a hearing.

In the event a hearing is requested, the hearing, hearing procedures, the student's rights and any appeals or judicial review permitted by law shall be governed by the applicable provisions of the Nebraska Student Discipline Act (NEB. REV. STAT. § 79-254 to 79-294).

Reporting Requirement to Law Enforcement

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

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

Adopted on: _____

Revised on: _____

Reviewed on: _____

5003

Admission of Part-Time Students

A student may be permitted to enroll on a part-time basis pursuant to this policy and applicable curricular practices when enrollment is appropriate for reasons that include but are not limited to the following: the student attends another education institution on a primary basis; is enrolled for a limited number of credit hours needed to graduate; has a modified schedule because of a disability or as part of an individualized education plan; or is a student who attends a private, denominational, or parochial school or a school that elects not to meet accreditation or approval requirements (referred to herein as an exempt school student or an exempt school, respectively).

Eligibility and Application for Enrollment. A student may be eligible for part-time enrollment if the student:

1. is of appropriate age to attend school;
2. is a resident of this school district;
3. is a resident of another school district attending a private, denominational, parochial, or exempt school, but only if
 - a. this school district is the closest to the student's residence that offers the extracurricular sport or activity they desire to participate in, and their resident school district does not offer that sport or activity; or
 - b. the school building the student would attend if accepted for part-time enrollment is closer than the school building the student attends or would attend at the resident district;
4. has not graduated from high school; and
5. has not received a graduate equivalency diploma.

The parent or guardian must meet all of the district's admission requirements and file an application for enrollment on forms provided by the school district by August 1 _____ prior to the year of enrollment. For second semester high school courses, the application must be filed by _____ December 1 _____. For students who move into the district mid-semester, the application must be filed within 20 days of moving into the district. The administration shall review the application, determine whether to approve or deny it, notify the parent or guardian, and schedule enrollment at an educationally appropriate time in the building or attendance center of the administration's choice. Enrollment does not carry over from one school year to the next, and the parent or guardian must apply for enrollment each school year.

Limitations Based on Resources. The part-time enrollment of students is subject to limitations for grades, classes, courses, and programs based on the limited resources available to the school district. Full-time students shall be given priority for enrollment in grades, classes, courses, and programs.

Placement of Students. Students accepted for part-time enrollment shall be placed in courses for which they have adequate preparation and which are determined to be educationally appropriate based on criteria that include, but are not limited to the student's age, achievement test scores, academic record, evaluation by school personnel and any other standards used by the district for the placement of students.

Grades and Academic Honors. Students accepted for part-time enrollment shall receive grades, report cards, and transcripts, but shall not be eligible to graduate, receive a diploma or qualify for class ranking unless they meet all district requirements including earning a sufficient number of credit hours and semesters of attendance.

Applicability of School Rules. Students accepted for part-time enrollment are subject to all rules and standards of the board of education and administration as set forth in policy, handbooks or other communications, as well as the rules and directives of the building administration and staff. They must remain on the school campus during scheduled classes but must leave the school campus when not engaged in a course, course-related activity, or an extracurricular activity or sport, unless the building principal approves their presence. Students who violate school policies, rules, or directives shall be subject to disciplinary procedures up to and including suspension and expulsion.

Extracurricular Sports and Activities. ~~[OPTION 1: accredited private school students can't participate]~~ Students who are enrolled in a private, denominational, or parochial school may not participate in extracurricular sports and activities sponsored by the school district.

Students who are enrolled in a private, denominational, or parochial school may not participate in extracurricular sports and activities sponsored by the school district if they participate in extracurricular sports and activities at any other public, private, denominational, or parochial school. Any such students who desire to participate in extracurricular sports and activities at the school district must enroll in the following number of credit hours from the school district:

1. For extracurricular sports and activities regulated by an athletics or activities association in which this school district is a member: 5 credit hours.
2. For extracurricular sports and activities governed by a national or state organization other than an athletics or activities association, such as FFA: the minimum number of credit hours offered by the school district as required by that national or state organization.
3. For extracurricular sports and activities not regulated or governed by any such entity: **[INSERT NUMBER 0-5 5 credit hours]**.

Exempt school students may only participate in extracurricular sports and activities if they are enrolled in at least 20 total credit hours per semester, when combining the exempt school credit hours and credit hours taken on a part-time basis at the school district. Exempt school students are not eligible to participate in extracurricular sports and activities sponsored by the school district if they participate in any sport or activity sponsored by any other public, private, denominational, or parochial school. Any such students who desire to participate in extracurricular sports and activities at the school district must enroll in the following number of credit hours from the school district:

1. For extracurricular sports and activities regulated by an athletics or activities association in which this school district is a member: 5 credit hours.
2. For extracurricular sports and activities governed by a national or state organization other than an athletics or activities association, such as FFA: the minimum number of credit hours offered by the school district as required by that national or state organization.
3. For extracurricular sports and activities not regulated or governed by any such entity: **[INSERT NUMBER 0-5 5 credit hours]**.

All students permitted to participate in extracurricular sports and activities under this policy must also meet all other eligibility requirements set by the board, administration, and coach/sponsor prior to participating and for continued participation in the sport or activity. This includes but is not limited to rules for completing courses; up/down lists for deficient grades and/or incompletes; and all eligibility and other requirements of the Nebraska School Activities Association and any other governing bodies for the activity or sport.

Transportation. Part-time school students are not entitled to transportation or reimbursement for transportation to and from the school for class attendance purposes, unless required by law. Eligible part-time students are entitled to transportation to and from practices and extracurricular events to the same extent as the school district's full-time students, but part-time

students must arrange their own transportation and arrive timely to the designated pick-up point for such transportation.

Option Enrollment. Students may not enroll on a part-time basis pursuant to the school's option enrollment program.

Adopted on: February 2019 _____

Revised on: August 2025 _____

Reviewed on: May 2023 _____

5004

Option Enrollment

The board of education supports the concept embodied in the Enrollment Option Program that parents and legal guardians have the primary responsibility for ensuring that their children receive the best education possible. Accordingly, the school district will participate in the option enrollment program and receive option students as provided herein.

1. Definitions

- a. **Option Student Defined.** Option student means a nonresident student who has chosen to attend the school district under the provisions of the option enrollment program.
- b. **Resident School District Defined.** Resident school district means the school district in which a student resides or in which the student is admitted as a resident of the school district pursuant to state law.
- c. **Option School District Defined.** Option school district means the school district that a student chooses to attend other than his or her resident school district.
- d. **Elementary School Defined.** Elementary school means grades K - 6.
- e. **Middle School Defined.** Middle school means grades 7 - 8.
- f. **High School Defined.** High school means grades 9 through 12.
- g. **Individual Student Defined.** Individual Student means the individual person seeking to begin attendance as an option student in the school district and who such person's parent or legal guardian has identified in a written application for option enrollment submitted to the school board.
- h. **Applicants Defined.** Applicants means the Individual Student together with all siblings of the Individual Student.
- i. **Siblings Defined.** Siblings means all children residing in the same household on a permanent basis who have the same mother

or father or who are stepbrother or stepsister to each other who have not received a high school diploma or its equivalent.

2. **Persons Entitled to Apply for Option Enrollment of Students.** Only parents and legal guardians may apply for option enrollment of students. Applications filed by foster parents and adults acting *in loco parentis* are not authorized and will be automatically denied.
3. **Duties, Entitlements and Rights of Option Students.** Except as otherwise provided herein, once an option student's option enrollment application has been accepted he/she shall be treated as a resident student of the school district.
4. **Automatic Acceptance.** The option school district must automatically accept applications of Individual Students under the following circumstances:
 - a. The Individual Student relocates in a different school district but wants to continue attending his or her original resident school district and the Individual Student has been enrolled in his or her original resident school district for the immediately preceding two years (in which case the time deadlines are waived);
 - b. The Individual Student relocates in a different school district but wants to continue attending the option school district (in which case the time deadlines are waived); or
 - c. The Individual Student is a sibling of an option student enrolled in the option school district.
5. **Standards for Acceptance or Rejection of All Other Option Students.** For Individual Students not entitled to automatic acceptance as described in the preceding section, no application for option enrollment may be accepted if enrollment in the school district if any of the Applicants would exceed the school district's capacity as described in this section.
 - a. **Special Education Capacity.** Capacity for special education services will be determined on a case-by-case basis. If an application for option enrollment received by the school district indicates that any of the Applicants has an individualized education program under the federal Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., or has been identified as a student with a disability as defined in section 79-1118.01, the

application will be evaluated by the director of special education services or the director's designee who must determine if the school district and the appropriate class, grade level, or school building has the capacity to provide all of the Applicants the appropriate services and accommodations. The Federal Educational Rights and Privacy Rights Act (FERPA) (20 U.S.C. § 1232g) permits the release of education records when a student seeks or intends to enroll in a different school district.

- b. **Numeric Capacity.** The board of education may set the numeric capacity of programs, classes, grade levels, or school buildings by operation of this policy or through freestanding action by the board. Numeric Capacity will be determined based upon available staff, facilities, projected enrollment of resident students, and projected number of students with which the option school district will contract based on existing contractual arrangements. Individuals seeking information about the numeric capacity set by the board may contact the superintendent for a copy of that resolution.
- c. **Programmatic Capacity.** In addition to the numeric capacity standards referred to above, the board may, by resolution, prior to October 15 of each school year, declare a program, a class, or a school unavailable for the next school year to option students due to lack of capacity. Individuals seeking information about the programs that have been declared to be unavailable due to lack of capacity may contact the superintendent for a copy of the board's resolution.
- d. **Other Standards for Acceptance or Rejection of Option Enrollment Applications.** In addition to the numeric and programmatic capacity standards outlined above, the school district shall not accept any application for option enrollment when enrollment of any of the Applicants:
 - i. Would increase the operating costs of the school district, such as by requiring the hiring of new staff or contracting with outside entities to provide services to any of the Applicants;
 - ii. Would require the procurement of new equipment, technology, or furnishings;
 - iii. Would cause or require the rearrangement of caseloads for staff and contracted professionals;

- iv. Is reasonably deemed by appropriate school staff to pose a potential risk to the health or safety of students or staff;
 - v. May pose a risk of adversely affecting the quality of educational services being provided to resident students, as determined by appropriate school staff.
- e. **Prohibited Standards.** The school district shall not base the decision to accept or reject the application of the Individual Student on any of the Applicants' previous academic achievement, athletic or other extracurricular ability, disabling condition(s), proficiency in the English language, or previous disciplinary proceedings.
- f. **Order of Acceptance.** If there are more option student applicants for any program, class, grade level or school building than can be accepted into such program, class, grade level or school building, applicants shall be accepted
 - i. in the order in which written applications were received by the school district.
- g. **Maximum Capacity Report.** The school district will annually establish, publish, and report the capacity for each school building under the district's control pursuant to procedures, criteria, and deadlines established by the Nebraska Department of Education.
- 6. **False or Misleading Option Applications.** If, prior to the Individual Student's attendance as an option student, the school district discovers that a previously accepted option application contained false or substantively misleading information about any of the Applicants, the option application will be rejected.
- 7. **Academic Credits and Graduation.** The school district shall accept credits toward graduation that were awarded by another school district, and shall award a diploma to an option student if the student meets the graduation requirements of the school district.
- 8. **Information Regarding Schools, Programs, Policies and Procedures.** The school district, its officers and employees, shall make information about the school district and its schools, programs, policies and procedures available to all interested people.
- 9. **Procedure for Students Optioning Into or Out of the School District.**

- a. The parent or legal guardian of any student desiring to option into or out of the school district shall submit a proper and timely application to the board of education and the other affected school district for enrollment during the following and subsequent school years. Any application requiring the approval of the school district shall be deemed submitted when the application is actually received in the school district's business office.
- b. On or before April 1st, the school district shall notify the parent or legal guardian of any Individual Student who has submitted an application to option into the school district and the resident school district, in writing, whether the application is accepted or rejected. If an application is rejected, the reason for such rejection shall be stated in the notification. This written notice shall be sent via certified mail to the address listed on the option application.

10. Late Applications and Requests for Release

- a. The board of education may refuse a request of a student seeking to option out of the school district when the option application is submitted after March 15th under the following conditions:
 - i. When the district has already entered into contracts with teaching staff for the following school year;
 - ii. When the district has already contracted for the performance of specific services for the student;
 - iii. When the release of the student would have a negative financial impact or loss of revenue for the district.
- b. The board of education will approve late applications to option into the district under the following conditions:
 - i. When the resident district has released the student, or if the student is an option student at the time of such application and applying to become an option student at a subsequent option school district, a release approval from the option school district the student is attending at the time of such application;

- ii. When the student's late enrollment into the district meets the standards for acceptance or rejection of option students contained elsewhere in this policy;

C. The superintendent will notify parents or guardians who have submitted properly completed option applications after March 15th no later than 60 days following submission of the application of the board's acceptance or rejection of the application.

11. Students Who Do Not Need a Release from the Resident District

- a. A student does not need to be released from his/her resident district or the option school district the student is attending at the time of application under the following circumstances:
 - i. When the student has relocated to a different resident school district after February 1
 - ii. When a student's option school district merges with another district effective after February 1
- b. The school district shall accept or reject an application from a student under this paragraph using the criteria set forth in this policy and will accept or reject the application within forty-five days.

12. Cancellation of Option.

Students who option either into or out of the school district shall:

- a. Attend the option school district until graduation or relocation/re-option in a different resident school district unless the student chooses to return to the resident school district, in which case the student's parent or legal guardian shall timely submit a cancellation form to the school board or board of education of the option school district and the resident school district for approval for the following year.
- b. Attend an option school district for not less than one school year unless the student relocates to a different resident school district, completes requirements for graduation prior to the end the school year, transfers to a parochial or private school, or upon mutual agreement of the resident and option school districts cancels the enrollment option and returns to the resident school district.

13. Authority of Superintendent.

The board of education authorizes the superintendent of schools to make decisions on its behalf pursuant to and to apply the criteria articulated by this policy in determining whether to grant or deny option enrollment applications.

Adopted on: February 2019

Revised on: _____

Reviewed on: May 2023 _____

5048
**Emergency Response to Life Threatening Asthma or
Systemic Allergic Reactions (Anaphylaxis)**

School employees will comply with the requirements of the NDE Rule 59 "Protocol: protocol entitled, "Emergency Response to Life Threatening Asthma or Systemic Allergic Reactions (Anaphylaxis)" (Protocol) to address incidents of anaphylaxis involving students at school when those students do not have existing response plans. For students with individual self-management plans, Section 504 plans, or Individualized Education Programs (IEP) addressing asthma or anaphylaxis responses, school employees will comply with those plans. The district shall procure and maintain the equipment and medication necessary to implement the ~~protocol~~Protocol.

The superintendent shall obtain the required signature(s) of one or more ~~physicians~~Prescribing Health Care Practitioners ~~licensed to practice medicine in Nebraska~~ on the Protocol form ~~entitled "Protocol: Emergency Response to Life Threatening Asthma or Systemic Allergic Reactions (Anaphylaxis)" ("Protocol")~~. The superintendent shall publish this policy and Protocol in each student and employee handbook.

The superintendent shall arrange to have a qualified medical ~~person~~professional train employees, and for training updates as necessary. This may be a medical doctor, qualified school nurse, or other person qualified to train staff on the medication of students.

Adopted on: _____

Revised on: _____

Reviewed on: _____

6009

Grade Placement and Academic Credits of Transfer Students

~~Subject to a determination on grade placement based on the criteria set forth below, a~~The district will use the criteria outlined below to determine both the grade-level placement and the academic credit awarded to transfer students. The administration is the final decision-maker and decisions made pursuant to this policy may not be appealed to the board of education.

Transfer from an Accredited School District.

A student transferring from an accredited school generally will be placed at the grade level that is comparable to the placement in the school from which the student is transferring. Temporary placement may be made until a student's records are received to verify the placement.

Elementary Level Students

~~The appropriate level of placement for elementary level students may be determined by, but not limited to, consideration of student's building principal may place a student into a grade level that is different from the accredited school from which the student is transferring after considering~~ the following information:

~~Chronological~~

- ~~Student's chronological~~ age
- ~~Previous public school or private~~ school experience
- ~~Diagnostic test data~~
- ~~Achievement test data~~
- ~~Criterion-referenced test data~~

Secondary Level Students

~~The appropriate level of placement for secondary students may be determined by, but not limited to, consideration of the following information:~~

- Chronological age
 - Previous public school or private school experience and Academic transcript received from the accredited school of origin
 - Standardized Testing data from the accredited school of origin, including but not limited to, standardized achievement test data
 - Criterion, criterion-referenced test data, classroom testing data, and diagnostic test data
 - Final examination test Testing data
 - Diagnostic test data
- The district will accept credits toward graduation that were awarded by an accredited school district and which, in the professional judgment of the administrative team, are sufficiently rigorous and comparable to the district's offered courses of study. A student transferring into from any tests or assessments conducted by the school district in grades 9-12 will be responsible for meeting all graduation requirement in order to be awarded a diploma from the district.

Students who transfer from All credits awarded to a student by an exempt (home) school and/or a non-accredited school may be awarded credits to institution will be counted toward high school towards applicable graduation requirements at for the transferring student.

Transfer From a Non-Accredited School.

A student or a parent/guardian of a student who is transferring into the discretion of the building principal in consultation district from a non-accredited school must provide the district with copies of all materials that have been used to provide instruction to the superintendent of schools. The student that the family would like the district to consider in determining the appropriate grade level at which to place the student and credits to be awarded to the student. The student's building principal will consider all of the factors listed above and will also then consider the student's performance on the district's internal benchmark tests. those materials and the following factors in determining the grade level placement for the student:

Commented [1]: Do we need to define what we mean by accredited? I could see (and I think we have had) a parent say, "No, really. This online program has been accredited by the national associate of fake virtual schools. You HAVE to recognize these credits!!"

- Student's chronological age
- Previous school experience
- Materials submitted by the student or family pursuant to this policy
- Testing data from any tests or assessments conducted by the school district

The district will only award credit toward graduation from courses while the student was in a non-accredited school if the student can demonstrate mastery of the concepts required for completion of that course. Mastery will be assessed by standard and nonstandardized testing, at the discretion of the administration.

Multiple Enrollments and Re-enrollments In the Same Semester

Students from non-accredited schools who disenroll and then re-enroll in the district multiple times during the same semester will be permitted to resume the grade placement that the student was in at the time of the prior enrollment. However, students who fail to attend the total number of days per semester required of enrolled students will not be eligible to receive credit for the partial semester of enrollment.

The district will not retroactively award credit for time spent in exempt or non-accredited status.

A student's eligibility to participate in extracurricular activities upon re-entry is subject to all eligibility rules and the district's policies governing extracurricular eligibility.

Placement of International Students.

The district administration, in conjunction with the building principal, will determine the appropriate grade level/credit status of a student transferring from a ~~foreign~~ country, other than the US.

Graduation Requirements

Regardless of the school(s) previously attended, a student transferring into the school district in grades 9-12 will be responsible for meeting all graduation requirements to be awarded a diploma from the district.

Adopted on: _____

Revised on: _____

Reviewed on: _____



Lewiston Consolidated School Superintendent Transition Evaluation

Spring 2026



Superintendent

Todd Halvorsen

Board of Education

Aaron Rule, President

Rae Bredemeier

Sharon Mencil

Linda Searcey

Julie Stake

Tyler Wehrbein

Self-Evaluation Standard Averages

(listed highest to lowest)

5.00 - Standard VI: Board-Superintendent Relations
4.50 - Standard V: Educational Leadership
4.25 - Standard II: Policy
4.00 - Standard I: Mission, Vision, and Goals
4.00 - Standard III: Community Relations
3.60 - Standard IV: Budget Planning and Management

Board Evaluation Standard Averages

(listed highest to lowest)

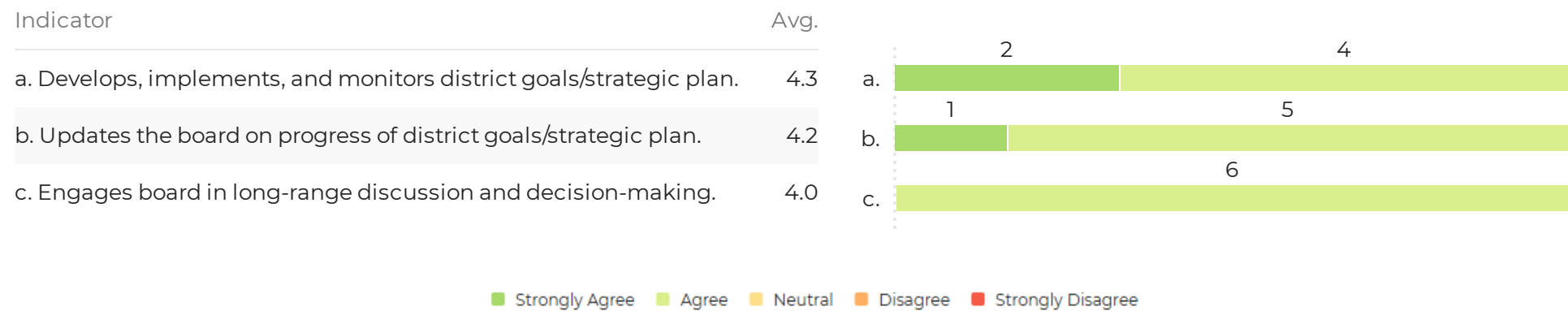
4.20 - Standard III: Community Relations
4.17 - Standard I: Mission, Vision, and Goals
4.03 - Standard VI: Board-Superintendent Relations
3.76 - Standard IV: Budget Planning and Management
3.68 - Standard II: Policy
3.47 - Standard V: Educational Leadership

*Averages range from 1.00-5.00 with averages closer to 5.00 indicating strengths and averages closer to 1.00 indicating areas for growth.
Scale: Strongly Agree (5.00); Agree (4.00); Neutral (3.00); Disagree (2.00); Strongly Disagree (1.00)*

Standard I: Mission, Vision, and Goals

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent ...



Comments (Optional):

Mr. Halvorsen has done a great job informing the board of goals/plans. In light of recent events I hope to see the continued Details he has been sharing recently.

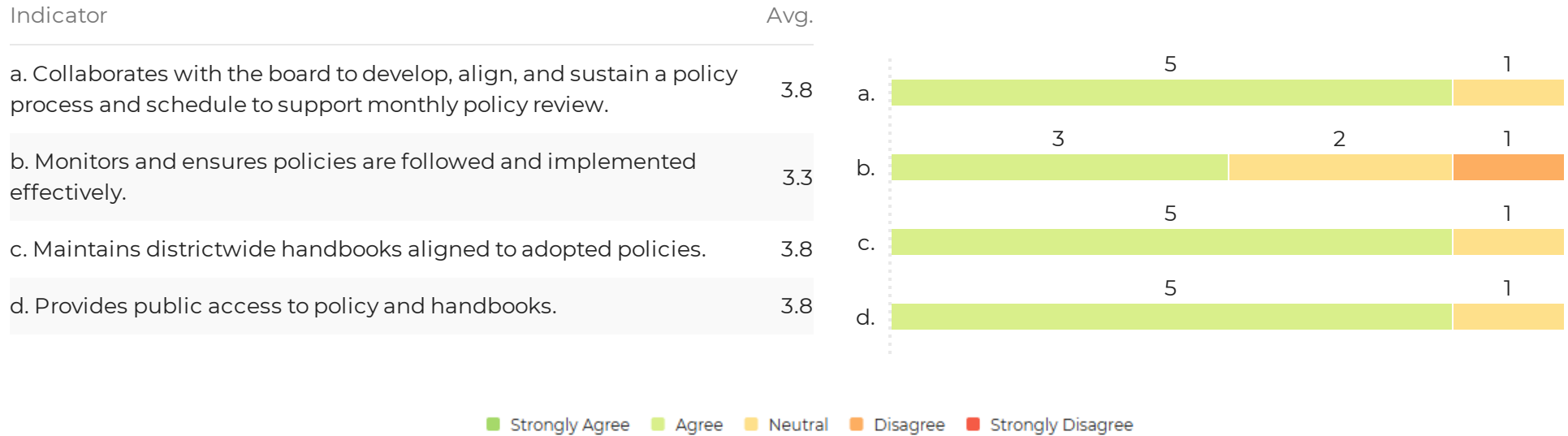
Communicates effectively to the board re: district goals, strategic plan.

Since Todd was part of starting the strategic plan, I feel he should score high in this area.

Standard II: Policy

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .



Comments (Optional):

There are alot of moving parts - I want to feel more confident Staff are following policies and that there is constructive/professional conversations happening.

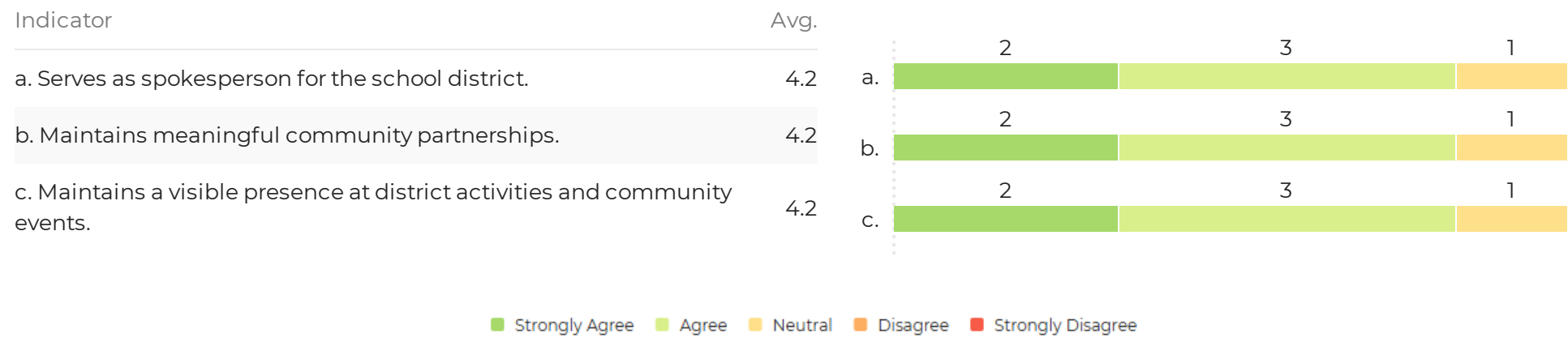
Evaluations not completed per board policy.

Todd scores well, however, I believe strongly agree means no room for improvement and we all are still learning

Standard III: Community Relations

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .



Comments (Optional):

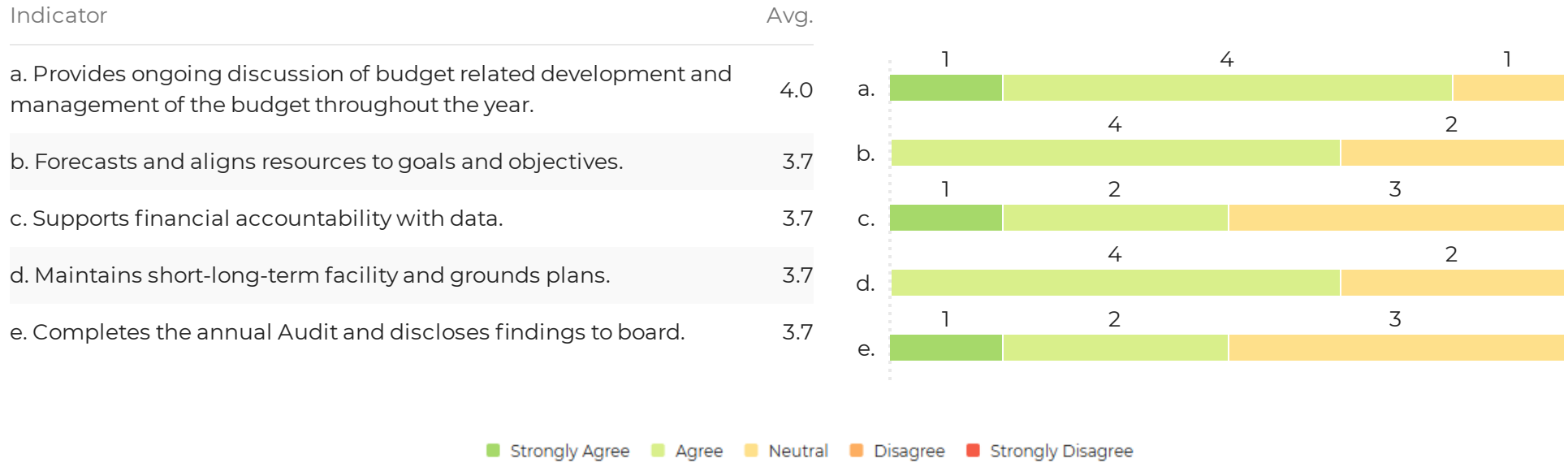
Appreciate the attitude and commitment to the district! I have heard some comments Mr. Halvorsen can come off as supercilious. I don't believe this is the case, but it is something to be aware of.

Todd has had coffee shop meetings with patrons and I have personally seen him at school events

Standard IV: Budget Planning and Management

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent ...



Comments (Optional):

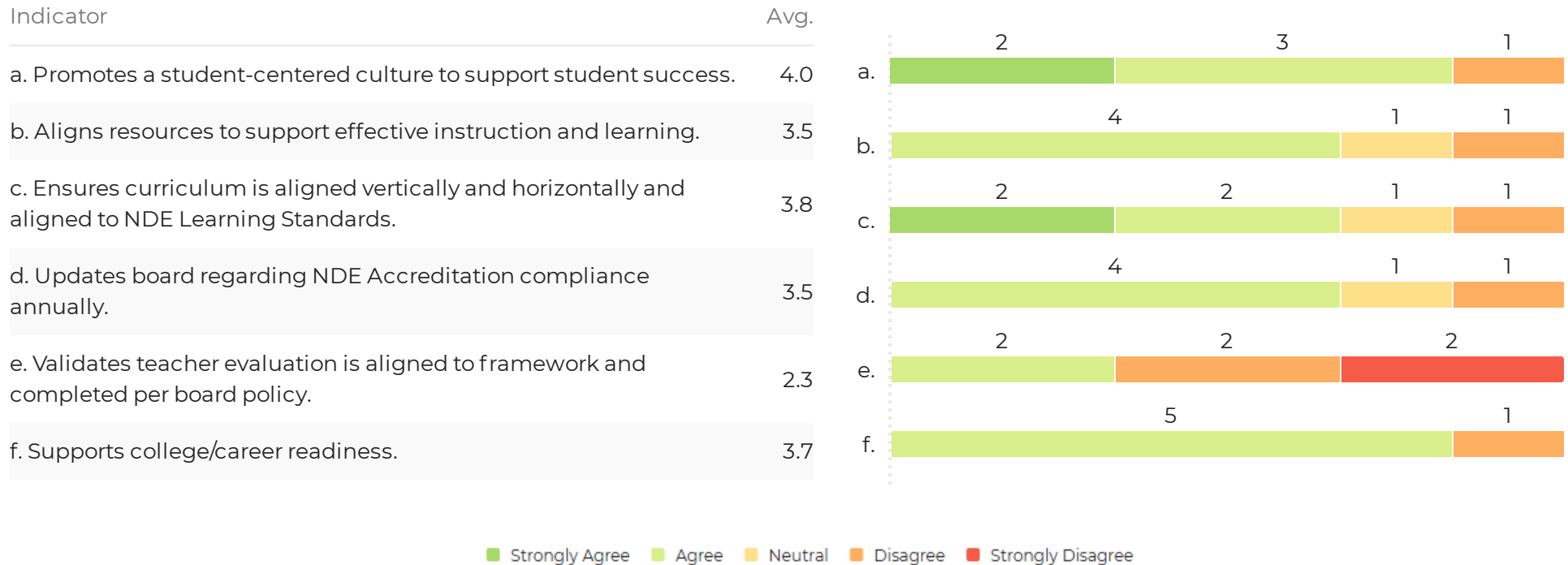
Finance needs to be more transparent with supported data. This has been a concern prior to Todd, going forward Todd will be held to a higher expectations because I know he has the capabilities to do so.

There has recently been a financial hiccup. A lot of it was before todd was employed. I believe the he is heading in the right direction to reverse the issue. This section of forecast and aligned resources more grants could be done, though would probably be delegating on his part.

Standard V: Educational Leadership

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .



Comments (Optional):

From what I have seen. He is a boss and not a leader. Is not open minded in conversations and decisions.

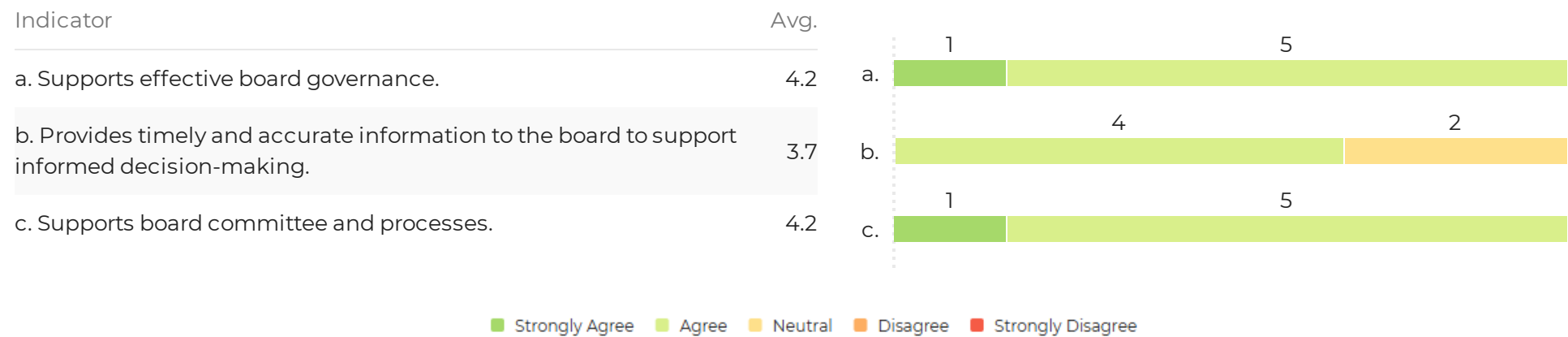
EVALUATIONS! Need to be done! It can't be stressed enough Teachers & Staff need to know where they stand and what is expected!

As a newer superintendent, ensuring evals are completed is an area for growth. We recently dealt with a grievance, which indicates, they were not done for that staff member

Standard VI: Board-Superintendent Relations

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .



Comments (Optional):

We have recently fired up all committees which were hardly if not ever used before

Continued efforts for Timely Information to make informed decisions

Summary

Provide specific strengths and areas for growth based on the evaluation above.

I GREATLY appreciate the efforts being put forth and the attitude for success.
Details for the board is very important, if something feels off it will be questioned.

Accountability - we need to make sure ALL Staff understand their roles in the district.
That there aren't staff putting themselves in higher credentials than they are. Staff need to know who their supervisors are. Continued complaints regarding certain members need to be addressed.
Errors need to be handled with follow-ups action plans and need to be re-evaluated
All Teachers/Staff need to fully understand their roles and responsibilities, in writing. It can't be verbally agreed upon or assumed.
Doing a good job overall with all the challenges this year .

Mr. Halvorson needs to make sure that the teachers are being evaluated annually and following the NDE requirements. Mr. Halvorson along with the school board needs to work to strengthen the budget process.
I believe that Mr. Halvorson is working hard to develop Lewiston School and make it a success. He has been given a task to overcome many short comings that I feel may have been left by previous administration. With the support of the district and the schoolboard I believe he can be a very successful administrator.

- *Board communication is excellent on most fronts, appreciate weekly updates and emails when something comes up.
- *Follows up in a timely manner when there is a question or request for more information.
- *Appreciate the work done w/ Emily to provide financial reports and fiscal information to the board.
- *Appreciate the communication re: general upkeep of the school/vehicles and maintenance/repairs as needed.
- *Evaluations MUST BE COMPLETED per board policy.
- *Request that the principal is in the classrooms more frequently for observation and support of the staff.
- *Concerned with the morale within the building, unnecessary drama and employees feeling unappreciated per conversations w/ staff and the completed exit interviews. I suggest that the board initiate staff surveys (certified/non-certified/support) that assess workplace morale, administrative support, and for general feedback.

Todd clearly has a passion for the school. A passion to learn and grow. As a new superintendent, it is expected there are areas for growth. I feel like they are being addressed and I am confident growth will be seen in those areas.

Areas of growth that I would like to see improved are communication, better understanding of the budget and relation amongst staff.

Superintendent’s Response

Superintendent Evaluation Summary

The superintendent should identify no more than four performance areas on which to focus their growth professionally. Note: Targeting in excess of four performance areas will make it difficult for the individual to address the areas adequately. When his/her performance is at a high-level, sustaining, refining, and replicating the performance is the goal. Follow through will ensure the success of the superintendent and the board.

The Performance Plan should consist of:

- goals (**what** must he/she do to achieve the objective or what is the intended result)
- performance indicators (**how** will the board measure progress and/or success)
- timeline (**when** will progress/success be assessed or completion date)
- signature (once the Performance Plan has been completed and reviewed the board president and superintendent will both sign and date placing a copy in the superintendent’s personnel file and a copy will be retained by the board president)

Note: The Performance Plan should be reviewed and updated throughout the year to assess progress and success. Modifications should only be made if the board/superintendent discuss and agree upon appropriate changes.

(Signature of Superintendent)

(Date)

(Signature of Board President)

(Date)



LEWISTON CONSOLIDATED SCHOOL

SUPERINTENDENT EVALUATION EXECUTIVE SUMMARY

Spring 2026

EXECUTIVE SUMMARY

Both Superintendent Halvorsen and the Board identified **Board-Superintendent Relations** as an area of strength. The Board also identified **Community Relations** and **Mission, Vision, and Goals** as areas of strength, though they were low-scoring standards by Superintendent Halvorsen. The Board noted Superintendent Halvorsen's efforts in the Strategic Plan as well as his presence at district activities and community events. The Board also noted that committee work has increased under Superintendent Halvorsen's leadership. Overall, the Board is pleased with Superintendent Halvorsen's work during his first year.

The Board identified **Educational Leadership, Policy, and Budget Planning and Management** as areas of growth. Specific areas of focus include ensuring policies are followed and implemented effectively, facility management, improvements in budget processes, staff accountability, completion of staff evaluations, and overall communication with all stakeholders. Specific areas related to **Educational Leadership** can be found in the proposed goal below.

Superintendent and Board open-ended comments for each standard can be found in the Superintendent Self-Evaluation and Board Evaluation, respectively.

TOP (3) PRIORITY AREAS OF GROWTH: to be addressed through superintendent goals.

1. Educational Leadership
2. Policy
3. Budget Planning and Management

NASB PROPOSED SUPERINTENDENT GOAL

NASB has identified one superintendent goal for the district to consider based upon the standard **Educational Leadership**. We recommend that the district utilizes the other identified areas of improvement from the evaluation to develop additional superintendent goals going forward.

Superintendent Goal 1: The superintendent ensures resources align and support best practice for instructional standards, as well as implementation of current and applicable curriculum and assessments to support student success and well-being.

- a. Validate that the teacher evaluation is aligned to framework and completed per board policy.
- b. Update board regarding NDE Accreditation compliance annually.
- c. Align resources to support effective instruction and learning.



SUPERINTENDENT EVALUATION COMPARISON ANALYSIS

Scale: 1.00-5.00; 5.00=Strongly Agree; 1.00=Strongly Disagree

The standards of the Nebraska Association of School Boards (NASB) Superintendent Evaluation describe the structures and dynamics of an effective Superintendent. These standards were influenced by decades of educational research and are aligned to the Professional Standards for Educational Leaders (PSEL). The PSEL standards emphasize foundational principles of leadership, reflecting the interdependent relationship between educational leadership and student learning.

STANDARD I: MISSION, VISION, & GOALS

PSEL STANDARD I: Mission, Vision, and Core Values

The Superintendent works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals to ensure a high-quality education and academic success and well-being of each student.

	2026
Average Board Score	4.17
Average Self Score	4.00
Lowest Board Indicator(s)	c. Engages board in long-range discussion and decision-making. (4.0)

STANDARD II: POLICY

PSEL STANDARD IX: Operations and Management

The Superintendent works collaboratively with the board to define, update, and adopt effective and purposeful district policy.

	2026
Average Board Score	3.68
Average Self Score	4.25
Lowest Board Indicator(s)	b. Monitors and ensures policies are followed and implemented effectively. (3.3)

STANDARD III: COMMUNITY RELATIONS

PSEL STANDARD VIII: Meaningful Engagement of Families and Community

The Superintendent establishes and sustains effective communication to inform and engage the board, parents, students, staff, local and state government officials, community members, and business leaders.

	2026
Average Board Score	4.20 – Highest Standard
Average Self Score	4.00
Lowest Board Indicator(s)	N/A – All indicators scored 4.2.

STANDARD IV: BUDGET PLANNING & MANAGEMENT

PSEL STANDARD IX: Operations and Management

The Superintendent provides organizational leadership district-wide to ensure fiscal responsibility and management by allocating, using, and investing district resources to support effective instruction and improved student learning.

	2026
Average Board Score	3.76
Average Self Score	3.60 – Lowest Standard
Lowest Board Indicator(s)	N/A – Indicators b, c, d, and e all scored 3.7.

STANDARD V: EDUCATIONAL LEADERSHIP

PSEL STANDARD IV: Curriculum, Instruction, and Assessment

The Superintendent provides educational leadership ensuring resources align and support best practice for instructional standards, as well as implementation of current/applicable curriculum and assessments to support student success and well-being.

	2026
Average Board Score	3.47 – Lowest Standard
Average Self Score	4.50
Lowest Board Indicator(s)	e. Validates teacher evaluation is aligned to framework and completed per board policy. (2.3)

STANDARD VI: BOARD-SUPERINTENDENT RELATIONS

PSEL STANDARD II: Ethics and Professional Norms

The Superintendent collaborates with the board to define district expectations, policies, and goals to support instruction and student learning.

	2026
Average Board Score	4.03
Average Self Score	5.00 – Highest Standard
Lowest Board Indicator(s)	b. Provides timely and accurate information to the board to support informed decision-making. (3.7)

IMPORTANT INSTRUCTIONS

The superintendent evaluation is a personnel document; therefore, it is not subject to a public record request. This protects the document if it is brought to the board table during the board meeting.

At the conclusion of the evaluation discussion, the board may:

- Review the superintendent evaluation summary, in open session
- Return their individual copy of the evaluation and the executive summary to the Board President for appropriate and secure disposal.
- The Superintendent and Board President will sign, and date one copy and that official copy will be placed in the superintendent's personnel file. A copy of the board summary resides on a secure server at the Association and is always available to the board if needed.
- It is recommended that the board adopt a timeline and develop goals to address the improvement and growth of the superintendent's performance in the identified areas as set forth in the evaluation summary.

Please note: If the board would value additional support from the NASB Board Leadership Department to facilitate the development of goals, a board retreat will be scheduled. A board retreat fee will be assessed plus reasonable travel expenses.

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