August Regular Meeting
Monday, August 8, 2022 7:00 PM
Plattsmouth Administration Center

1. Call Meeting to Order-Acknowledge Open Meetings Law and Public Notice. Notice of the meeting was published in the August 4, 2022 Plattsmouth Journal and posted in the display case outside the administration center, at the Plattsmouth location of the U.S. Postal Service, and on the district website at www.pcsd.org.

2. Roll Call: Barr, Fuller, Glup, Harvey, Muller, Siemonsma, Tesarek-Parsons, Wehrbein, Winters

    2.1. Motion to approve absences

3. Public Forum: Reception of Delegates-A time limit of three minutes will be set for individual speakers on a given topic. A total time limit of thirty minutes will be set for all speakers on a given topic, with an effort to provide equal time for pros, cons, and neutral opinions.

4. Special Recognition: Evan Miller signed a letter of intent to continue his academic and baseball career at Ellsworth Community College in Iowa Falls, IA.

5. Consent Agenda

    5.1. Agenda

    5.2. Minutes of the July 11, 2022 meeting

    5.3. Treasurer's Report

    5.4. Review of the Control Budget

    5.5. Claim and transfers in the amount of $499,702.00

6. Administrative Reports

    6.1. Superintendent's Report

    6.2. High School Principal's Report

    6.3. Middle School Principal's Report

    6.4. Elementary Principal's Report

6.5. Early Childhood Report

6.6. Special Education Report

7. Action Items

7.1. Discuss, consider, and take all action to approve the final reading of 1100 Community Use of School Facilities, Equipment, and Supplies, as well as 1100A and 1100B.

7.2. Discuss, consider, and take all action to approve the first reading of 1130 PCS Fitness Center.

7.3. Discuss, consider, and take all action to approve the first reading of Policy 4112 Tuition Reimbursement.

7.4. Discuss, consider, and take all action to approve the first reading of 4113 Sick Leave Incentive Program.

7.5. Discuss, consider, and take all action to approve the final reading of school district annual policy updates from the Perry Law Firm.

7.6. Discuss, consider, and take all action to approve the 2022-2023 Student/Parent Handbooks and Staff Handbooks.

7.7. Discuss, consider, and take all action authorizing the superintendent to sell/dispose of various items from the high school and elementary school.

7.8. Discuss, consider, and take all action to approve a transportation addendum presented by Dean Carroll from First Student with a 7.3% increase for the 2022-2023 contract year.

7.9. Discuss, consider, and take all action to approve an exception to Policy 5006 Option Enrollment and allow Isaac N. Schaaf (Kind.) to option into PCS.

7.10. Discuss, consider, and take all action to approve an exception to Policy 5006 and allow Raylee Salinas to option into PCS.

7.11. Discuss, consider, and take all action to approve an exception to Policy 5006 and allow Donald G. Leonhardt (11th) to option into PCS.

7.12. Discuss, consider, and take all action to excuse the absences of Board of Education member Nolan Siemonsma due to a 16-week certified police officer training course at the Nebraska Law Enforcement Center in Grand Island, NE from Aug. 28 to Dec., 9, 2022 that will result in him not being physically present (virtual presence will be available without the right to vote) at the Board of Education

meetings on Sept. 12, Oct. 10, and Nov. 14.

7.13. Discuss, consider, and take all action to approve Application and Certification of Payment #17 for Lund Ross Constructors in the amount of $126,000 with a remaining balance to be paid of $167,247.33.

8. Announcements

8.1. Nebraska Association of Schools Boards (NASB) Area Membership Meeting - Sept. 1 in La Vista

8.2. Next meeting: Monday, September 12, 2022 6:30 PM Workshop 7 PM Regular Meeting

9. ADJOURNMENT. Time_____

July Regular Meeting
Monday, July 11, 2022 7:00 PM
Plattsmouth Administration Center
1912 Old Highway 34
Plattsmouth, NE 68048

Subject to approval at the next regularly scheduled Board

1. Call Meeting to Order-Acknowledge Open Meetings Law and Public Notice. Notice of the meeting was published in the July 7, 2022 Plattsmouth Journal and posted in the display case outside the administration center, at the Plattsmouth location of the U.S. Postal Service, and on the district website at www.pcsd.org.

The meeting was called to order by the President at 7:00 p.m.

2. Roll Call: Barr, Fuller, Glup, Harvey, Muller, Siemonsma, Tesarek-Parsons, Wehrbein, Winters

Barr and Glup were absent. All other Board members were present.

2.1. Motion to excuse absences

Motion to approve the absences of Barr and Glup **passed 7-0** with a motion by Tesarek-Parsons and a second by Siemonsma.

DRAFT

3. Public Forum: Reception of Delegates-A time limit of three minutes will be set for individual speakers on a given topic. A total time limit of thirty minutes will be set for all speakers on a given topic, with an effort to provide equal time for pros, cons, and neutral opinions.

Ted Wehrbein and Bill Rishel, Optimist Club, addressed the board relative to facilities usage.

4. Consent Agenda

Motion passed 7-0 with a motion by Winters and a second by Harvey.

4.1. Agenda
4.2. Minutes of the June 13, 2022 meeting
4.3. Treasurer's Report
4.4. Review of the Control Budget
4.5. Claim and transfers in the amount of $439,272.69
5. Administrative Reports
5.1. High School Principal's Report
5.2. Middle School Principal's Report
5.3. Elementary Principal's Report

5.4. Early Childhood Report
5.5. Instructional Services Report
5.6. Special Education Report

6. Action Items

6.1. Discuss, consider, and take all action to approve the second reading of 1100 Community Use of School Facilities, Equipment, and Supplies as well as 1100A and 1100B.

Motion passed 7-0 with a motion by Winters and a second by Fuller.

6.2. Discuss, consider, and take all action to approve the final reading of Policy Series 9000 By-laws of the Board (Committee on American Civics)

Motion passed 7-0 with a motion by Siemonsma and a second by Harvey.

6.3. Discuss, consider, and take all action to approve the second reading of school district annual policy updates from the Perry Law Firm.

Motion passed 7-0 with a motion by Winters and a second by Wehrbein.

DRAFT

6.4. Discuss, consider, and take all action to approve a pay app for Lund Ross in the amount of $_____.

No action was taken.

6.5. Discuss, consider, and take all action to approve an exception to Policy 5006 Option Enrollment for Sophia R. Srivichai (5th grade) to option into PCS for the 2022-2023 school year.

Motion passed 7-0 with a motion by Winters and a second by Siemonsma.

7. Announcements

7.1. Next meeting: Monday, Aug. 8, 2022 6:30 PM Workshop 7 PM Regular Meeting

8. ADJOURNMENT

Motion to adjourn at 7:24 PM **Passed 7-0** with a motion by Siemonsma and a second by Fuller.

_____
Chairperson

_____
Superintendent

Robert E. Wiley Scholarship Update

July 29, 2022

BEG. VALUE 6-25-22	$ 1,135,153.78
PLUS: INTEREST & DIVIDENDS	$ 2,162.49
PLUS: CHANGE IN VALUE	$ 42,564.90
LESS: 3 SCHOLARSHIPS PAID	$ 11,700
LESS: FEES & CHARGES	$ 897.73
ENDING VALUE 7-29-22	$ 1,167,283.44

1. For the month the account made $43,829.66, after expenses, or 3.86%.
2. Year to date, the account is down 11.17%, after expenses. In perspective the S & P 500 is down 12.67% and the Nasdaq is down 20.5%.
3. Currently at 50% equities
4. The withdrawals were used as an opportunity to rebalance the account.
5. See the attached quarterly update and outlook.

CASS COUNTY SCHOOL DISTRICT #1
1912 OLD HIGHWAY 34
PLATTSMOUTH NE 68048-5676

Long-term investing: 4 tips for staying on course

It can be difficult to stay the course during periods of market volatility. Follow these four tips to help stay on course: Review your portfolio regularly. Diversify your portfolio.* Avoid owning too much of a single investment. And finally, stay invested. Schedule time today with your financial advisor to discuss your long-term financial strategy.
*Diversification does not guarantee a profit or protect against loss in declining markets.

The new retirement

Retirement may be a new chapter in your life, and it seems expectations for this phase of life are shifting. To better understand your hopes, dreams and concerns in retirement, Edward Jones partnered with Age Wave, a thought leader on aging and longevity, on a series of studies. Visit edwardjones.com/newretirement to learn more.

Portfolio Summary

Total Portfolio Value

$1,210,380.51

1 Month Ago	$1,177,158.53
1 Year Ago	$1,385,730.22
3 Years Ago	$1,220,053.27
5 Years Ago	$1,221,765.72

Overview of Accounts

Accounts	Account Holder	Account Number	Value 1 Year Ago	Current Value
Association Account Select	Cass County School District #1	693-12504-1-6	$160.21	$0.01
Association Account Select	Cass County School District #1	693-12506-1-4	$45,496.81	$43,097.06
Association Account Advisory Solutions Fund Model	Cass County School District #1	693-19740-1-5	$1,340,073.20	$1,167,283.44
Total Accounts			**$1,385,730.22**	**$1,210,380.51**

Although account information is provided on this page, it does not guarantee an actual statement was produced. Refer to your account statement for the exact registration and more specific details regarding each account.

Important disclosures; such as Statement of Financial Condition, Conditions that Govern Your Account, Account Safety, Errors, Complaints, Withholding, Free Credit Balance, Fair Market Value or Terminology; relating to your account(s) are available on the last page of this package or at www.edwardjones.com/statementdisclosures.

Cass County School District #1

Rule No. 2: Understand risk

Every investor is unique. But we believe certain rules hold true for any investing strategy. Rule No. 2? Understand risk. Your comfort with risk, investing time horizon and long-term goals all combine to determine the role of risk in your portfolio. For all 10 of our Rules of the Road, visit edwardjones.com/rules.

Association - Advisory Solutions Fund Model

Portfolio Objective - Account: Balanced Growth and Income

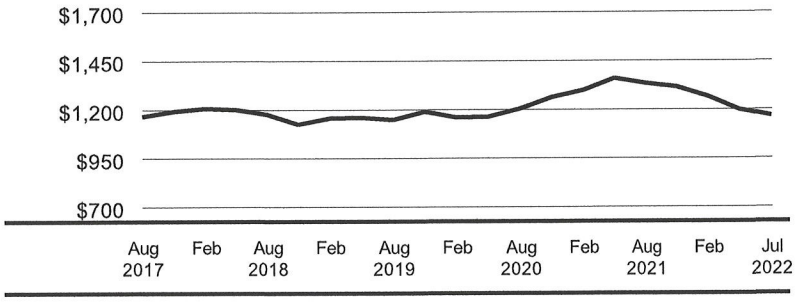
For more information about the Advisory Solutions program go to www.edwardjones.com/advisorybrochures.

Account Value

$1,167,283.44

1 Month Ago	$1,135,153.78
1 Year Ago	$1,340,073.20
3 Years Ago	$1,182,684.69
5 Years Ago	$1,187,934.85

Value of Your Account (in 000s)



Value Summary

	This Period	This Year
Beginning Value	$1,135,153.78	$1,335,333.87
Assets Added to Account	0.00	0.00
Assets Withdrawn from Account	-11,700.00	-19,500.00
Fees and Charges	-897.73	-6,811.10
Change In Value	44,727.39	-141,739.33
Ending Value	**$1,167,283.44**	

For more information regarding the Value Summary section, please visit www.edwardjones.com/mystatementguide .

Rate of Return

Your Personal Rate of Return for Assets Held at Edward Jones	This Quarter	Year to Date	Last 12 Months	3 Years Annualized	5 Years Annualized
	5.17%	-11.17%	-10.02%	4.08%	4.38%
Performance Benchmarks					

Summary of Assets (as of July 29, 2022)

	Value as of 07/29	Value as of 06/25	Dollar Change	% of Total Value
Assets Held at Edward Jones				
Cash, Insured Bank Deposit & Money Market funds	0.59	858.70	-858.11	0.0%
Exchange traded and closed end funds	1,073,072.86	1,041,064.67	32,008.19	91.93
Mutual funds	94,209.99	93,230.41	979.58	8.07
Total at Edward Jones	**$1,167,283.44**	**$1,135,153.78**	**$32,129.66**	**100%**
Account Value	**$1,167,283.44**	**$1,135,153.78**	**$32,129.66**	

Summary of Income

	This Period			This Year		
Income distributions from securities	**Taxable**	**Tax-free**	**Total**	**Taxable**	**Tax-free**	**Total**
Money market dividends	$0.14		$0.14	$0.44		$0.44
Dividends						
Qualified (Q)*	886.80		886.80	5,764.47		5,764.47
Partially Qualified (P)*				240.45		240.45
Nonqualified (N)**	1,275.55		1,275.55	7,335.16		7,335.16
Capital gain distributions				154.83		154.83
Total	**$2,162.49**		**$2,162.49**	**$13,495.35**		**$13,495.35**

Other distributions or charges	**This Period**	**This Year**
Income reported in prior year		$667.25
Total		**$667.25**

*Reduced Tax Eligible
**Taxable

Note: Your year-end tax documents (eg. Form 1099) will provide specific classifications of your income distributions. Qualified (Q) dividends may be taxed at reduced rates. Nonqualified (N) dividends may be taxed at ordinary rates. A portion of your Partially Qualified (P) dividends may also be taxed at reduced rates. Edward Jones, its employees and financial advisors cannot provide tax or legal advice. You should review your specific situation with your tax or legal professionals.

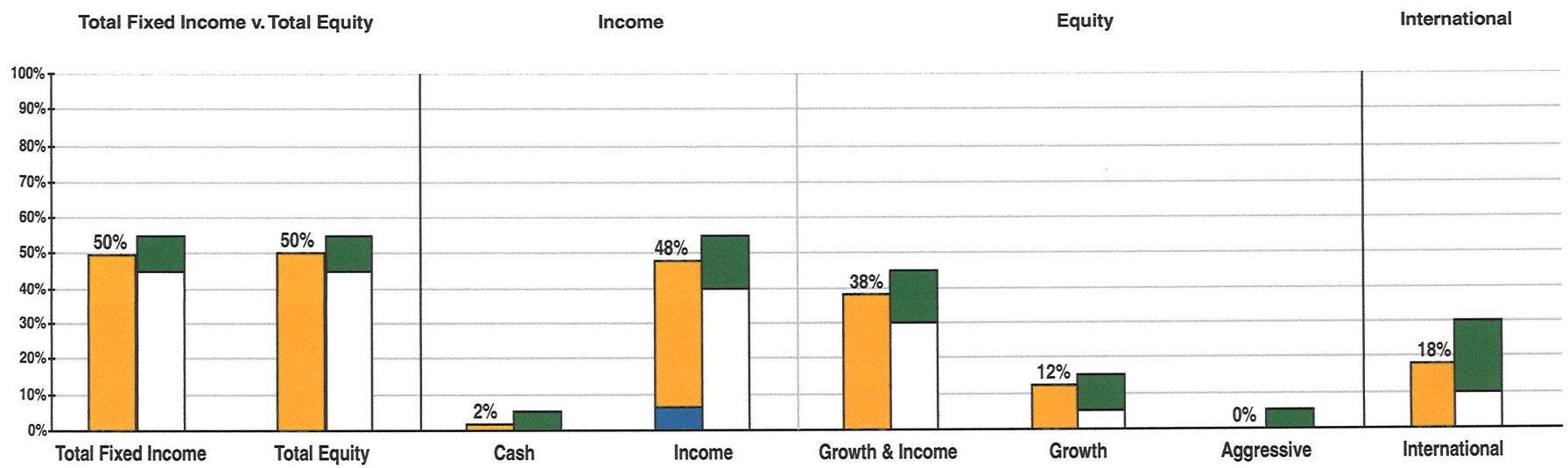
Diversification by Investment Category

Portfolio Objective: Balanced Growth And Income

Michael A Schuldt
Financial Advisor

Prepared for: Wiley Scholarship Fund
Account Number: 693–19740

July 30, 2022



Investment Category	Value	Actual	Suggested Range	Recommended Target
Fixed Income				
Cash	$22,911	1.96%	0–5%	Middle
Income	$558,493	47.85%	40–55%	Middle
Total Fixed Income	$581,404	49.81%	45–55%	Middle
Equity				
Growth and Income	$444,156	38.05%	30–45%	Middle
Growth	$141,723	12.14%	5–15%	Low
Aggressive	$0	0.00%	0–5%	High
Total Equity	$585,880	50.19%	45–55%	Middle
Portfolio Total	**$1,167,283**			
International	$212,091	18.17%	10–30%	Middle
Aggressive Income (included in Income)	$71,300	6.11%	0–15%	Middle

The Suggested Range reflects the Edward Jones Investment Policy Committee's recommended weightings for each investment category based on your Portfolio Objective. To take advantage of timely market opportunities and risks, we also recommend specific Targets within those Suggested Ranges.

Performance Summary

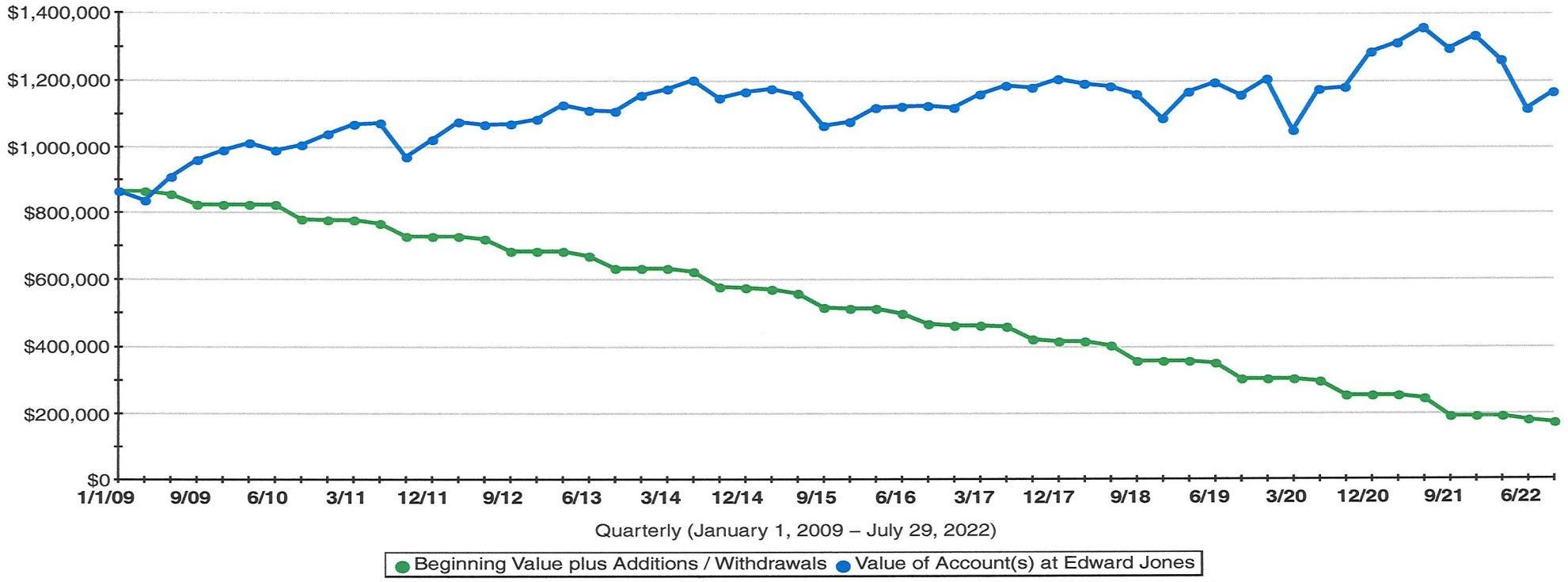
Portfolio Objective: Balanced Growth & Income

Michael A Schuldt
Financial Advisor

Prepared for: WILEY SCHOLARSHIP FUND – COMBINED ACCTS
Saving for SCHOLARSHIPS

July 30, 2022

This summary details the value of your account(s) at Edward Jones. It excludes information about assets held by a vendor outside of Edward Jones.

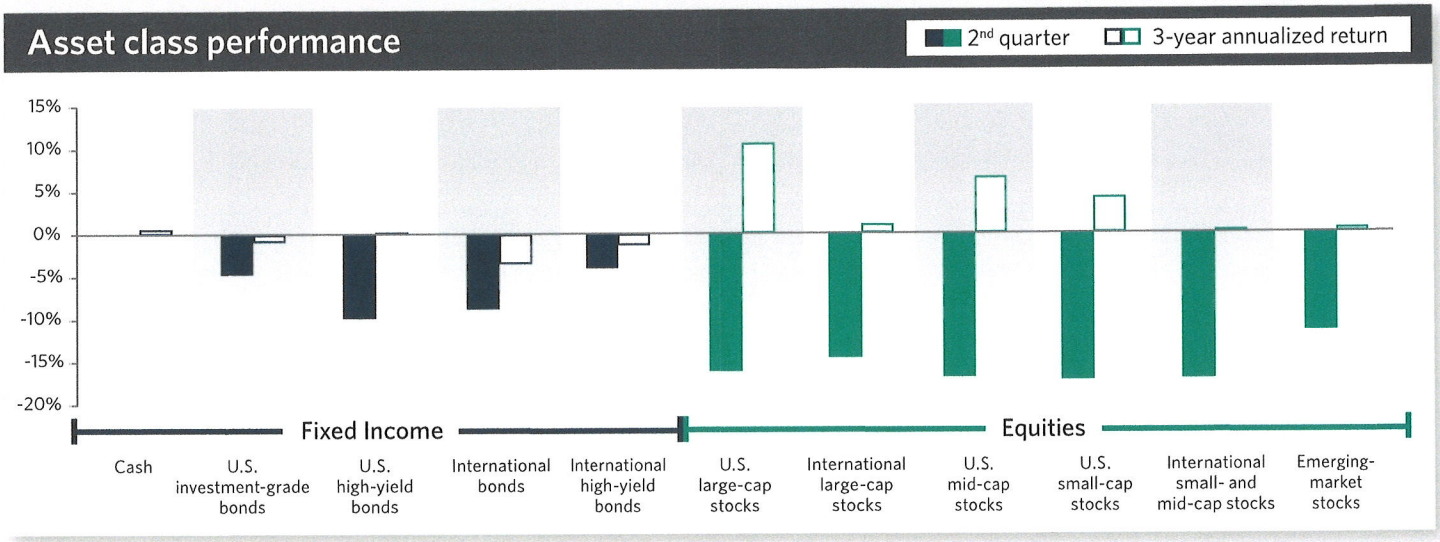


Value of Account(s) at Edward Jones	2019	2020	2021	2022	Since 01–Jan–2009
Beginning Value	$1,089,153.70	$1,207,286.46	$1,286,910.79	$1,335,333.57	$864,350.66
Amount Added / Withdrawn	($54,100.00)	($49,000.00)	($63,000.00)	($19,500.00)	($692,080.93)
Return in $	$172,232.75	$128,624.33	$111,422.78	($148,550.13)	$995,013.72
Ending Value	**$1,207,286.46**	**$1,286,910.79**	**$1,335,333.57**	**$1,167,283.45**	**$1,167,283.45**
					Annualized Return
Your Personal Rate of Return as of Jul 29, 2022	16.15%	10.85%	8.86%	–11.17%	7.56%

Please refer to "Putting Your Performance into Perspective" for Important Information.

Quarterly market outlook: **Third quarter 2022**

Asset class performance



Source: Morningstar Direct, 6/30/2022. Cash represented by the Bloomberg US Treasury Bellwethers 3-Month index. U.S. investment-grade bonds represented by the Bloomberg US Aggregate index. U.S. high-yield bonds represented by the Bloomberg US HY 2% Issuer cap index. International bonds represented by the Bloomberg Global Aggregate Ex USD hedged index. International high-yield bonds represented by the Bloomberg Emerging Market USD Aggregate Index. U.S. large-cap stocks represented by the S&P 500 Index. Developed international large-cap stocks represented by the MSCI EAFE index. U.S. mid-cap stocks represented by the Russell Mid-cap index. U.S. small-cap stocks represented by the Russell 2000 Index. International small- and mid-cap stocks represented by the MSCI EAFE SMID index. Emerging markets represented by the MSCI EM index.

Past performance does not guarantee future results. An index is unmanaged and is not available for direct investment.

2nd quarter in review

For Q2, all asset class returns in our framework, excluding cash, were negative. International and domestic small-cap stocks were the worst performers amid equity market volatility, while fixed-income asset classes had relatively stronger performance than equities. International and domestic investment-grade bonds performed the strongest among fixed income, while widening credit spreads were a drag to high-yield investments.

Softening global growth — Tighter monetary policy and tight energy supply weighed on the global growth outlook. Central banks are rapidly raising interest rates and shrinking balance sheets globally in an effort to tame persistently high inflation. A variety of reasons — including slow-to-return manufacturing capacity in China, tight oil supply with increased demand, and supply chain kinks that have led to slowdowns and shortages of goods — are triggering these price increases.

Heightened volatility — Equity markets closed out their worst first half of the year since 1970 amid heightened levels of volatility, with defensive sectors such as health care, utilities and consumer staples posting the strongest returns outside of energy. We see this as a sign that investors are increasingly worried about corporate profit growth. Small- and mid-cap stocks performed the worst, but they tend to have less pricing power in inflationary environments and perform worse than large caps during economic downturns.

Negative bond returns as yields rise — Bond returns were negative again in Q2, following negative returns in Q1. Rates have been rising at a fast clip as investors price in higher Federal Reserve interest rates. For fixed-income investors, the good news is that rates may have already peaked near the 3.5% mark and have slowly receded to around 3%.

▶ *Action for investors*

Bear markets can trigger emotional responses and knee-jerk reactions from investors. But if your goals haven't changed, neither should your strategy for reaching them. We recommend staying true to your long-term financial strategy developed with the help of your financial advisor.

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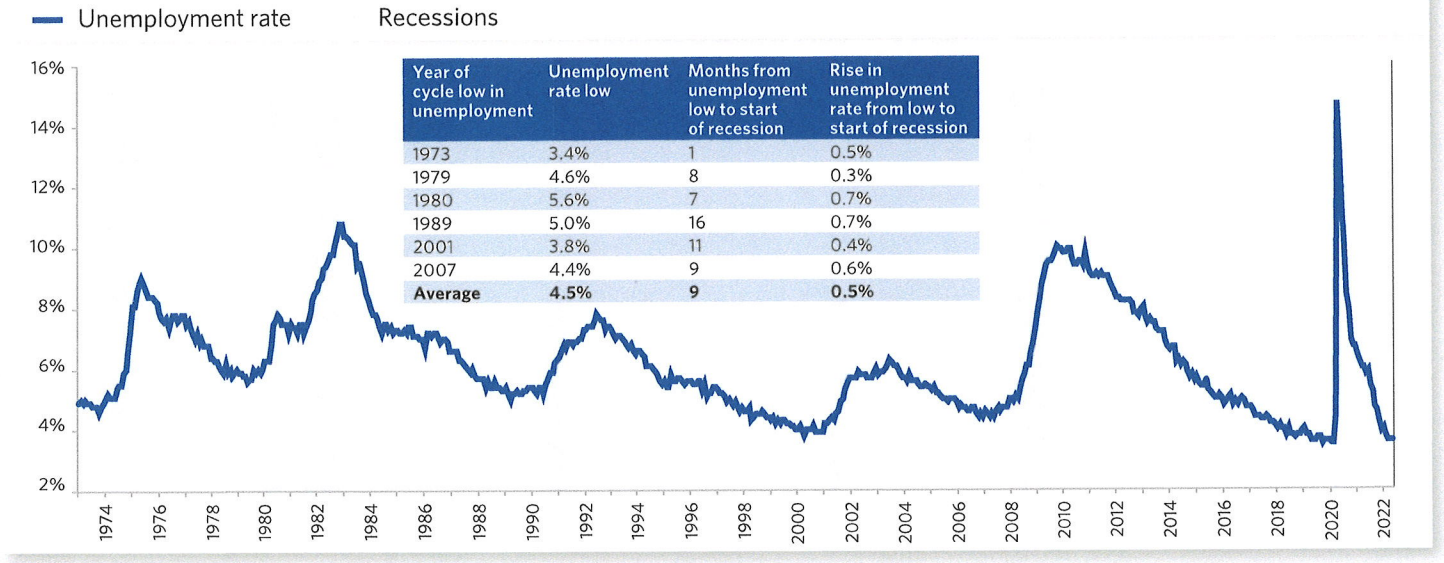
Recessions begin with a rise in unemployment



Year of cycle low in unemployment	Unemployment rate low	Months from unemployment low to start of recession	Rise in unemployment rate from low to start of recession
1973	3.4%	1	0.5%
1979	4.6%	8	0.3%
1980	5.6%	7	0.7%
1989	5.0%	16	0.7%
2001	3.8%	11	0.4%
2007	4.4%	9	0.6%
Average	**4.5%**	**9**	**0.5%**

Source: FactSet, Edward Jones.

Economic outlook

In response to stubbornly high inflation, central banks are hiking rates aggressively. At the same time, several economic indicators are pointing to a slowdown. While economic risks are increasing, solid household finances and strong job growth can help offset this. For the Federal Reserve to achieve a soft landing, we are looking for signs that inflation is slowing faster than economic activity.

Slower growth ahead — Consumer spending, the primary driver of the U.S. economy, has grown at solid pace, supported by pent-up demand, a tight labor market and pandemic-era savings. As we move into the second half of the year and 2023, demand will likely slow as consumers and businesses react to the sharp rise in borrowing costs. Interest rate-sensitive sectors, such as housing, are usually the first to slow. But the impact of Fed policy tightening on the broader economy is usually slower, which is why we expect GDP growth to fall below 2% this year and next.

Labor market not suggesting an imminent recession — While the economy is losing its momentum, the labor market still appears strong. Job openings are abundant, and the unemployment rate remains near historic lows. Historically, the unemployment rate rises by 0.5%, on average, ahead of recessions. The recent uptick in jobless claims signals that the pace of job gains will slow in the second half, but we think employment conditions will support household incomes for the rest of the year.

Inflation and Fed policy in the driver's seat — Inflation has broadened and proved stickier, which we believe means the Fed will keep its foot firmly on the brakes. While a lot of the factors driving inflation are outside central banks' control, tighter financial conditions will impact demand, economic activity and, eventually, inflation. For the Fed to move more gradually going forward, we feel commodity prices and wage growth will need to soften.

▶ *Action for investors*

We recommend reviewing your portfolio to ensure your equity-bond mix still reflects your risk tolerance. The risks to the economy have increased, but because equity valuations have adjusted lower and bond yields higher, we believe an allocation in the middle of the equity/fixed-income range is appropriate.

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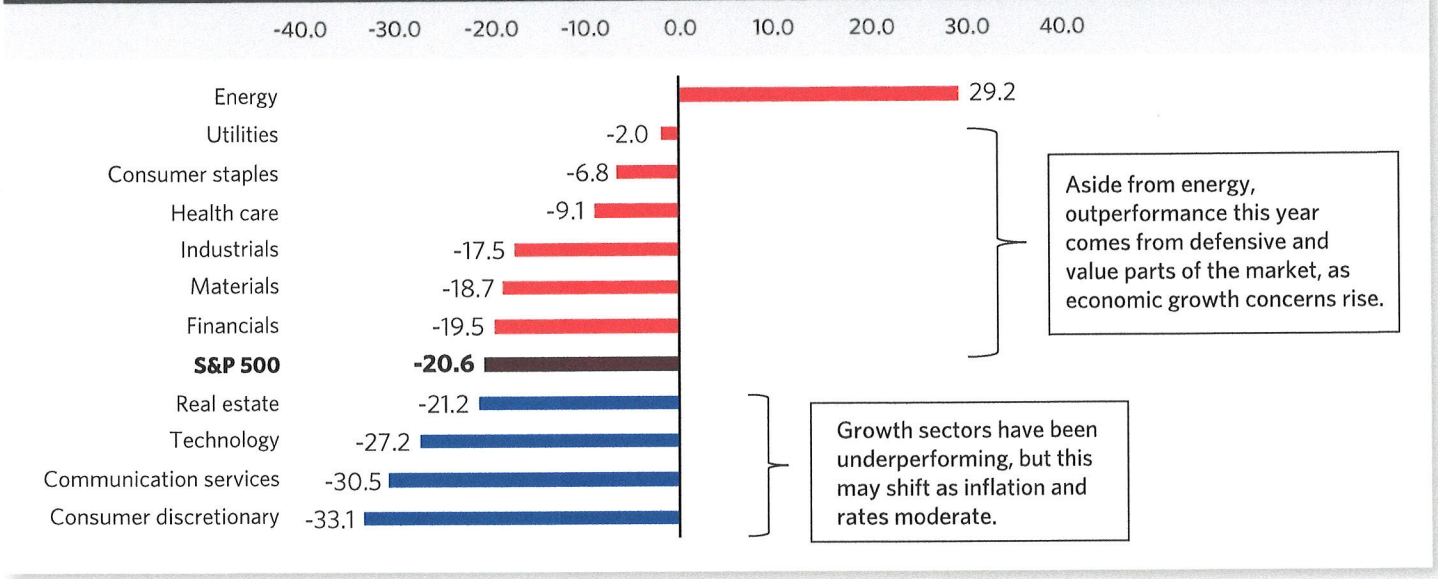
S&P 500 index sector returns so far this year (%)



Source: FactSet, Edward Jones, 6/30/2022. Past performance is not a guarantee of future results.

Equity outlook

In Q2, the S&P 500 fell into bear market territory, down as much as 23% for the year before rebounding to around -20% year-to-date. Markets broadly seemed to reflect growing concerns of an economic slowdown or potential U.S. recession, as defensive sectors of the market (such as health care, consumer staples and utilities) held up relatively well. Overall, while downturns are never comfortable, they can offer long-term investors an opportunity diversify, rebalance and ultimately add quality investments at better prices.

What could drive a market rebound? In our view, for markets to mount a sustainable rebound, we would need to see headline and core inflation move consistently lower. This would give the Federal Reserve room to tighten more gradually or even pause rate hikes, which would support market sentiment. In our view, this market recovery will likely take on more of a gradual "U-shape" than the more recent and quicker "V-shape" rebounds in equity markets. Nonetheless, we anticipate inflation will moderate by year-end, driven by slowing year-over-year growth and better supply and demand dynamics overall.

Watch for earnings downgrades ahead — In this market downturn, we have already seen equity valuations come down meaningfully. For example, the S&P 500 index's forward valuation of around 17x is 25% lower than where it started the year. But we have not yet seen adjustments to corporate earnings forecasts, which still call for 10% and 9.5% growth in 2022 and 2023. We expect to see downgrades to earnings growth in the months ahead, particularly for 2023 figures, as the impact of aggressive Fed rate hikes tightens financial conditions and slows consumption broadly. While earnings downgrades may be part of a bottoming process, historically, markets can rebound even as earnings growth slows.

▶ *Action for investors*

We continue to favor more defensive positioning, for now. We prefer quality large-cap equities over small caps, with a tilt toward the value parts of the market. Sectors such as health care, consumer staples and industrials may perform better in this environment. Longer term, if inflation moderates, growth parts of the market may come back into favor as well.

Investing in equities involves risks. The value of your shares will fluctuate, and you may lose principal.

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Fed policy rate peaks precede or coincide with peaks in 10-year Treasury yields

Source: FactSet, Edward Jones.

Fixed-income outlook

After two years of ultra-low interest rates, an abrupt shift to tighter monetary policy triggered market shock waves. With the 10-year Treasury yield roughly doubling in the first half of the year, bonds posted their worst start to a year since at least 1973, failing to provide much-needed portfolio protection. The upside is that yields are now more attractive, suggesting improved future returns and the potential to put some cash to work.

Rates have reset higher — With the 2- and 10-year government bond yields at nearly 3.5% and the federal funds rate at 1.75%, the bond market has already priced in an aggressive rate-hiking cycle. We think the bulk of the adjustment has already happened, and the downward pressure on bond prices will likely ease in the second half of the year. A 10-year yield around 3.5% aligns with market expectations and the Fed's projection of what the peak policy rate could be. As this chart shows, long-term government bond yields have converged near the peak of the federal funds rate for the cycle. We see an opportunity to gradually increase bond maturities, which would mean more interest rate risk, or reduce shorter-duration bonds to prepare for a potential peak in yields ahead.

Positioning for slowing growth — Amid geopolitical risks and recession anxiety, we think bonds can once again show their value by helping buffer against ongoing equity market volatility. But as the economy slows and borrowing costs rise, the credit environment becomes more difficult, which is why we recommend a focus on quality. As the economic expansion moves toward the late stage of the cycle, lower-quality fixed-income asset classes become less likely to outperform their higher-quality counterparts. U.S. investment-grade bonds strike the right balance, in our view, offering valuable income and diversification benefits within a balanced portfolio.

▶ *Action for investors*

We recommend overweighting U.S. investment-grade bonds, offset by underweighting international investment-grade bonds. Based on our view of the business cycle, we recommend a neutral exposure in high-yield bonds, whose issuers tend to be of lower credit quality.

Before investing in bonds, you should understand the risks involved, including credit risk and market risk. Bond investments are also subject to interest rate risk such that when interest rates rise, the prices of bonds can decrease, and the investor can lose principal value if the investment is sold prior to maturity.

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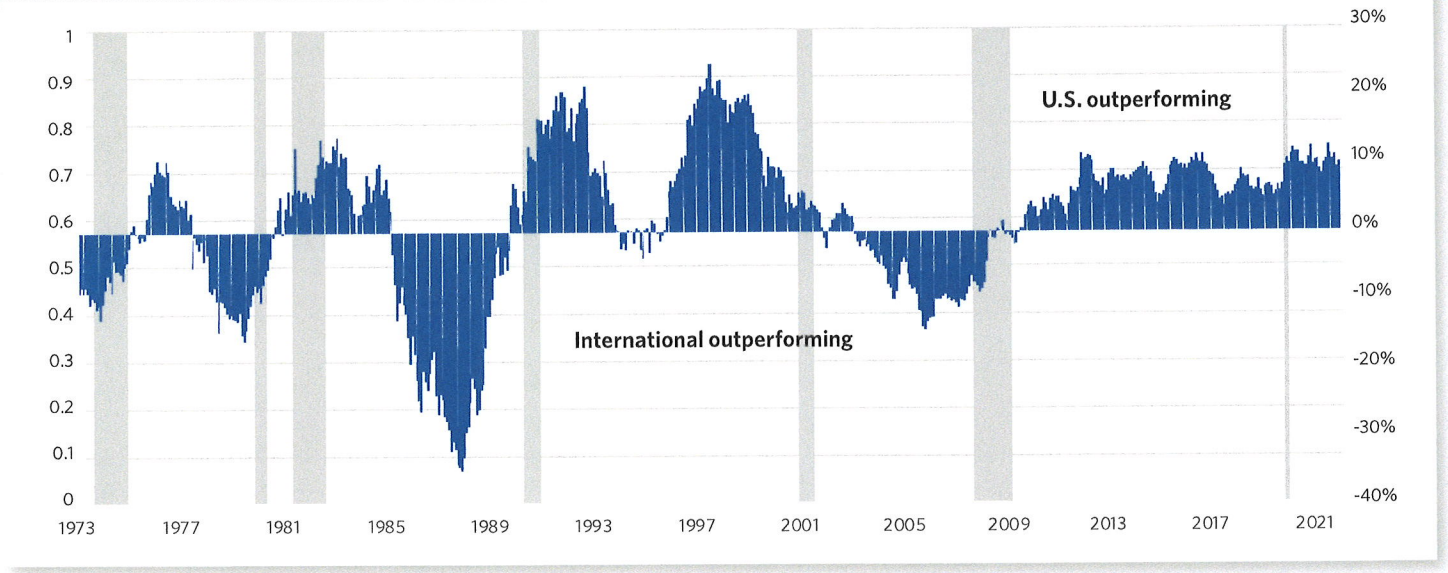
U.S. vs. international: Rolling 5-year returns



Source: Morningstar, S&P 500, MSCI EAFE NR. The S&P 500 index and the MSCI index are unmanaged and cannot be invested indirectly. Past performance does not guarantee future results.

International outlook

High inflation and more restrictive monetary policies will likely drive a slowdown in global economic growth into 2023. International equities have largely performed in line with U.S. stocks this year, suggesting these risks may already be reflected in global markets.

Foreign central bank tightening, geopolitical disruptions are headwinds — High inflation around the developed world has prompted global central banks to raise rates aggressively. International markets will likely take longer to return to pre-pandemic conditions given the greater impact of high energy prices in Europe, a more abrupt unwinding of monetary stimulus, and the reorientation of global trade and supply chains. Developed-market services spending has yet to return to pre-pandemic levels. With goods spending on a downward trend, this offers a source of future growth.

Markets are pricing in economic risks — European government bond yields have surged and equities have pulled back, indicating markets are braced for more restrictive monetary policy and weaker economic growth. The European Central Bank's tightening campaign will likely continue to weigh on global developed-market stock and bond returns, but there are conditions working in international investments' favor. The nearly 20% pullback in international large-cap stocks already reflects a higher likelihood of recession in Europe. Global earnings are still on the rise, although we anticipate slower growth ahead, and market valuations have fallen near the lows seen during the 2020 pandemic selloff.

Emerging markets may have a catalyst — Emerging-market equities have been under pressure, but recent manufacturing readings show factory activity is picking up markedly in China. We believe this, along with a more stimulative policy backdrop, can support more positive emerging-market equity returns moving forward.

▶ *Action for investors*

We favor international equities over bonds. We recommend an overweight position in emerging-market equities versus a neutral allocation to developed-market large caps. We continue to recommend underweight positions in international bonds and small caps.

Special risks are inherent to international and emerging-market investing, including those related to currency fluctuations and foreign political and economic events.

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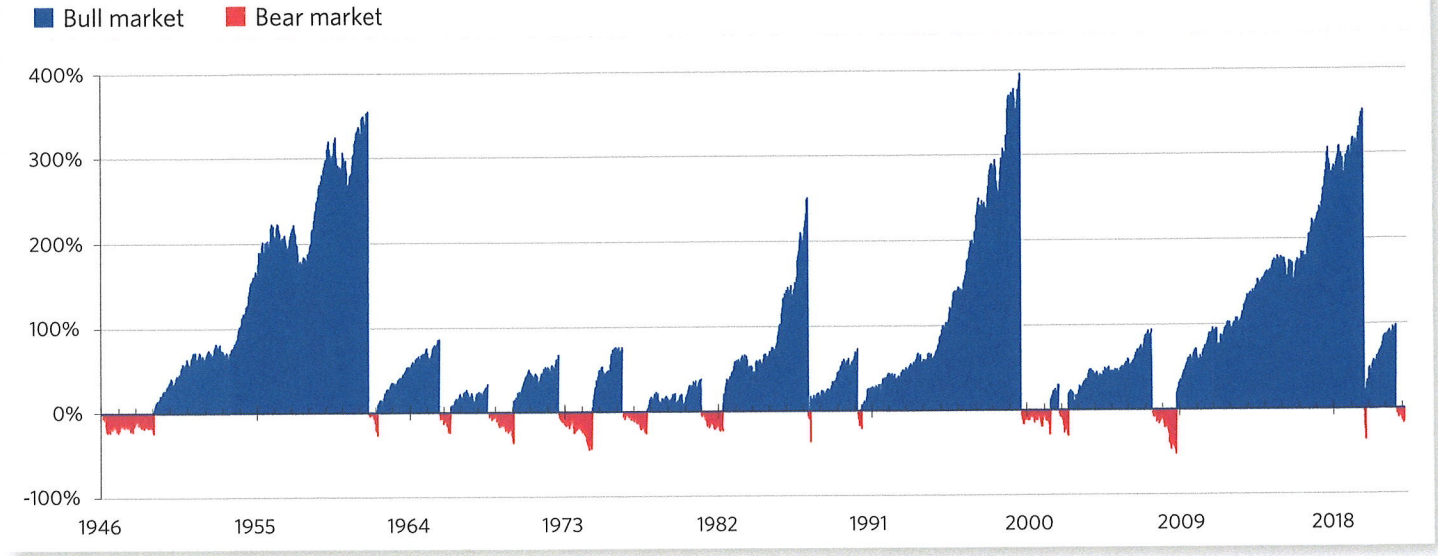
While bear markets average -34% returns, bull market returns have been close to 167%



Source: Edward Jones calculations, Bloomberg, Dow Jones Industrial Average; as of 12/31/2020. Past performance is not a guarantee of future results. Indexes are unmanaged and not reflective of an actual investment.

4 key questions about bear markets

In Q2, the S&P 500 index fell into bear market territory, defined as a 20% or greater drop in value. Below are the questions we hear most often about bear markets.

1. **How often do bear markets occur?** A bear market occurs on average once every four to five years. Bear markets tend to appear around an economic downturn — since 1950, nearly 70% have coincided with an economic recession. This year, markets are likely looking toward the Federal Reserve's aggressive tightening cycle as a potential driver of slower growth ahead.
2. **What does a typical bear market look like?** On average, bear markets last about 13 months and fall about -34%. But those that are not associated with deep or prolonged economic downturns look somewhat different: They tend to last about nine months and fall about -28%. While the average bear market requires nearly 23 months to recover its losses, the recovery time for bear markets during shallower downturns is about 10 months.
3. **Does a bear market mean we're heading into a recession?** While a recession is not a given, the probabilities are increasing. A possible silver lining is that we don't yet see the scope for a prolonged or deep recession. 2022 began with a resilient consumer and a healthy corporate sector, and these will provide some cushion against a softening economic backdrop. And with equity markets already down close to 20% this year, some of these growth concerns may be reflected in markets already.
4. **What happens after bear markets?** While bear markets can spark volatility and investor anxiety, the good news is they tend to be followed by bull markets. Since 1950, the average bear market return has been -34%, but the average bull market return has been around 167% and has lasted around 3.8 years.* Over time, innovation and economic productivity tend to lead earnings and markets higher.

▶ *Action for investors*

In our view, it's better to spend time in the market than trying to time the market. Bear markets can be challenging but ultimately may offer a chance to diversify, rebalance and, over time, add quality investments to portfolios at better prices.

*Past performance is not a guarantee of how the markets will perform in the future.

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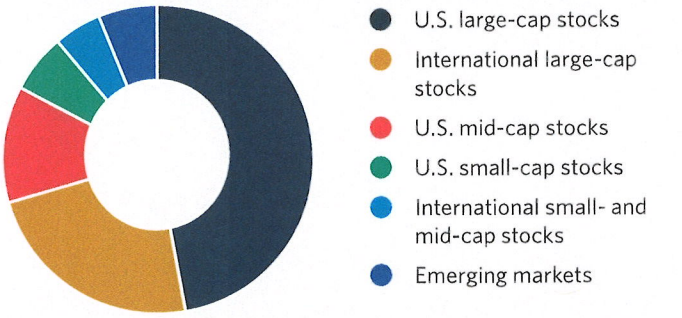
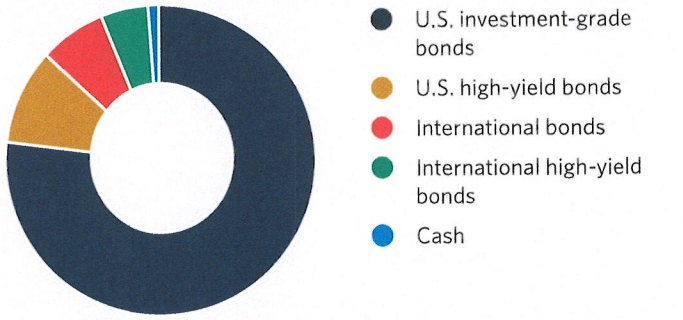
Strategic asset allocation guidance

Our **strategic asset allocation** represents our view of balanced diversification for the fixed-income and equity portions of a well-diversified portfolio, based on our outlook for the economy and markets over the next 30 years. The exact weightings (neutral weights) to each asset class depend on the broad allocation to equity and fixed-income investments that most closely aligns with your comfort with risk and financial goals.

Equity diversification



Fixed-income diversification



Opportunistic asset allocation guidance

Our **opportunistic asset allocation** represents our timely investment advice based on current market conditions and our outlook over the next one to three years. We believe incorporating this guidance into your portfolio may enhance your potential for greater returns without taking on unintentional risk.

	Underweight	Neutral	Overweight
Equity	·	●	·
U.S. large-cap stocks	·	●	·
International large-cap stocks	·	●	·
U.S. mid-cap stocks	·	●	·
U.S. small-cap stocks	●	·	·
International small- and mid-cap stocks	·	●	·
Emerging markets	·	·	●
Fixed income	·	●	·
U.S. investment-grade bonds	·	·	●
U.S. high-yield bonds	·	●	·
International bonds	●	·	·
International high-yield bonds	·	●	·
Cash	·	●	·

Diversification does not ensure a profit or protect against loss in a declining market.

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Fund: 12 STUDENT FEES

Chart of Account Number	Chart of Account Description		Expenses	Revenues	Outstanding AP	Outstanding PO	Balance Change	Balance
12 704 1410	**INTEREST**	***Previous Balance**						**680.03**
		***Ending Balance:**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**680.03**
12 704 1696	**HS PARTICIPATION FEES**	***Previous Balance**						**11,558.51**
		***Ending Balance:**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**11,558.51**
12 704 1697	**M.S. PARTICIPATION FEE**	***Previous Balance**						**3,304.28**
		***Ending Balance:**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**3,304.28**
12 704 1698	**H.S. BAND RENTALS**	***Previous Balance**						**7,235.66**
12 704 1698	H.S. BAND RENTALS		0.00	0.00	0.00	0.00	0.00	
12 1741 1698	H.S. BAND RENTALS		0.00	80.00	0.00	0.00	0.00	
12 2190 810 001 1698	HS BAND RENTALS		0.00	0.00	0.00	7.00	0.00	
12 704 1698	**H.S. BAND RENTALS**	***Previous Balance**						**73.00**
		***Ending Balance:**	**0.00**	**80.00**	**0.00**	**7.00**	**0.00**	**7,308.66**
12 704 1706	**MS BAND RENTALS**	***Previous Balance**						**3,564.75**
12 704 1706	MS BAND RENTALS		0.00	0.00	0.00	0.00	0.00	
12 1741 1706	M.S. BAND RENTALS		0.00	1,520.00	0.00	0.00	0.00	
12 2190 610 003 1706	GENERAL SUPPLIES		0.00	0.00	0.00	135.00	0.00	
12 704 1706	**MS BAND RENTALS**	***Previous Balance**						**1,385.00**
		***Ending Balance:**	**0.00**	**1,520.00**	**0.00**	**135.00**	**0.00**	**4,949.75**
12 704 1708	**FCS FEES**	***Previous Balance**						**1,605.84**
12 704 1708	FCS FEES		0.00	0.00	0.00	0.00	0.00	
12 1741 1708	HEALTH FEES		0.00	380.00	0.00	0.00	0.00	
12 704 1708	**FCS FEES**	***Current Activity**						**380.00**
		***Ending Balance:**	**0.00**	**380.00**	**0.00**	**0.00**	**0.00**	**1,985.84**
12 704 1710	**H.S. ART FEES**	***Previous Balance**						**4,997.35**
		***Ending Balance:**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**4,997.35**
12 704 1718	**DRIVERS ED**	***Previous Balance**						**(6,158.88)**
12 704 1718	DRIVERS ED		0.00	0.00	0.00	0.00	0.00	
12 2190 810 001 1718	DRIVERS ED		7,000.00	0.00	0.00	0.00	0.00	
12 704 1718	**DRIVERS ED**	***Current Activity**						**(7,000.00)**
		***Ending Balance:**	**7,000.00**	**0.00**	**0.00**	**0.00**	**0.00**	**(13,158.88)**
12 704 1722	**CASS COUNTY VBC**	***Previous Balance**						**1,050.94**
		***Ending Balance:**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**1,050.94**
12 704 1723	**H.S. LAPTOP INSURANCE FEE**	***Previous Balance**						**(7,913.42)**
12 704 1723	H.S. LAPTOP INSURANCE FEE		0.00	0.00	0.00	0.00	0.00	
12 1741 1723	HS LAPTOP INS FEE		0.00	984.98	0.00	0.00	0.00	
12 704 1723	**H.S. LAPTOP INSURANCE FEE**	***Current Activity**						**984.98**

Fund: 12 STUDENT FEES

Chart of Account Number	Chart of Account Description	Expenses	Revenues	Outstanding AP	Outstanding PO	Balance Change	Balance
	***Ending Balance:**	**0.00**	**984.98**	**0.00**	**0.00**	**0.00**	**(6,928.44)**
	Fund Total: 12	7,000.00	2,964.98	0.00	142.00	0.00	**15,748.04**

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
01	**GENERAL**						
1100	REGULAR INSTRUCTIONAL PROGRAMS	$7,400,974.00	$591,205.20	$6,674,264.73	90.71	$726,709.27	$687,424.77
1125	SA FLEX FUNDING	$183,189.00	$5,343.32	$128,882.25	70.35	$54,306.75	$54,306.75
1150	LIMITED ENGLISH PROFICIENCY	$73,000.00	$2,230.34	$60,358.68	82.68	$12,641.32	$12,641.32
1160	POVERTY PROGRAMS	$799,892.00	$64,347.57	$739,903.67	92.50	$59,988.33	$59,988.33
1195	BAF FLEX FUNDING	$24,146.00	$71.06	$20,954.29	86.78	$3,191.71	$3,191.71
1196	BAND	$0.00	$0.00	$106.00	0.00	($106.00)	($106.00)
1200	SPECIAL EDUCATION PROGRAMS	$3,087,385.00	$246,766.95	$2,788,825.31	90.57	$298,559.69	$291,000.49
1291	SPED INSTRUCTIONAL PROGRAMS 3-5	$257,769.00	$18,875.11	$286,885.74	113.08	($29,116.74)	($33,713.11)
1300	SUMMER SCHOOL	$21,537.00	$17,918.13	$20,106.02	93.36	$1,430.98	$1,430.98
2120	GUIDANCE SERVICES	$292,286.00	$24,275.02	$267,013.74	91.35	$25,272.26	$25,272.26
2130	HEALTH SERVICES	$92,594.00	$9,896.53	$89,132.33	96.28	$3,461.67	$3,443.86
2141	SCHOOL PSYCHOLOGY SERVICES	$182,369.00	$15,003.02	$167,020.94	93.34	$15,348.06	$12,142.76
2151	SA SPEECH PATHOLOGY	$218,135.00	$0.00	$128,606.37	59.89	$89,528.63	$87,485.18
2152	PK 3-5 SPEECH PATHOLOGY	$29,982.00	$0.00	$80,250.00	267.66	($50,268.00)	($50,268.00)
2161	SA OCCUPATIONAL THERAPY	$25,000.00	$0.00	$23,515.50	94.06	$1,484.50	$1,484.50
2162	PK OCCUPATIONAL THERAPY	$25,000.00	$0.00	$22,356.50	89.43	$2,643.50	$2,643.50
2171	SA PHYSICAL THERAPY	$20,000.00	$0.00	$12,993.00	64.97	$7,007.00	$7,007.00
2172	PK PHYSICAL THERAPY	$18,000.00	$0.00	$13,526.75	75.15	$4,473.25	$4,473.25
2181	SA VISION	$20,000.00	$0.00	$13,577.77	67.89	$6,422.23	$6,422.23
2212	INSTR AND CURRICULUM DEVELOPMENT	$109,800.00	$1,390.57	$16,389.82	144.38	$93,410.18	($48,732.76)
2213	INSTRUCTIONAL STAFF TRAINING	$7,500.00	$600.00	$1,677.70	115.44	$5,822.30	($1,157.70)
2220	LIBRARY/MEDIA SERVICES	$234,474.00	$18,545.67	$205,787.85	88.19	$28,686.15	$27,686.15
2230	INSTRUCTION RELATED TECHNOLOGY	$142,642.00	$0.00	$113,211.32	80.35	$29,430.68	$28,030.68
2310	BOARD OF EDUCATION	$269,300.00	$25,582.42	$289,867.30	108.77	($20,567.30)	($23,619.55)

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
2320	EXECUTIVE ADMIN. SERVICES	$235,265.00	$19,830.23	$215,966.62	92.09	$19,298.38	$18,600.90
2330	DISTRICT LEGAL SERVICES	$20,000.00	$0.00	$8,106.00	40.53	$11,894.00	$11,894.00
2410	OFFICE OF THE PRINCIPAL SERV.	$1,293,331.00	$115,166.05	$1,190,644.42	92.18	$102,686.58	$101,111.58
2510	GENERAL BUSINESS SUPPORT	$299,470.00	$25,523.34	$368,015.01	122.96	($68,545.01)	($68,745.01)
2530	DUPLICATNG SERVICES	$70,000.00	$4,935.42	$78,637.99	112.34	($8,637.99)	($8,637.99)
2580	ADMIN TECHNOLOGY SERVICES	$279,821.00	$32,839.99	$265,507.30	109.99	$14,313.70	($27,942.60)
2610	OPERATION OF PLANT	$844,577.00	$118,132.60	$737,326.36	87.30	$107,250.64	$107,250.64
2620	MAINTENANCE OF PLANT	$418,592.00	$30,978.57	$475,706.55	113.87	($57,114.55)	($58,064.55)
2630	UPKEEP OF GROUNDS	$19,500.00	$2,178.29	$48,060.17	246.46	($28,560.17)	($28,560.17)
2650	VEHICLE OPERATION/MAINTENANCE	$19,000.00	$1,015.00	$11,824.97	62.24	$7,175.03	$7,175.03
2660	SECURITY SERVICES	$100,000.00	$15,550.69	$48,014.04	48.01	$51,985.96	$51,985.96
2670	SAFETY SERVICES	$4,000.00	$216.00	$5,575.75	139.39	($1,575.75)	($1,575.75)
2710	REGULAR STUDENT TRANSPORTATION	$375,300.00	$49,618.39	$384,011.37	102.32	($8,711.37)	($8,711.37)
2712	SA SPED VEHICLE OPERATION	$213,500.00	$21,770.62	$199,490.08	93.44	$14,009.92	$14,009.92
2713	PK VEHICLE OPERATION	$40,000.00	$1,371.75	$12,345.75	30.86	$27,654.25	$27,654.25
3300	COMMUNITY SERVICE OPERATIONS	$31,175.00	$2,125.18	$32,112.20	105.16	($937.20)	($1,608.20)
3400	GRANTS FR PRIVATE INTERESTS/EDQUEST	$600.00	$0.00	$2,915.30	485.88	($2,315.30)	($2,315.30)
3535	HIGH ABILITY LEARNERS	$11,453.00	$2,500.00	$5,629.80	49.16	$5,823.20	$5,823.20
3541	BIRTH TO 3 ENDOWMENT	$87,000.00	$4,376.68	$73,946.42	85.06	$13,053.58	$12,997.78
3551	REVISION ACTION GRANT	$19,881.00	$0.00	$19,345.26	97.31	$535.74	$535.74
3599	OTHER STATE CATEGORICAL PROGRAMS	$15,000.00	$0.00	$0.00	0.00	$15,000.00	$15,000.00
6200	TITLE I PART A	$245,462.00	$27,738.47	$254,537.12	103.82	($9,075.12)	($9,375.12)
6310	TITLE II PART A	$60,957.00	$2,356.23	$28,664.63	47.09	$32,292.37	$32,252.37
6406	IDEA PRESCHOOL (619) BASE	$13,152.00	$1,035.93	$11,448.78	87.05	$1,703.22	$1,703.22
6408	IDEA BASE/EP	$376,095.00	$28,459.29	$376,385.78	100.08	($290.78)	($290.78)

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
6412	IDEA PART B PROPORTIONATE SHARE	$30,018.00	$1,151.36	$28,866.06	96.16	$1,151.94	$1,151.94
6421	IDEA 611 ARP	$61,261.00	$0.00	$0.00	0.00	$61,261.00	$61,261.00
6422	IDEA NON PUBLIC ARP	$5,331.00	$0.00	$0.00	0.00	$5,331.00	$5,331.00
6423	IDEA 619 ARP	$5,644.00	$0.00	$5,644.00	100.00	$0.00	$0.00
6690	OTHER NON CATEGORICAL EXP/MEDICAID	$200.00	$0.00	$155.00	77.50	$45.00	$45.00
6940	HEAD START	$1,275,300.00	$64,049.09	$1,075,120.49	84.71	$200,179.51	$194,962.63
6968	TITLE IV PART B 21ST CENTURY	$58,312.00	$4,435.50	$43,277.11	74.22	$15,034.89	$15,034.89
6969	TITLE IVA STU SUPPORT & ACADEMIC ENRICH	$12,000.00	$0.00	$2,491.76	20.76	$9,508.24	$9,508.24
6990	OTHER FED CATEGORICAL SOURCES	$160,000.00	$0.00	$180,182.75	112.61	($20,182.75)	($20,182.75)
6993	AMERICAN RESCUE PLAN HOMELESS HCY	$0.00	$0.00	$0.00	0.00	$0.00	($1,000.00)
6997	ESSERS II	$474,639.00	$0.00	$293,270.95	61.79	$181,368.05	$181,368.05
6998	ESSERS III	$1,000,000.00	$14,640.70	$187,017.14	18.70	$812,982.86	$812,982.86
8000	TRANSFERS	$23,000.00	$0.00	$5,170.00	22.48	$17,830.00	$17,830.00
9000	NON PROGRAM EXPENDITURES	$3,000.00	$0.00	$3,450.79	115.03	($450.79)	($450.79)
01	GENERAL	$21,736,810.00	$1,634,046.28	$18,844,077.30	87.91	$2,892,732.70	$2,628,488.42

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
02	**DEPRECIATION FUND**						
2900	OTHER SUPPORT SERVICES	$1,111,082.00	$0.00	$0.00	0.00	$1,111,082.00	$1,111,082.00
8000	TRANSFERS	$1,000.00	$0.00	$0.00	0.00	$1,000.00	$1,000.00
02	DEPRECIATION FUND	$1,112,082.00	$0.00	$0.00	0.00	$1,112,082.00	$1,112,082.00

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
03	**EMPLOYEE BENEFITS FUND**						
2900	OTHER SUPPORT SERVICES	$43,000.00	$4,724.50	$56,476.55	131.34	($13,476.55)	($13,476.55)
03	EMPLOYEE BENEFITS FUND	$43,000.00	$4,724.50	$56,476.55	131.34	($13,476.55)	($13,476.55)

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
06	**CAFETERIA**						
3100	FOOD SERVICE OPERATIONS	$892,005.00	$57,085.00	$796,879.20	89.34	$95,125.80	$95,125.80
06	CAFETERIA	$892,005.00	$57,085.00	$796,879.20	89.34	$95,125.80	$95,125.80

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
07	**BOND FUND**						
5000	DEBT SERVICES	$948,292.00	$0.00	$951,091.26	117.59	($2,799.26)	($166,832.39)
07	BOND FUND	$948,292.00	$0.00	$951,091.26	117.59	($2,799.26)	($166,832.39)

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
08	**SPECIAL BLDG FUND**						
2515	CENTRAL SERVICES/BLDGS AND SITES	$0.00	$0.00	$37,179.50	0.00	($37,179.50)	($37,179.50)
2560	PUBLIC RELATIONS SERVICES	$0.00	$6,625.00	$33,125.00	0.00	($33,125.00)	($33,125.00)
4300	FACILITY ACQ/ARCHITEC AND ENGINEERING	$150,000.00	$0.00	$15,130.28	10.09	$134,869.72	$134,869.72
4500	BUILDING CONSTRUCTION	$0.00	$0.00	$2,720.00	0.00	($2,720.00)	($2,720.00)
4700	BUILDING IMPROVEMENTS	$1,811,770.00	$2,378.03	$1,260,282.35	69.95	$551,487.65	$544,492.00
08	SPECIAL BLDG FUND	$1,961,770.00	$9,003.03	$1,348,437.13	69.09	$613,332.87	$606,337.22

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
09	**QUALIFIED CAPITAL PURPOSE UNDERTAKING FU**						
2610	OPERATION OF PLANT	$370,000.00	$0.00	$0.00	0.00	$370,000.00	$370,000.00
5000	DEBT SERVICES	$322,618.00	$0.00	$322,817.50	104.03	($199.50)	($13,008.25)
09	QUALIFIED CAPITAL PURPOSE UNDERTAKING FU	$692,618.00	$0.00	$322,817.50	48.46	$369,800.50	$356,991.75

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
12	**STUDENT FEES**						
2190	OTHER PUPIL SUPPORT SERVICES	$103,542.00	$7,000.00	$94,090.85	91.01	$9,451.15	$9,309.15
12	STUDENT FEES	$103,542.00	$7,000.00	$94,090.85	91.01	$9,451.15	$9,309.15

Fund: 01 GENERAL

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
01 1100	TAXED LEVIED BY SCHOOL DISTRICT	9,196,552.00	62,774.12	8,108,818.51	88.17	1,087,733.49
01 1115	CARLINE TAXES	10,000.00	0.00	8,222.06	82.22	1,777.94
01 1120	PUBLIC POWER DIST SALES TAX	185,000.00	0.00	166,617.01	90.06	18,382.99
01 1125	MOTOR VEHICLE TAX	950,000.00	87,117.90	777,087.17	81.80	172,912.83
01 1370	PRESCHOOL TUITION	50,000.00	0.00	51,841.07	103.68	(1,841.07)
01 1510	INTEREST ON INVESTMENTS	1,300.00	1,619.52	4,842.38	372.49	(3,542.38)
01 1510 0003	INTEREST ON INVESTMENTS/HD ST	0.00	0.00	1.76	0.00	(1.76)
01 1510 0004	INTEREST ON INVESTMENTS/HD ST	0.00	2.25	5.19	0.00	(5.19)
01 1800	REVENUE FR COMM SERVICE/GED/BDA	3,500.00	20.65	9,601.78	274.34	(6,101.78)
01 1910	RENTAL OF SCHOOL FACILITIES/PROPERTY	15,000.00	0.00	1,495.00	9.97	13,505.00
01 1911	LOCAL LICENSE FEES	6,000.00	0.00	5,935.00	98.92	65.00
01 1990	MISCELLANEOUS LOCAL REVENUE	54,000.00	314.25	23,468.41	43.46	30,531.59
01 1990 0003	MISC LOCAL REVENUE/HD ST	0.00	0.00	0.72	0.00	(0.72)
01 1990 0004	MISCELLANEOUS LOCAL REVENUE/HD ST	0.00	0.00	5,045.00	0.00	(5,045.00)
	Subtotal: 1000	10,471,352.00	151,848.69	9,162,981.06	87.51	1,308,370.94
01 2110	COUNTY FINE & LICENSE FEES	90,000.00	11,475.62	113,427.41	126.03	(23,427.41)
01 2210	ESU RECEIPTS	5,000.00	0.00	0.00	0.00	5,000.00
	Subtotal: 2000	95,000.00	11,475.62	113,427.41	119.40	(18,427.41)
01 3110	STATE AID TO DISTRICTS	5,577,327.00	0.00	5,577,327.00	100.00	0.00
01 3120	SPECIAL ED PROGRAMS	1,500,000.00	0.00	1,413,752.00	94.25	86,248.00
01 3125	SPECIAL ED TRANSPORTATION	130,000.00	0.00	89,186.00	68.60	40,814.00
01 3130	HOMESTEAD EXEMPTION	350,000.00	69,511.34	348,258.83	99.50	1,741.17
01 3131	RELIEF TO PROPERTY TAXPAYERS	466,500.00	0.00	242,338.14	51.95	224,161.86
01 3132	PERSONAL PROPERTY TAX CREDIT	500.00	0.00	242,338.14	48,467.63	(241,838.14)
01 3134	RAILROAD TAX/PUBLIC SERVICE ENTITIES	8,000.00	0.00	0.00	0.00	8,000.00
01 3155	RULE 4 TEXTBOOK LOAN	15,000.00	0.00	0.00	0.00	15,000.00
01 3165	PRESCHOOL FLEX FUNDING	8,000.00	0.00	11,302.00	141.28	(3,302.00)
01 3180	PRO-RATA MOTOR VEHICLE	30,000.00	5,479.38	22,283.08	74.28	7,716.92
01 3400	STATE APPORTIONMENT	225,000.00	0.00	198,456.17	88.20	26,543.83
01 3535	HIGH ABILITY LEARNERS	12,750.00	0.00	11,453.00	89.83	1,297.00
01 3541	BIRTH TO 3 ENDOWMENT	87,000.00	0.00	69,589.00	79.99	17,411.00
01 3990	OTHER STATE SOURCES	20,000.00	0.00	29,266.00	146.33	(9,266.00)
	Subtotal: 3000	8,430,077.00	74,990.72	8,255,549.36	97.93	174,527.64
01 4309 0003	HEAD START	0.00	0.00	506,243.17	0.00	(506,243.17)
01 4309 0004	HEAD START	1,275,300.00	64,049.09	480,205.18	37.65	795,094.82
01 4505	TITLE I ESEA	300,000.00	0.00	212,433.00	70.81	87,567.00
01 4509	TITLE II PART A	50,000.00	0.00	10,116.00	20.23	39,884.00
01 4512	IDEA POVERTY/BASE	0.00	0.00	9,634.00	0.00	(9,634.00)
01 4516	IDEA PART B (619) PRESCHOOL	18,000.00	0.00	10,156.00	56.42	7,844.00
01 4518	IDEA BASE AND E/P	492,000.00	0.00	181,874.00	36.97	310,126.00
01 4521	IDEA NON PUBLIC	20,000.00	0.00	20,806.00	104.03	(806.00)
01 4524	ROTC REIMBURSEMENT FROM DOD	80,000.00	459.90	77,799.26	97.25	2,200.74
01 4529	ADULT BASIC EDUCATION	0.00	0.00	2,055.74	0.00	(2,055.74)
01 4530	OTHER FEDERAL RECEIPTS	0.00	0.00	124,975.00	0.00	(124,975.00)
01 4531	21ST CENTURY LEARNING GRANT/MS	50,000.00	0.00	12,058.00	24.12	37,942.00
01 4708	MEDICAID IN PUBLIC SCHOOLS	10,000.00	887.45	3,291.64	32.92	6,708.36
01 4709	MEDICAID ADM ACTIVITIES	20,000.00	11,133.17	42,001.54	210.01	(22,001.54)
01 4969	TITLE IV STUDENT SUPPORT	18,000.00	31,180.00	31,180.00	173.22	(13,180.00)
01 4995	PRESIDENTIAL DISASTER AID/ESSERS	1,700,000.00	0.00	0.00	0.00	1,700,000.00
01 4997	ESSER II	0.00	0.00	519,616.00	0.00	(519,616.00)
01 4998	ESSERS III	0.00	90,336.00	168,952.00	0.00	(168,952.00)
	Subtotal: 4000	4,033,300.00	198,045.61	2,413,396.53	59.84	1,619,903.47
01 5300	SALE OF PROPERTY	5,000.00	0.00	0.00	0.00	5,000.00
01 5690	OTHER NON-REVENUE RECEIPTS	1,500.00	0.00	989.00	65.93	511.00

Fund: 01 GENERAL

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
	Subtotal: 5000	6,500.00	0.00	989.00	15.22	5,511.00
	Fund Total:	23,036,229.00	436,360.64	19,946,343.36	86.59	3,089,885.64

Fund: 02 DEPRECIATION FUND

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
02 1510	INVESTMENT INCOME	1,700.00	1.75	18.88	1.11	1,681.12
	Subtotal: 1000	1,700.00	1.75	18.88	1.11	1,681.12
02 5200	FUND TRANFERS IN	50,000.00	0.00	0.00	0.00	50,000.00
	Subtotal: 5000	50,000.00	0.00	0.00	0.00	50,000.00
	Fund Total:	51,700.00	1.75	18.88	0.04	51,681.12

Fund: 03 EMPLOYEE BENEFITS FUND

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
03 5200	FUND TRANSFERS IN	43,000.00	8,678.04	57,361.57	133.40	(14,361.57)
Subtotal: 5000		43,000.00	8,678.04	57,361.57	133.40	(14,361.57)
Fund Total:		43,000.00	8,678.04	57,361.57	133.40	(14,361.57)

Fund: 06 CAFETERIA

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
06 1611	DAILY SALES	55,000.00	2,308.61	27,221.69	49.49	27,778.31
	Subtotal: 1000	55,000.00	2,308.61	27,221.69	49.49	27,778.31
06 3150	STATE REIMBURSEMENT	5,400.00	0.00	0.00	0.00	5,400.00
	Subtotal: 3000	5,400.00	0.00	0.00	0.00	5,400.00
06 4210	FEDERAL REIMBURSEMENT	595,000.00	9,859.96	887,360.65	149.14	(292,360.65)
06 4211 0005	FED REIMB/CACFP	35,000.00	0.00	73,001.38	208.58	(38,001.38)
	Subtotal: 4000	630,000.00	9,859.96	960,362.03	152.44	(330,362.03)
	Fund Total:	690,400.00	12,168.57	987,583.72	143.05	(297,183.72)

Fund: 07 BOND FUND

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
07 1100	LOCAL TAXES	1,073,056.00	7,275.46	980,878.36	91.41	92,177.64
07 1115	CARLINE TAXES	1,300.00	0.00	991.18	76.24	308.82
07 1120	PUBLIC POWER DIST SALES TAX	20,000.00	0.00	19,298.38	96.49	701.62
07 1510	INVESTMENT INCOME	80.00	4.17	76.14	95.18	3.86
	Subtotal: 1000	1,094,436.00	7,279.63	1,001,244.06	91.48	93,191.94
07 3130	HOMESTEAD EXEMPTION	50,000.00	8,051.14	40,337.02	80.67	9,662.98
07 3131	RELIEF TO PROPERTY TAXPAYERS	40,600.00	0.00	28,068.82	69.14	12,531.18
07 3132	PERSONAL PROPERTY TAX CREDIT	0.00	0.00	28,068.82	0.00	(28,068.82)
07 3180	PRO-RATA MOTOR VEHICLE	2,675.00	634.65	2,705.73	101.15	(30.73)
	Subtotal: 3000	93,275.00	8,685.79	99,180.39	106.33	(5,905.39)
07 5100	BOND PROCEEDS	0.00	0.00	0.00	0.00	0.00
	Subtotal: 5000	0.00	0.00	0.00	0.00	0.00
	Fund Total:	1,187,711.00	15,965.42	1,100,424.45	92.65	87,286.55

Fund: 08 SPECIAL BLDG FUND

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
08 1100	LOCAL TAXES	0.00	0.00	19.30	0.00	(19.30)
08 1510	INTEREST ON LOCAL RECEIPTS	850.00	381.47	930.70	109.49	(80.70)
	Subtotal: 1000	850.00	381.47	950.00	111.76	(100.00)
08 5300	SALE OF PROPERTY	0.00	0.00	48,770.40	0.00	(48,770.40)
08 5690	OTHER NON REVENUE RECEIPTS	0.00	0.00	0.00	0.00	0.00
	Subtotal: 5000	0.00	0.00	48,770.40	0.00	(48,770.40)
	Fund Total:	850.00	381.47	49,720.40	5,849.46	(48,870.40)

Fund: 09 QUALIFIED CAPITAL PURPOSE UNDERTAKING FU

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
09 1100	TAXES LEVIED BY SCHOOL DISTRICT	376,319.00	2,550.30	339,576.77	90.24	36,742.23
09 1115	CARLINE TAXES	380.00	0.00	344.54	90.67	35.46
09 1120	PUBLIC POWER DIST SALES TAX	0.00	0.00	6,767.91	0.00	(6,767.91)
09 1510	INVESTMENT INCOME	400.00	34.26	169.89	42.47	230.11
	Subtotal: 1000	377,099.00	2,584.56	346,859.11	91.98	30,239.89
09 3130	HOMESTEAD EXEMPTION	15,000.00	2,823.52	14,174.64	94.50	825.36
09 3131	RELIEF TO PROPERTY TAXPAYERS	15,921.00	0.00	19,687.34	123.66	(3,766.34)
09 3180	PRO-RATA MOTOR VEHICLE	950.00	222.57	939.07	98.85	10.93
	Subtotal: 3000	31,871.00	3,046.09	34,801.05	109.19	(2,930.05)
09 5103	QUALIFIED SCHOOL CONSTRUCTION BONDS	0.00	0.00	0.00	0.00	0.00
	Subtotal: 5000	0.00	0.00	0.00	0.00	0.00
	Fund Total:	408,970.00	5,630.65	381,660.16	93.32	27,309.84

Fund: 12 STUDENT FEES

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
12 1741 1696	H.S. PARTICIPATION FEES	11,500.00	0.00	5,297.83	46.07	6,202.17
12 1741 1697	M.S. PARTICIPATION FEES	5,000.00	0.00	3,181.29	63.63	1,818.71
12 1741 1698	H.S. BAND RENTALS	1,000.00	80.00	371.50	37.15	628.50
12 1741 1706	M.S. BAND RENTALS	1,000.00	1,520.00	2,252.12	225.21	(1,252.12)
12 1741 1708	HEALTH FEES	500.00	380.00	1,254.84	250.97	(754.84)
12 1741 1710	H.S. ART FEES	1,000.00	0.00	50.00	5.00	950.00
12 1741 1718	DRIVERS ED	10,000.00	0.00	6,305.51	63.06	3,694.49
12 1741 1723	HS LAPTOP INS FEE	10,000.00	984.98	3,799.22	37.99	6,200.78
Subtotal: 1000		40,000.00	2,964.98	22,512.31	56.28	17,487.69
Fund Total:		40,000.00	2,964.98	22,512.31	56.28	17,487.69

	Revised Budget	During Month	To Date	% of Budget	Budget Balance
Grand Total:	25,458,860.00	482,151.52	22,545,624.85	88.56	2,913,235.15

Vendor Name	Vendor Description	Amount
Checking 1		
Checking 1 Fund: 01 GENERAL		
FIRST STUDENT INC	TRANSPORTATION	234.58
NEBRASKA PUBLIC POWER DISTRICT	ELECTRICITY	702.40
OPAA FOOD MANAGEMENT INC	SERVICE	253.50
WINDSTREAM	TELEPHONE SERVICE	1,600.78
	Fund Total:	**2,791.26**
	Checking Account Total:	**2,791.26**

Vendor Name	Vendor Description	Amount
Checking 1		
Checking 1 Fund: 01 GENERAL		
FIRST NATIONAL BANK	EXPENSES	344.37

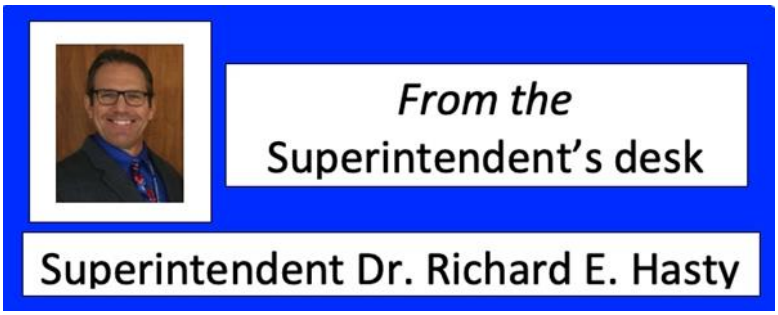
Fund Total:	**344.37**
Checking Account Total:	**344.37**

Vendor Name	Vendor Description	Amount
Checking 1		
Checking 1 Fund: 01 GENERAL		
AGRIVISION GROUP LLC	SERVICE/SUPPLIES	60.07
ALL COVERED	SERVICES	3,149.25
AVERY RENTS INC	SERVICE	30.34
B & D DIAMOND PRO INC	SEEDING/AERATING	7,090.00
BOMGAARS	SUPPLIES	166.58
CANON FINANCIAL SERVICES, INC	COPIER LEASES	1,122.92
CAPITAL BUSINESS SYSTEMS INC	COPIER SUPPLIES/SERVICE	331.15
CENTERPOINT ENERGY SERVICES INC	FUEL	3,689.02
CHARTER COMMUNICATIONS HOLDING COMPANY LLC	SERVICE	25.31
CITY OF PLATTSMOUTH	WATER & SEWER	1,642.95
COUNCIL BLUFFS WINNELSON	SUPPLIES	2,854.70
DIAMOND VOGEL INC	SUPPLIES	242.95
DUECHTING, CYNTHIA	LEP SERVICES	31.00
FASTENAL COMPANY	SUPPLIES	1,197.58
FIBER PLATFORM LLC	EDUC VIDEO BUNDLE	2,084.25
FIRST STUDENT INC	TRANSPORTATION	68,406.96
HENRY MOTORS, INC	SALES/SERVICE	12.00
HILLER ELECTRIC COMPANY	SERVICE	1,067.31
HOME DEPOT U.S.A. D/B/A HOME DEPOT PRO	SUPPLIES	4,489.52
HOUGHTON MIFFLIN GRT SOURCE	SUPPLIES	127,230.78
HQ98 LLC	SUPPLIER	1,900.00
HY-VEE STORES	FUEL/SUPPLIES	254.49
IDW LLC	SUPPLIES	1,143.78
IMAGINE LEARNING LLC	SUPPLIES	11,400.00
IXL LEARNING INC	SUPPLIES	4,800.00
JAYMAR BUSINESS FORMS	W2'S/CHECKS	288.68
JUST FOR KIDS THERAPY INC	SERVICES	3,065.25

Vendor Name	Vendor Description	Amount
KERNS EXCAVATING	SERVICE/SUPPLIES	3,500.00
KONICA MINOLTA PREMIER FINANCE	COPIER LEASES/SUPPLIES	63.07
LITTLE, JULIE		113.10
LOGAN CONTRACTORS SUPPLY INC	SUPPLIES	108.40
MATHESON TRI-GAS INC	SUPPLIES	101.55
MENARDS BELLEVUE	SUPPLIES	27.90
MOSYLE CORPORATION	SUPPLIES	16.50
MULLENAX AUTO SUPPLY	SUPPLIES	11.34
NEBRASKA PUBLIC POWER DISTRICT	ELECTRICITY	23,246.75
NEBRASKA SAFETY CENTER	BUS TRAINING	100.00
NEW DIRECTIONS SOLUTIONS LLC	SERVICES	2,362.50
NIEHUS, TROY	REIMBURSEMENT	161.55
OMAHA PUBLIC POWER DISTRICT	UPS/SERVICE	45.80
OMAHA WINLECTRIC CO	SUPPLIES	1,175.36
PERMITE LLC	SERVICE	500.00
PROFESSIONAL BINDING PRODUCTS	SUPPLIES	410.22
PROFESSIONAL HEATING AND AIR	SERVICE	45,410.00
PROFESSIONAL LOCK AND SAFE LLC	SERVICES	230.00
QUADIENT FINANCE USA INC	POSTAGE	1,300.00
QUALITY SIGNS	SIGNS	770.00
RGS REPAIR INC	SERVICES	322.00
SAPP BROS INC	SUPPLIES/SERVICE	3,321.58
SCHWEITZER, JANEL		513.00
SHRED IT US JV LLC	SHREDDING	147.53
TIME MANAGEMENT SYSTEMS	TIMEKEEPING SYSTEM SERVICE	331.00
URBAUER, CHARLOTTE	REIMBURSEMENT	1,539.00
US BANK NA	FUEL PURCHASES	207.75
VERIZON WIRELESS	CELL SERVICE	527.45

Vendor Name	Vendor Description	Amount		
WARGA, STEVE	ADVERTISING	100.00		
WASTE MANAGEMENT OF NEBRASKA INC	TRASH SERVICE	3,520.97		
WILBUR-ELLIS HOLDINGS II INC	SUPPLIES	179.96		
WINDSTREAM	TELEPHONE SERVICE	5,424.72		
WITTE PHYSICAL THERAPY	SERVICES/SUPPLIES	2,208.33		
WOODRIVER ENERGY LLC	FUEL	5,404.95		
			Fund Total:	**351,179.12**
Checking 1 Fund: 06 CAFETERIA				
ANDERSON, AARON	SERVICE	600.00		
OPAA FOOD MANAGEMENT INC	SERVICE	8,139.25		
STONE, KELLY		33.00		
			Fund Total:	**8,772.25**
Checking 1 Fund: 08 SPECIAL BLDG FUND				
FRUITFUL DESIGN & STRATEGY	SERVICES	6,625.00		
LUND-ROSS CONSTRUCTORS INC	SERVICES	126,000.00		
PERRY, GUTHERY, HAASE & GESSFORD PC LLO	SERVICES	3,640.00		
			Fund Total:	**136,265.00**
Checking 1 Fund: 12 STUDENT FEES				
GILES, ALICIA	REFUND	350.00		
			Fund Total:	**350.00**
			Checking Account Total:	**496,566.37**
Checking 3				
Checking 3 Fund: 05 ACTIVITY FUND				
FIRST STUDENT INC	TRANSPORTATION	782.32		
HY-VEE STORES	FUEL/SUPPLIES	987.88		
US BANK NA	FUEL PURCHASES	420.68		
			Fund Total:	**2,190.88**
			Checking Account Total:	**2,190.88**

PCS Superintendent Update
August 5, 2022



Can you believe it? August is upon us.

It is a pleasure to see students, parents, and staff members on campus. We are ready for a great school year in 2022-2023!

As we approach the 2022-2023 school year that starts for students on Wed., Aug. 17, I am modifying the weekly update to be more succinct by removing some COVID-19 items. For example, I do not plan to continue with the COVID-19 dashboard at this time. If we experience a significant change relative to COVID-19, I will consider reinstating the dashboard numbers.

That being said, there are many things we can do to positively impact our health and prevent illness. In addition to regular cleaning and sanitizing of surfaces, some additional ideas from the Centers for Disease Control are included in the above graphic.

Did you know . . . that we are 12 days away from the 2022-2023 school year with our students? I believe it is going to be a great school year in Blue Devil Nation!

We are in the process of drafting our 2022-2023 budget that is due by Sept. 30, 2022. We plan to have it on the Sept. 12, 2022 agenda for Board consideration. Look for more budget information in future updates.

Click the links below to access our 2022-2023 and 2023-2024 PCS District Calendars that were approved by our Board of Education.

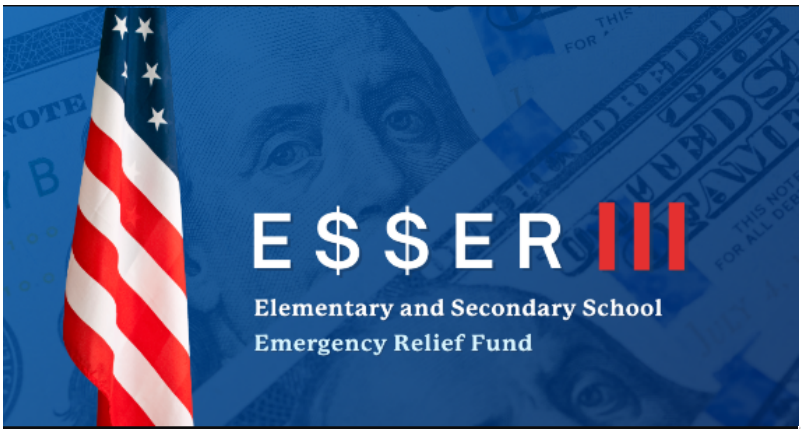
2022-2023 PCS District Calendar

2023-2024 PCS District Calendar

Board Meeting Minutes

Draft minutes from our Board of Education meeting on July 11, 2022 are available by clicking HERE.

PCS is a member of the Trailblazer Conference. In the 2022-2023 school year, the Malcolm Public Schools will be joining our conference. In the 2023-2024 school year, the Ashland-Greenwood Public Schools will be joining our conference. Click HERE to view the Trailblazer Conference Fall Kick-Off slideshow. Go to slide #2 to play the video. Go Big Blue!



On March 11, 2021, President Biden signed the American Rescue Plan (ARP) Act of 2021. The ARP Act includes nearly $122 billion for the Elementary and Secondary School Emergency Relief (ESSER) III Fund that allows state and local education agencies (LEAs) to take additional steps for continued safe in-person instruction and to address unfinished teaching and learning to mitigate the pandemic. The ESSER III funding enables Nebraska school districts to promote safe school operations and equity-driven, sustainable, evidence-based programs to serve students – especially those who are the furthest from opportunity – and to continue to strengthen teaching and learning. PCS was eligible for $1,505,865 of ESSER III funds.

In order to be eligible for ESSER III funding, Nebraska school districts had to submit an amendment to our ARP application by Sept. 15, 2021. Prior to submitting the application, we requested your input relative to the potential uses of the funds.

Thank you to everyone that provided input regarding the potential uses of ESSER III funds at PCS. I am pleased to inform you that we were able to incorporate many

of the items in our amendment including updated curriculum materials, professional development for staff members, Clifton Strengths training and support for staff members, bleachers on the east side of the high school stadium, new activity buses and sport utility vehicles, staff dependent care, staff COVID-19 emergency leave (many districts no longer offer this to employees), renovation of the outdoor middle school concession stand to include restrooms, personal protective equipment, interactive technological devices, furniture and equipment, music risers, and musical instruments. If you do not see a specific item, it might be included in one of these broad categories or it might be obtained through other available funding sources

Additionally, I am pleased to inform you that our amendment was approved by the Nebraska Department of Education (NDE). That is great news!

Business manager Jenni Serkiz and I will continue meeting with the Board of Education's Finance Committee to develop a plan and timeline for spending the funds. Unfortunately, we must pay for the items and wait for reimbursement to arrive later. With other ARP funds, this has taken up to eight months for NDE to process the reimbursement request and transfer funding to our district.

Since we are already accessing a line of credit for our usual general fund expenses, we will have to be very strategic about spreading our ESSER III expenditures over the next two fiscal years. For instance, we plan to expend approximately $1 mil. in the 2021-2022 fiscal year from Sept. 1 to Aug. 31, with the additional amount of about $505,865 being spent in the 2022-2023 fiscal year.

Our plan for expenditure of ESSER III funds is available by clicking HERE. There were other requests submitted for ESSER III that are not included here, but many of them are being addressed with other funding sources available in the district.

Thank you, again, for providing your input for our amendment.

A food service management proposal from Taher, Inc. was approved by our Board of Education. We are looking forward to working with Taher, Inc. in the 2022-2023 school year. Click HERE to learn more about their company.

Thank you to everyone that provided input relative to our 2020-2021 COVID-19 protocols and items for consideration in the development of our *2021-2022 PCS Plan for Safe Return to School* that is available by clicking the link below. As part of our ESSER funding, we are required to post and periodically review our plan. Our plan is included below.

PCS Plan for Safe Return to School

Our safety team includes certified and non-certified staff members from our early childhood center, elementary school, middle school, and high school including administrators, nurses, school social workers/licensed mental health practitioners, school psychologists, Plattsmouth Education Association representatives, before and after school program directors, our nutrition services director, our transportation location manager, maintenance, and our school resource officer(s).

At this time, our safety team plans to resume quarterly meetings in the 2022-2023 school year. If there is a significant change in COVID-19 or related guidance, we might return to monthly meetings.

Click **HERE** to provide feedback relative to our 2021-2022 PCS Plan for Safe Return to School. Thank you for your support of the Plattsmouth Community Schools!

Let's continue to be vigilant in our health and safety efforts. I believe all of us would like to avoid contracting any illness whenever possible.

2022 Goals

In collaboration with our Board of Education, I developed goals for 2022. Mid-year goals and progress are included below.

GOAL 1 (What must be done to achieve the intended result?)-**The superintendent will provide leadership to enhance support for the health and well-being of staff and students.**

ACTION PLAN/PERFORMANCE INDICATORS-In the school and in the community, the superintendent will promote activities that recognize and highlight the successes of PCS students and staff members.

Throughout 2022, the superintendent has recognized and highlighted numerous successes of current and former PCS students and staff members on social media including Twitter (https://twitter.com/PCSD68048_Supt), Facebook (https://www.facebook.com/pcsd68048), and Instagram (https://www.instagram.com/pcsd68048_supt/?hl=en). The successes included, but were not necessarily limited to, individual accomplishments, team accomplishments, and regular recognition related to their roles at PCS. The superintendent also assisted our Board of Education with recognition of student and staff successes at our Board of Education meetings that are televised on Blue Devil Television.

Additionally, the superintendent has worked with our school social workers to plan support for enhancing the health and well-being of staff members. The superintendent donated two Santana concert tickets and conducted a drawing to give away the tickets. Heidi Korsmo was the winner.

GOAL 2 (What must be done to achieve the intended result?)-**The superintendent will enhance the environment where differing opinions and backgrounds are welcomed and embraced among staff and students.**

ACTION PLAN/PERFORMANCE INDICATORS (How will the Board measure progress?)-
The superintendent will implement activities that demonstrate accountability inclusiveness, engagement, and advocacy for staff and students. Possible activities might include, but are not necessarily limited to, verbal communication through listening sessions/roundtables and feedback obtained through various forms of written communication.
In 2022, the superintendent solicited feedback from staff members and students relative the use of ESSER III funding, our plan for safe return to school (the survey is still posted in the PCS Superintendent Weekly Update), and program-based budgeting. He meets periodically with the Student Advisory Board and a

Plattsmouth Education Association representative. It is anticipated that Student Advisory Board meetings will be more frequent in the 2022-2023 school year.

We have a link to our virtual Let's Talk comment box on our website where students, parents, staff members, and community members can share questions, comments, suggestions, concerns, and compliments anytime day or night. The superintendent is present at many activities throughout the year to support students and staff members while being available to welcome discussion with differing opinions and backgrounds of staff and students.

GOAL 3 (What must be done to achieve the intended result?)-**The superintendent will lead a collaborative board and administrative budget planning process that assists stakeholders with understanding the budget process.**

ACTION PLAN/PERFORMANCE INDICATORS (How will the Board measure progress?)- The superintendent will work with the business manager to develop and implement a revised format for providing budget updates that include historical and current budget data to monitor revenue and expenditures of the district.

Due to a recent retirement, the superintendent has been working extensively with our new business manager to develop and implement a revised format for providing budget updates that include historical and current budget data to monitor revenue and expenditures of the district. This goal is in-process as we are currently working on our 2022-2023 budget that is due by Sept. 30, 2022. We plan to have the 2022-2023 budget on the Sept. 12, 2022 agenda for Board consideration. As we finalize the budget for 2022-2023, and after approval from our Board, we will be in a better position to articulate the revised format for providing budget updates.

Thank you for your support of the Plattsmouth Community Schools!

#PLATTSMOUTHSTRONG

Best regards,

Superintendent Dr. Richard E. Hasty

Plattsmouth High School
Principal's Report
Todd Halvorsen
August 8, 2022

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Guiding students to build their future with **P**ositive **R**espectful **I**ntentional **D**etermined and **E**ngaged students and staff.

High Academic Achievement and Professional Learning Communities (PLC)

- Custodians and maintenance have been busy getting the school ready for students and staff. They have done an excellent job and our school looks ready for everyone!
- We welcome Connor Dukes, Jeremy Haupt, Lane Kelley, Austin Lenhoff, and Stephanie Reynolds to PHS!
- Returning Staff will begin on August 11.
- Back To School Night will be August 15 from 5:30 pm - 7:00 pm
- Freshman and New Student/Families meeting will be held at 6:00 pm on August 15.
- On August 15, Mrs. Lorenzen will be facilitating Safe Space Training for the high school staff. The Safe Space workshop is an innovative, dynamic, hands-on approach to creating a safe space for all; focusing specifically on the Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex and Asexual (LGBTQIA) community.
- Academy Kickoff Day will be on August 19. Team Concepts will lead students and staff through various activities to develop kindness, leadership, respect, and encouragement for others. They will also guide ACL through leadership training.

Students and staff have been busy throughout the summer participating in curriculum development, various camps, and conferences in preparation for the upcoming school year.

Organization Development and Capacity

The 2022-2023 school year will focus on the following points:

1. Continuing the growth of Wall-to-Wall Academies and expanding internship opportunities.
2. Concentrating on a culture of respect, inclusion, encouragement and celebration of students and staff.
3. Advancing civic engagement.

Plattsmouth High School staff continually seek to improve upon the processes of our curriculum and academy teams. That effort is focused upon data interpretation, identifying student needs, and responding with collective efficacy.

Educationally yours,
Todd Halvorsen

Middle School Board Report
John Campin-Principal
August 8, 2022

Current Enrollment Numbers for 2022-23

5th-101
6th-99
7th-98
8th-100
Total-398

Thank you to the custodial staff for their summer work. We all appreciate the way our building looks. We are ready!!

A shout out to all the middle school students that participated in weight training this summer. There were also a number of Cross Country students that ran before lifting. Thank you to Staci McDonnell for communicating this opportunity to the runners.

Check out our school Facebook page. You will see our weekly newsletter where we share students of the week in each grade and extra curricular updates.

Plattsmouth Elementary School

Board of Education

Elementary Principal Report

Dr. Amber Johnson

August 8, 2022

1. **Projected 2022-2023 Student Enrollment Grade Level Numbers as of August 2, 2022:**

Kindergarten - 73
1st - 98
2nd - 98
3rd - 91
4th - 80
Approx. Total - 441

2. **2022-2023 Schedules and Professional Development:**

Dr. Johnson and the PES Leadership Team successfully developed this year's 2022-2023 schedules. Our combined efforts reflect a seamless schedule focused on meeting the needs of all of our students.

This year's Professional Development will focus on the following areas:

- ★ New "Into Math" curriculum
- ★ Continuous Improvement Process - Small Group Instruction as it relates to Reading and Math
- ★ Reflective Teaching and Student Engagement
- ★ The BIST Model
- ★ Student achievement and growth celebrations as it relates to grade level goals

We are looking forward to a very successful school year!

3. **Fall Student Achievement Data Results and Next Steps**

During the weeks of August 22 - September 9, 2022, our K-4 students will be taking the NWEA MAP (reading and math) assessment, and our 3rd & 4th grade students will be taking the NSCAS Growth (reading and math) assessment. Additionally, our teachers will be benchmarking students in order to gain insight on individual instructional reading levels.

The results from the student assessment (NWEA MAP and NSCAS), along with reading benchmarking data will assist our educators in developing explicit grade level goals which, in turn, will assist in making informed instructional decisions to meet the needs of our students.

Plattsmouth Community Schools
Early Childhood/Early Head Start/Head Start Report
July, 2022

Early Childhood Numbers as of: 07/29/2022

Enrollment:

Accepted for Tuition/Head Start for 2022-2023:	
PECC	63
Conestoga Head Start	16
Total for Head Start	**79 out of 100**
Tuition at PECC	28
Total Enrollment for PECC/Conestoga	*107*

Birth to Three Program Enrollment Report:

Sixpence	12
Birth to 5 Special Education Home/Community Based	45, + 9 referrals
Early Head Start	**10 out of 10**

Head Start Grant Information:
The next grant is due October 1, 2022 for FY 2023. The chart below outlines the funding amounts for the grant for fiscal year 2022.

Funding Type	Projected Funding	Funded Federal Enrollment
Head Start Program Operations & Training and Technical Assistance	$1,026,018	100
Early Head Start program Operations & Trainings and Technical Assistance	$161,772	10
Total Grand Funding	**$1,187,790**	**110**
In-Kind (non-federal share) for HS & EHS	$296,948	
Total Grant Amount	**$1,484,738**	

Office of Head Start Communications:

- The application for funding for the upcoming budget period is due by October 1, 2022.
- The next Performance Progress Report (PPR) is due Sept. 28th

Personnel:

- 2 Para openings

Policy Council:

- Meetings- Monday, Aug. 22nd, following Open House
    - Monday, Sept. 19th
    - Monday Oct. 17th

Trainings:

- Sixpence Policy Training, 4 meetings throughout the year
- Getting Ready Training for B-3
- Teaching Pyramid Supports - coaching provided by ESU#3

Director Notes:

- We are working on filling the 5 PECC classrooms to 20 students
- Conestoga has room for 17
- Registration went very well, had all but 7 families present, big thank you to the staff that helped make registration run smoothly!
- Thank you to First State for providing lunch to the PECC on the first day of back to school training, Aug. 11th

Plattsmouth Community Schools
Board of Education Report
Amanda Wright
Special Education Administrator
August 8, 2022

Special Education Student Numbers

- ☐ Elementary: 77
- ☐ Middle School: 64
- ☐ High School: 72
- ☐ Non-Public: 19
- ☐ Total K-12: 232

Special Education Training

On August 12th, Sharon Heater from NDE will be presenting a refresher training for special education teachers, K-12, on federal and state requirements for annual IEP's.

Paraeducator Positions

We were able to fill numerous special education paraeducator positions over the last month. We still have a few openings that we continue to advertise for:

- ☐ Conestoga Head Start: 1 paraeducator position
- ☐ Preschool: 1 paraeducator position
- ☐ Elementary: 1 resource paraeducator position
- ☐ MS/HS: shared music accompanist

Reports Submitted and Approved

2022-2023 IDEA Consolidated Grant Application
2022-2023 Flex Funding Application
2022-2023 Maintenance of Effort Eligibility

Community Relations

Community Use of School Facilities, Equipment, and Supplies

School facilities are primarily intended for the District's educational and extracurricular activity programs. School facilities are, however, made available for use by outside groups to further the interests of the District and the community. Use by non-school groups is allowed pursuant to an application process and is subject to the terms and conditions set forth in this policy. The Plattsmouth Community School District reserves the right to make available only those facilities as deemed appropriate by the Board of Education.

Likewise, equipment and supplies are intended for the District's educational and extracurricular activity programs. District equipment and supplies will not be available for off-campus use by outside groups, or any individuals, unless otherwise approved by the Board or Education. For example, district tables, chairs, etc. will not be available for personal use at graduation receptions, wedding receptions, or other similar events.

1. Application for Use.

Outside groups that wish to use school facilities must submit a completed Application for Use form signed by a representative of the outside group who has authority to commit the outside group to the terms and conditions of the Application. The outside group, as Applicant, shall specify the nature of the intended use, the dates and times of the requested use, and the facilities for which use is requested.

It shall be noted that the synthetic turf football/soccer/marching band field and baseball/softball field may be available on a limited basis to outside organizations. The high school principal and activities director, in consultation with the Superintendent, will determine the extent to which synthetic turf fields are made available to applicants from outside organizations.

The form shall be developed by the administration. The form shall include the statement that:

> This application is subject to the terms of the Board's "Community Use of School Facilities" policy. The terms and conditions of that policy are incorporated into this application by this reference. Applicant accepts all such terms and conditions.

2. Acceptance of Application for Use.

Acceptance or rejection of applications shall be the responsibility of the Superintendent or the Superintendent's designee.

Applications shall not be rejected for any unlawful reason, including unlawful discrimination on the basis of race, national origin, gender, religion, disability, age, marital status, or veteran status, and including the applicant's legally protected exercise of constitutional or statutory rights.

The District's facilities are designated as nonpublic forums. Accordingly, applications shall not be accepted for:

a. Uses that may conflict with or that disrupt the District's educational or extracurricular activity programs.
b. Uses inconsistent with the mission of the District.
c. Uses that present an unacceptable risk that the conditions of use set forth in this policy will not be adhered to; either due to the nature of the requested use or the character of the group or individuals within the group.
d. Uses that present an unacceptable risk of damage or unacceptable wear and tear to facilities or equipment.
e. Uses for outside commercial activities except with approval of the Board; and except for camps and other activities for high school students subject to and consistent with Bylaws of the Nebraska School Activities Association.
f. Uses that involves gambling or games of chance.
g. Uses that involves a group or activity which advocates or condones the violent overthrow of the Constitution or of the government.
h. Uses that involve the meetings of secret clubs not open to members of the public
i. Non-community type uses such as wedding receptions, slumber parties, personal use and similar activities.

Applications for use of facilities may be denied based on unsuitability of the date or time of the requested use. Facilities will generally not be available for community use at times when school staff are not available to monitor the Applicant's use, such as on legal holidays; before 7:00 a.m.; after 10:00 p.m. and Sunday mornings prior to Noon. In order for indoor facilities to be used during times that a District employee is not scheduled to work in the identified building, an employee of the District or an active Board member must be present to supervise the activity or the organization applying for use must pay for the wages of a District employee to supervise the event.

Furthermore, if indoor facilities use includes a tournament where outside teams are invited to participate and/or an event for which the Applicant will charge an admission fee for participants or spectators, the applying organization must pay for the cost of a custodian to work during all hours of the competition that take place on Saturday, Sunday, and any other days when school is not in session and/or a custodian is not typically scheduled to work. A custodian would need to be on-site at all facilities being used. The elementary/middle school is considered one site, and the high school is considered an additional site. Thus, if both sites (elementary/middle school and high school) are used, two custodians are required).

For days when school is not in session and an admission fee is not being charged for participants or spectators, organizations using the indoor facility will need to complete all items on the Custodial Checklist and ensure that, as needed, trash is emptied, floors are swept, etc. Organizations that plan to use the facility, when school is not in session, will be required to submit a $100 custodial security deposit. If items on the Custodial Checklist are not completed, the organization risks forfeiture of the security deposit.

For use of the auditorium light and sound equipment, an audio and lighting technician is required. For use of the kitchen, a food service staff member is required, when equipment (i.e. dishwasher, oven, steamers, etc.) other than the serving line is used.

Leases of school facilities, including use of facilities by another school district, shall require

approval of the Board. As such, Applications that request long-term use of facilities in the nature of a lease will be denied.

Applications may be denied based on the determination of the Superintendent or the Superintendent's designee that the Applicant does not have the financial ability or financial responsibility to pay fees or expenses or to reimburse the District for any damages that may be sustained to facilities or equipment or any liability that may be created by the use.

When an Application conflicts with another Application, the Applications will be accepted according to the following priority order:

a. Events or activities for sports that are currently in-season (according to the Nebraska School Activities Association).
b. Events or activities for sports related to the building/facility being used, unless approved by the Activities Director. For example, if an organization involving middle school students wants to reserve the elementary gym and another organization involving elementary school students wants to reserve the elementary gym at the same time, the organization involving elementary school students would be given priority to use the elementary gym.
c. Events or activities that are designed to service students of the District or which are related to any function of the District, including approved school-community associations and school-affiliated non-profit groups.
d. Tax-supported agencies such as educational entities or units of city, county or state government.
e. Nonprofit community agencies such as private educational agencies.
f. Groups where the majority of the members reside within the District.

For use conflicts within each group, priority will be given to the first to submit their Application; provided that the Superintendent or the Superintendent's designee may approve an Application that is not first-filed if the other Applicant's use could be feasibly changed to a non-conflicting time or area.

Applications that are accepted may not be assigned or transferred to another outside group.

Applications that are accepted are subject to cancellation by the Superintendent or the Superintendent's designee. Cancellation will occur in the event the administration reasonably determines:

a. Any of the reasons for non-acceptance of an application exist.
b. The Applicant fails to meet any term or condition required prior to the use. This includes but is not limited to failure of the Applicant to pay required fees or deposits or failure to show evidence that any required insurance is in place.
c. Circumstances make the use unsuitable. This includes but is not limited to:

    i. The condition of the facilities being unsafe. For example, the presence of snow, ice, fallen limbs or other potential hazards that the school would not otherwise clear prior to the activity or event. The Applicant may request that the District clear the hazards such that it may proceed with its activity

or event. If the District agrees to do so, the Applicant shall be responsible for all costs incurred by the District in clearing the hazard.

ii. School staff being unavailable to monitor the use or to provide set-up or clean-up services where the District has accepted responsibility for such.

iii. The need to use the facilities for a school activity or purpose.

Generally, if school is closed on the date of the Applicant's intended use due to inclement weather or hazardous conditions, the Applicant's use will be cancelled.

The Applicant shall remain responsible for fees or expenses, and any deposit that has been received by the District shall be forfeited and be kept by the District, if cancellation occurs because of the fault of the Applicant. Otherwise, the District will return any deposit that has been received by the District. The District will in no event be responsible for any damages, expenses, or losses incurred by the Applicant or any person arising from the cancellation.

An Applicant may withdraw its Application at any time prior to acceptance. The Applicant, subject to approval of the Superintendent or the Superintendent's designee, may withdraw an accepted application. Approval is subject to the conditions that the Applicant has given reasonable advance notice (ordinarily, at least 48 hours) and that the Applicant reimburses the District for any expense the District has incurred.

3. Conditions of Use.

The conditions for use are as follows:

a. Compliance. Applicant agrees to:

i. Comply with all local, state and federal laws, including health and fire codes.

ii. Comply with Board policies concerning non-discrimination and the use of school facilities.

iii. Comply with reasonable administrative rules related to use of facilities and the requests of school officials related to the Applicant's use of the facility.

b. Disclaim School Sponsorship. The District does not sponsor or endorse the Applicant or the activity or event conducted by the Applicant. To ensure that the public understands this fact, the Applicant agrees to not make any statements suggesting such sponsorship and to publish statements of non-school sponsorship in such form and manner as the administration may request.

c. Supervision. Applicant agrees to provide appropriate supervision of the activity or event in all respects, including supervision reasonably necessary to ensure that no person participating in or attending the activity or event:

i. Is presented with conditions that pose an unreasonable risk of personal injury or damage to personal property.

ii. Enters any area of the school facilities that the Applicant has not been given permission to use, or accesses any school records.

iii. Engages in the use of tobacco, alcohol, or illegal drugs, or is under the influence of alcohol or illegal drugs.
iv. Possesses a firearm or a weapon.
v. Engages in disorderly, lewd, or lascivious conduct.
vi. Engages in any criminal behavior.

Applicant shall remove any person from the activity or event who engages in any of the above listed conduct. Applicant agrees to report to the school administration by the close of the next business day the identity of any person who engaged in any of the above listed conduct and the details of the conduct. If the offending person is a student, the report shall be made immediately.

In the event the school administration determines that the nature of the activity or event warrants the presence of security services, Applicant agrees to provide such security services.

Applicant agrees to ensure that all persons attending its activity or event are off school grounds at the end of its time of permitted use, except for students or school staff who are authorized to remain for a school-related purpose.

d. Condition of Premises. Applicant agrees to:
i. Conduct a reasonable inspection of the premises prior to the activity or event to ensure that the premises are safe for the intended use. In the event of any unsafe condition, Applicant shall notify an administrator. In the event the unsafe condition is not corrected prior to the activity or event, the Applicant shall postpone or cancel the activity or event.
ii. Not use or allow any school equipment to be used without express approval of school administration.
iii. Not bring or allow others to bring food or beverages on to school grounds without express approval of school administration.
iv. Not bring or allow others to bring or use any flammable items (including candles or incense) or any volatile chemical or any explosive.
v. Not use any electrical equipment that has been brought onto the premises without express approval of school administration.
vi. Not allow the wearing of street shoes or shoes with black soles on gym floors or other protected surfaces.
vii. Not park or allow others to park in fire lanes or reserved spaces or in any manner inconsistent with the school's parking rules.
viii. Not cause or allow others to cause damage to school facilities or equipment.
1. In the event damages are sustained, Applicant accepts responsibility for reimbursing the District for the cost of repair or replacement.
2. Applicant agrees that the school administration's determination that damage was sustained in connection with the Applicant's use, and of the cost of repair or replacement, is controlling.
3. Applicant shall immediately report to the school administration any damage to school facilities or equipment that occurs during the Applicant's use of school facilities that may present a risk of injury to students or any subsequent users. Any other damage shall be

reported by the close of the next business day.

ix. Return the facilities in as good a condition as it was prior to use. This includes, without limitation, cleaning, removal of trash, and returning tables and chairs and other school property to their proper location. The clean up shall be promptly completed. In the event the District provides the clean-up service, Applicant agrees to reimburse the District for the cost of such clean up.

x. Remove any property brought in by the Applicant and by any person attending the activity or event. The District is not responsible for any personal property that is left on the premises.

e. Financial Responsibility. Applicant agrees to:

i. Procure, at it's own expense, a $5,000,000 Comprehensive General Liability insurance policy naming the District as an additional insured or provide evidence of comparable insurance for each individual participant. This policy shall be written with a minimum of $15,000,000 Combined Single Limit per occurrence. A Certificate of Insurance evidencing coverage must be submitted prior to the Applicant's use.

~~ii. The insurance requirement is subject to waiver by the Superintendent or the Superintendent's designee only in circumstances where the intended use presents very little potential for injury or damage and the activity or event is designed to serve the District's students or staff.~~

~~iii.~~ii. Indemnify and hold the District, the Board, school employees and agents of the District harmless from any and all claims, demands, causes of action, or lawsuits for any death or personal injury or damage to property sustained during, caused by or arising out of the Applicant's use of school facilities, including waiver of subrogation in favor of the District.

4. Fees for Use.

The Superintendent or Superintendent's designee shall establish a daily use fee schedule that establishes rates for specific parts of the school facilities (that is, kitchen, auditorium, gymnasium, athletic field, classrooms, meeting rooms). The rates shall be reviewed on a periodic basis; with the review to occur annually.

The fee rates shall be in an amount sufficient to cover estimated staff time and direct costs associated with:

a. Processing. Cost of processing the Application, postage, invoicing and coordination of the use.

b. Access. Cost of providing access; such as unlocking doors before use and locking after use, turning lights on and off, and disarming/re-arming security systems.

c. Custodial. Cost of providing custodial or maintenance services to prepare the facility for the use, monitoring of the facility during a tournament, and clean-up after the use.

d. Kitchen. Cost of providing access to the kitchen facilities; as ordinarily any permitted use of the kitchen will require the presence of a member of the school's food service staff.

e. Special Equipment. Cost of making special equipment available such as sound and lighting set-up; as ordinarily any permitted use of special equipment will require the presence of a member of the school's staff who is familiar with proper use of the equipment.

f. Supervision/Monitoring. Cost of administrative or other professional staff to monitor the Applicant's use to ensure compliance with the terms and conditions of the permitted use.

g. Security. Cost of providing security services when deemed necessary for the activity or event.

The fee schedule shall be applied evenly to all Applicants, except out-of-District Applicants, with the following exceptions:

Option 1. Hourly Use Fees for Practice/Rehearsal may be waived, when the organization agrees to comply with the *District Conditions for Facilities Use Fee Waiver* (see form 1100B*)*, as described below.

District Conditions for Facilities Use Fee Waiver

1. The organization agrees to implement the skill development and training program recommended by the District, in concert with the Head Coach/Sponsor of the same sport/activity.
2. The organization agrees to have all coaches/sponsors complete the District Volunteer Application Process, with the cost to be paid by the organization.
3. The organization agrees to ensure equitable participation of all registered youth, with the exception of an all-star/select team that is compiled from rosters of all registered youth.
4. The organization agrees to provide the District with written documentation of official non-profit status [501(c)(3) or equivalent], or evidence that the organization is in the process of obtaining such status, prior to use of facilities. Information about obtaining 501(c)(3) status is available from the Internal Revenue Service http://www.irs.gov/charities/article/0%2C%2Cid=96109%2C00.html.

Option 2. Hourly Use Fees for Practice/Rehearsal may be waived; when the organization receives approval from the Board of Education as a civic organization that is designed to support the District's mission of working in partnership to ensure civic engagement and the activity or event is designed to serve students of the District. Board approval must be obtained prior to facility use.

Option 3. If the youth organization believes it is not able to continue as a viable entity, even with the opportunities provided in Options 1 or 2, the District will consider taking on oversight of the youth organization.

5. Use Consistent with NSAA Bylaws.

Use of school facilities for activities that are subject to the Bylaws of the Nebraska School Activities Association (NSAA) shall be permitted subject to and in accordance with the NSAA Bylaws. Such use shall be consistent with this policy for non-school groups. Examples of acceptable use of school facilities for activities are:

a. Summer Leagues. There must be evidence that the organization or individual conducting the league has rented or leased the facility (for example, via an Application for Use) to prove the school is not involved in its sponsorship or funding.
b. Commercial Sport Camps/Clinics. School facilities for use by individuals, including the District's own coaches or other organizations for commercial camps/clinics or schools. Camps conducted by high school coaches shall be publicized as open to all area individuals wishing to attend and not limited to students from the coach's high school.
c. All-Star competition that involves graduated seniors.
d. Competitive meets and contests sponsored by non-school groups.
e. Facilities approved under the above stipulations include: gymnasiums, tracks, swimming pools, tennis courts, athletic playing fields, and baseball and softball diamonds.

Date of Adoption: Jan. 9, 2006
Reviewed: Mar. 12, 2007, Mar. 10, 2008, Mar. 9, 2009
Revised: Feb. 8, 2010
Reviewed: Mar. 8, 2010, Mar. 14, 2011
Revised: Dec. 12, 2011, Jan. 14, 2013, Sep. 9, 2013, Nov. 11, 2013
Reviewed: Jan. 13, 2014, Jan. 12, 2015, Jan. 11, 2016, Jan. 9, 2017, Jan. 15, 2018, Feb. 11, 2019, Feb. 10, 2020, Feb. 8, 2021
Revised: Sept. 13, 2021
Revised: July 11, 2022

PLATTSMOUTH COMMUNITY SCHOOL DISTRICT
APPLICATION FOR USE OF SCHOOL FACILITIES
(Reviewed annually by the Board of Education)

Name of Organization Making Request: _____ **Date:**_____

Type of Organization and Type of Activity or Event

____ Event or activity that is designed to serve students of the District. *Describe*: _____
____ Tax-supported agency such as educational entity or unit of city, county or state government. *Describe*: _____
____ Nonprofit community agency such as a private educational agency. *Describe*: _____
____ Group in which the majority of the members reside within the District. *Describe*: _____
____ Other. *Describe*: _____

Facilities Requested. Building: _____ **Areas:** _____

Practice/Rehearsal:Dates & Times Requested (complete below or attach a separate sheet with the requested schedule):				
Dates	Days of the Week	Time(s)	Repeating (Yes/No)	Total # of Hours

Tournament or Event with admission fees for participants or spectators: Dates & Times Requested (complete below or attach a separate sheet with the requested schedule):				
Dates	Days of the Week	Time(s)	Repeating (Yes/No)	Total # of Hours

Details of Use (Attach an additional explanation if needed)

Describe the Type of Activity or Event: _____

No. of Anticipated Users and Spectators: _____ Concessions/Food Served: Yes No Describe: _____

Set Up or Tear Down Required by District: _____

Type of Cleaning Required During and Afterwards: _____

Special Equipment to be Used (District & Organization): _____

FEES (To Be Completed by Superintendent or Superintendent's Designee; see page 2)

Policy Compliance and Acceptance of Liability

Applicant shall procure, at its own expense, a Comprehensive General Liability insurance policy naming the District as an additional insured or provide evidence of comparable insurance for each individual participant. This policy shall be written with a minimum of $5,000,000 Comprehensive General Liability insurance policy naming the District as an additional insured and $1,000,000 Combined Single Limit per occurrence. A Certificate of Insurance evidencing coverage must be submitted prior to the Applicant's use. ~~Insurance requirement waived: Yes No (for school official to complete)~~

This application is subject to the terms of the Board's "Community Use of School Facilities" policy. The terms and conditions of that policy are incorporated into this application by this reference. Applicant accepts all such terms and conditions.

We have read, understand and agree to abide by the policies, rules and conditions on the use of these facilities on this form and in Board Policy. We understand that we are accepting the use of the facility from the Plattsmouth Community Schools with no assurances or guarantees relative to their condition. It shall be our responsibility to check the facility to see that it is safe for our intended use. We take full responsibility for the facilities while they are being used by our group and will make full restitution for any and all damages which may occur while our group is using the facility. We agree to indemnify and hold the school district harmless for any and all accidents and injuries to ourselves or others while we are using the facility regardless of the negligence of the school district or its personnel. We assume full responsibility and liability for any injuries.

_____	_____	_____
Name, Position	Signature	Date
_____	_____	_____
Name, Position	Signature	Date

Rev. Sep. 9, 2013, Jan. 13, 2014, Apr. 14, 2014, Jan. 12, 2015, Jan. 11, 2016, Jan. 9, 2017, Jan. 15, 2018, Feb. 11, 2019, Feb. 10, 2020, Feb. 8, 2021
Revised: Sept. 13, 2021,
~~Rev.~~ Feb. 14, 2022, July 11, 2022

SCHEDULE OF FEES

(To be completed by the Superintendent or the Superintendent's Designee)

PLATTSMOUTH EARLY CHILDHOOD, ELEMENTARY, MIDDLE, AND HIGH SCHOOLS

FACILITIES HOURLY USE FEES SCHEDULE

(does not include fees for custodial services, audio/lighting technician, food service, etc.)

FEES ARE DOUBLE FOR GROUPS NOT RESIDING IN THE PLATTSMOUTH DISTRICT, except that they shall pay $125/hr. for use of the synthetic turf football/soccer/marching band field or baseball/softball field. If lights are needed for these fields, there will be an additional fee of $75 per hour.

Practice/Rehearsal Hours **OR** ___ Fees are waived because the organization agrees to the *District Conditions for Fee Waivers* identified in Board Policy 1100 **OR** ___ Fees are waived because this is deemed a civic organization that helps promote the District's mission of working in partnership to ensure Civic Engagement and the activity is designed to serve students of the District (Requires Board of Education Approval) Date of BOE Approval _____, 20___	**$5 per hour**
Tournament Hours	**$5 per hour**

*Supervision fees will be assessed when a District employee or Board member is not present to supervise the activity)

Gym, Fitness Center/Wrestling Room, Commons, Lunchroom, or Media Center

Fee for facilities use (see schedule above) **Total hrs. requested** _____ **Item cost $**_____
Custodial Service @ $20.00 per hr. ($40 min.) **Total hrs. needed** _____ **Item cost $**_____
Supervision @ $20.00 per hr. ($40 min.) **Total hrs. needed** _____ **Item cost $**_____

Auditorium

Fee for facilities use (see schedule above) **Total hrs. requested** _____ **Item cost $**_____
Audio and lighting technician @ $20 per hr. ($40 min.) **Total hrs. needed** _____ **Item cost $**_____
Custodial Service @ $20.00 per hr. ($40 min.) **Total hrs. needed** _____ **Item cost $**_____
Supervision @ $20.00 per hr. ($40 min.) **Total hrs. needed** _____ **Item cost $**_____

Kitchen

Fee for facilities use (see schedule above) **Total hrs. requested** _____ **Item cost $**_____
Food service staff member @ $20.00 per hr. ($40 min.) **Total hrs. needed** _____ **Item cost $**_____
Custodial Service @ $20.00 per hr. ($40 min.) **Total hrs. needed** _____ **Item cost $**_____

Athletic Fields

Fee for facilities use (see schedule above) **Total hrs. requested** _____ **Item cost $**_____
Custodial Service @ $20.00 per hr. ($40 min.) **Total hrs. needed** _____ **Item cost $**_____

Classroom

Fee for facilities use (see schedule above) **Total hrs. requested** _____ **Item cost $**_____
Supervision @ $20.00 per hr. ($40 min.) **Total hrs. needed** _____ **Item cost $**_____

Administration Center Board Room or Conference Room

Fee for facilities use (see schedule above) **Total hrs. requested** _____ **Item cost $**_____
Supervision @ $20.00 per hr. ($40 min.) **Total hrs. needed** _____ **Item cost $**_____

$100 Custodial deposit for days when school is not in session **Item cost $**_____

Rev. Sep. 9, 2013, Jan. 13, 2014, Apr. 14, 2014, Jan. 12, 2015, Jan. 11, 2016, Jan. 9, 2017, Jan. 15, 2018, Feb. 11, 2019, Feb. 10, 2020, Feb. 8, 2021
Revised: Sept. 13, 2021,
~~Rev.~~ Feb. 14, 2022, July 11, 2022

Cost for Volunteer Applications **Total # of Volunteer Applications _____ Item cost $ _____**

TOTAL COST $_____

Plattsmouth Community School District Central Office
1912 Old Highway 34
Plattsmouth, NE 68048
Dr. Richard E. Hasty, Superintendent
Dr. Cherie Larson, Director of Instructional Services
Mrs. Amanda Wright, Special Education Administrator
Phone: (402) 296-3361 Fax: (402) 296-2667
www.pcsd.org

1100B Agreement to Comply with District Conditions for Facilities Use Fee Waiver

I, _____, certify that I am the head of the _____organization and the organization wishes to have Hourly Use Fees for Practice/Rehearsal waived, pursuant to Option 1, District Conditions for Fee Waivers, found in Board Policy 1100.

Initials

_____ 1. I agree that the organization, and any coaches from the organizations, will implement the skill development and training program recommended by the District, in concert with the Head Coach/Sponsor of the same sport/activity.

_____ 2. I agree to have all coaches/sponsors complete the District Volunteer Application Process, with the cost to be paid by the organization.

_____ 3. I agree to ensure that our organization provides equitable participation of all registered youth, with the exception of an all-star/select team that is compiled from rosters of all registered youth.

_____ 4. I agree to provide the District with written documentation of official non-profit status [501(c)(3) or equivalent], or evidence that the organization is in the process of obtaining such status, prior to use of facilities. I understand that information about obtaining 501(c)(3) status is available from the Internal Revenue Service https://www.irs.gov/charities-and-nonprofits.

I further agree that the request is being made of my own free will, based on the best interest of the organization, and I am not being unduly influenced by anyone from the District to meet the identified requirements. I understand that it is my responsibility to contact the Head Coach of the same sport to identify the skill development and conditioning program that is recommended by the District. I understand the District Volunteer Application Process may take anywhere from a few days to several weeks to complete, and any potential coach will not be allowed to use school facilities, until he/she is on the District's Approved Volunteer List. I understand fees for the District Volunteer Application Process must be paid at the time of application. Prior to the start of the season, I will inform all coaches of the requirement to provide equitable participation of all registered youth. I will ensure all items are completed in a timely manner.

_____	_____	_____
Name, Position	Signature	Date
_____	_____	_____
Name, Position	Signature	Date

*Attach to 1100A Application for Use of School Facilities

Rev. Sep. 9, 2013, Jan. 13, 2014, Jan. 12, 2015, Jan. 11, 2016, Jan. 9, 2017, Jan. 15, 2018, Feb. 11, 2019, Feb. 10, 2020,
Reviewed: Feb. 8, 2021, Sept. 13, 2021, Feb. 14, 2022, July 11, 2022

Community Relations-Plattsmouth Community Schools Fitness Center Memberships

The Plattsmouth Community Schools Community Fitness Center is available for use by patrons of the District. To cover costs of operations, community users will be allowed to purchase memberships and access cards will be issued. Community use will be limited to members. Members will be required to sign a Use and Release Agreement.

Memberships will be available to residents of the Plattsmouth Community School District. Members must be 18 years or older. Secondary school students are not eligible even if age 18 or older. Membership and access to the fitness center will be limited to those with character appropriate for a school environment.

The annual cost is $20 per month for an individual membership and $30 per month for a family membership. Family membership allows use by any member of the member's household related by blood or marriage. Any child using the fitness center on a family membership must be accompanied and supervised at all times by a responsible adult family member, the coach of a District activity in which the student participates, or a fitness center supervisor (If a supervisor is not available, then the child must be supervised by an adult family member or District coach). Plattsmouth graduates that are currently competing in collegiate athletics may use the fitness center at no charge, but they must sign a Use and Release Agreement and abide by all rules.

In an effort to promote and maintain the District's Healthy Schools Program initiative that is supported by the Alliance for a Healthier Generation, the American Heart Association, and the Clinton Foundation, all active Board members and employees will be allowed to use the fitness center free of charge. However, all Board members and employees are expected to abide by the Rules and Regulations contained herein and sign a Use and Release Agreement.

Members shall not give their access card to anyone or allow non-members to enter the facility (including students not covered by their membership). Consequences may include termination of the violator's membership. No refund will be issued.

Memberships may be revoked or restrictions on use may be made in the event a user fails to follow the rules for the fitness center or in the event the Board of Education or school administration determines that such is in the best interest of the district.

Hours of Operation

The times the fitness center will be open for use by members will be set by the school administration. The hours will vary throughout the year and will be posted or otherwise communicated to members. The hours will be set for times when school is not in session and to avoid conflicts of use regarding students and school activities. Members understand that there will not always be a supervisor on duty during the hours that access is granted.

Rules of Fitness Center

All community users must follow rules for use of the fitness center. These rules may be changed from time to time by the Board of Education or school administration.

Access Cards

A computerized card entry system will be in use. Each member will be issued an access card. In the event the card is lost, a replacement will be issued at a cost of $5.00.

PLATTSMOUTH COMMUNITY SCHOOLS COMMUNITY FITNESS CENTER RULES & REGULATIONS

Use of the Fitness Center. Community use is restricted to members of the fitness center. Members must sign a Use and Release Agreement, as a condition of use. Family membership allows use by any member of the member's household related by blood or marriage that sign a Use and Release Agreement. Any child using the fitness center on a family membership must be accompanied and supervised at all times by a responsible adult family member, the coach of a District-sponsored activity in which the student participates, or a fitness center supervisor (If a supervisor is not available, then the child must be supervised by an adult family member or District coach).

1. Use of the fitness center does not authorize you to be in other parts of the school building without following established procedures for checking into the building. Persons who access the fitness center or the building without authority will be considered trespassers.
2. Protect Access Cards. Members are not permitted to: (a) share their access card with others or (b) let others in the fitness center without using their own access card (even a member who says he just "forgot" his access card). Do not lose your access card or place it where others may take it. There is a $5.00 replacement fee for access cards.
3. Injury Prevention.
   a. Use is at your own risk. If you have health concerns see your doctor before starting an exercise program. Use common sense.
   b. Use only equipment that you know how to use. Ask for instruction from fitness center supervisors. If fitness center supervisors are not available, please contact Connor Dukes~~Bob Dzuris~~, the Fitness Center Supervisor, for assistance at 402-779-1328~~720-2572~~. Follow equipment instructions and instructions of supervisors.
   c. Warm up and properly stretch prior to using the fitness center.
   d. When using free weights (squats, cleans, dead lifts, etc.), a weight belt and a spotter are recommended.
4. Appropriate Clothing. Wear clothing appropriate for a school environment. This means no tight fitting or revealing clothing or clothing with messages which students are not permitted to wear during the school day. Shoes must be safe for work outs and not be of a type which may cause marks or dents in the floor (no cleats). Do not wear items that may interfere with safe use, such as lose necklaces, dangling earrings, or head coverings other than sweat bands.
5. Respect the Facility and Other Users:
   a. Unload weights from machine or bar after each use.
   b. Do not allow free weights and machine weights to drop or slam together.
   c. Please wipe perspiration from benches and grips after use.
   d. Stay out of staff desks, school files, and the belongings of others.
   e. No horseplay or offensive language.
   f. Keep music to a volume low enough for conversation.
   g. Water should be used as needed for appropriate hydration in an appropriate (closed) container. Tobacco, alcohol, drugs and weapons are prohibited.
6. Reports. No later than the following business day, report to the supervisor or school administration: any unsafe condition, any injury to yourself or others, and any rule violations by other members.
7. Emergencies. In case of emergency DIAL 911 and inform the supervisor or school administration.

PLATTSMOUTH COMMUNITY SCHOOLS COMMUNITY FITNESS CENTER USE AND RELEASE AGREEMENT

I have read the policy or administrative regulation and the rules and regulations for the Plattsmouth Community Schools Community Fitness Center. I fully understand them and I agree to comply with them, including such modifications as may be made from time to time. I agree to modify my workout to conform to the wishes of the Plattsmouth Community Schools if asked to do so. I understand that the use of the fitness center is a privilege and not a right and that my membership may be revoked or restricted. I understand that if I give my access card to anyone or allow non-members (including students not covered by my membership) to enter the facility my membership may be terminated and I will not receive a refund of any pre-paid membership fees.

I agree to leave the fitness center if asked to do by a member of the Plattsmouth Community Schools staff or any supervisor and understand if I am present without permission that I would be a trespasser. I also agree to promptly report to the Plattsmouth Community School administration: (1) any failure by any other person to follow the rules of the facility or (2) any unsafe condition. I am aware that a surveillance camera may be in use.

I am aware of the risks involved in the use of the facility and its equipment and that the use of the fitness center and its equipment could result in injury or harm to myself. I further understand that there will not always be a supervisor on duty during the hours that access is granted. I acknowledge and assume any such risk to my person or property connected in any way with the fitness center and its equipment. I hereby agree to release and hold Plattsmouth Community Schools, the Board of Education, employees and agents of the Plattsmouth Community Schools, and any volunteer trainers or supervisors, harmless from any and all personal injury to myself or damage to or loss of my property in any way related to my use of the fitness center or its equipment.

I sign this Use and Release Agreement as my own voluntary act.

Date_____ Printed Name: _____

Signature: _____

Date of Adoption: November 9, 2009

Reviewed: Mar. 8, 2010, Mar. 14, 2011
Revised: December 12, 2011, Aug. 13, 2012
Reviewed: Jan. 14, 2013, Jan. 13, 2014, Jan. 12, 2015, Jan. 11, 2016, Jan. 9, 2017, Jan. 15, 2018
Feb. 11, 2019, Feb. 10, 2020, Feb. 8, 2021, Feb. 14, 2022
Revised: Oct. 10, 2022~~June 13, 2022~~

Tuition Reimbursement

PLATTSMOUTH COMMUNITY SCHOOL DISTRICT
TUITION REIMBURSEMENT PROGRAM

The Plattsmouth School Board recognizes the importance of continuing education for staff. Upon approval by the Superintendent or designee, certified staff members may be reimbursed for course tuition associated with courses included in a program of study leading to an initial Master's Degree or coursework that makes the employees eligible to teach dual credit courses for PCS and the building administrator confirms such courses will be taught by the identified employees in the present school year or future school years. The intent of this program is to encourage certified employees to earn their initial Master's Degree or continue coursework that makes them eligible to teach dual credit courses for PCS.

Objectives include, but are not limited to, the following:

1. To offer financial incentives that will provide motivation for employees to earn their Master's Degree or teach dual credit courses for PCS.
2. To provide an incentive to keep quality teachers in the Plattsmouth Community School District.

CRITERIA FOR ELIGIBILITY

To be eligible for the Tuition Reimbursement Program, a certified employee must meet the following requirements:

1. Be a certified staff member.
2. Have on file a letter from the college or university indicating admission into a Master's Degree program or confirmation that the courses will enable the employees to become eligible for teaching dual credit courses for PCS.
3. Complete the application form and return to the Superintendent or designee. The Superintendent or designee must receive application for The Tuition Reimbursement Program no later than September 1 for the fall semester, January 1 for the spring semester, and May 1 for the summer term. The Superintendent or designee will notify the applicant of his/her status shortly after receiving the completed application.
4. Register for the course and submit a copy of the course number, credit hours, and tuition statement to the Superintendent or designee.

CRITERIA FOR SELECTION

Each application will be reviewed on an individual basis, based on the following priority:

1. Be working on coursework toward a Master's Degree.
2. The program or course must relate to the improvement of skills and knowledge necessary in the employee's present certified position.
3. Persons on leave-of-absence are not eligible for the Tuition Reimbursement Program.

CRITERIA FOR REIMBURSEMENT

This Tuition Reimbursement Program will reimburse to a maximum of one-half of the approved applicant's tuition for **twelve (12)** credit hours per year. Reimbursement will be for the tuition costs only and will not cover other expenses. The one-half reimbursement will be based upon the credit-per-hour tuition rate at the University of Nebraska Omaha.

For reimbursement, the approved applicant must submit to the Superintendent or designee a tuition statement and enrollment form showing the course number and credit hours. The reimbursement will be provided at the completion of the course and after the applicant has provided a grade report to the Superintendent or designee. A grade of "C" or higher must be received in order to be eligible for tuition reimbursement.

OTHER PROGRAM GUIDELINES

Courses taken using the Tuition Reimbursement Program will count for advancement on the salary schedule if they meet all other District requirements.

Approved applicants who have received tuition reimbursement must remain in the Plattsmouth Community School District for **three (3) years** after the completion of the reimbursed course or repay the district for the amount of reimbursement. Any reimbursement not meeting this three-year guideline will be deducted from the final paycheck of the employee.

Additionally, if employees receive tuition reimbursement for coursework that will make them eligible to teach dual credit courses and they leave the district prior to teaching any dual credit courses for PCS or they do not teach dual credit courses within two years of completing the coursework, the employees will repay the district for the amount of reimbursement. Reimbursement will be deducted from the final paycheck for employees that leave the district, and for employees that remain with the district but do not teach any dual credit courses within two years, the reimbursement will be deducted from paychecks in the next school year, unless the employees repay the reimbursement sooner than the next school year.

PAYMENT

Payments of Tuition Reimbursement Program will be made within thirty days of receiving the grade report showing the course number, credit hours, and grade.

ADMINISTRATION

The Superintendent, in accordance with School Board Policy, shall administer the Tuition Reimbursement Program. The total amount of funds available for tuition reimbursement is identified in the negotiated agreement between the Board and PEA. In the event any provisions of this Program are found to be in violation of State or Federal Constitution, statute or regulation, the Program will be terminated.

Reviewed: Mar. 11, 2013, Feb. 10, 2014, Feb 9, 2015, Feb. 8, 2016, Jan. 9, 2017, Feb. 13, 2017, Aug. 14, 2017, Feb. 12, 2018, Feb. 11, 2019, Mar. 9, 2020, Mar. 8, 2021, Mar. 14, 2022 Revised: Oct. 10, 2022

PLATTSMOUTH COMMUNITY SCHOOL DISTRICT
APPLICATION FORM FOR TUITION REIMBURSEMENT PROGRAM

In order for a certified staff member to receive tuition reimbursement, this form should be completed and approved. A form must be completed for each semester/term that a certified staff member wishes to apply for tuition reimbursement. Please complete this form and submit to the Superintendent or designee.

Applicants must have, on file, a letter from the college or university indicating admission into an initial Master's Degree program, confirmation that the courses will enable the employees to become eligible for teaching dual credit courses for PCS, or confirmation that coursework is toward an additional endorsement in an area related to their current or future areas of responsibility. The Superintendent or designee must receive this application for the Tuition Reimbursement Program no later than September 1 for the fall semester, January 1 for the spring semester, and May 1 for the summer term. The Superintendent or designee will notify the applicant of his/her status shortly after receiving the completed application. The program or course must relate to the improvement of skills and knowledge necessary in the employee's present certified position. A limited number of staff may be reimbursed for a Master's Degree in Educational Administration.

Name of Employee _____ Social Security Number _____

Current Job Title _____ School _____

Course Name _____ Course Number _____

College or University _____ Credit Hours _____ When Does the Course Start _____

The undersigned employee understands that the Plattsmouth Community School District can accept or reject this application. The approved applicant must complete the approved course and submit a grade report in order to receive the tuition reimbursement. Applicants who have received tuition reimbursement must remain in the Plattsmouth Community School District for three years after the completion of the reimbursed course or repay the district for the amount of reimbursement. Any reimbursement not meeting this three-year guideline will be deducted from the final paycheck of the employee.

TEACHER'S SIGNATURE _____ DATE _____

This employee is applying for the Tuition Reimbursement Program. I have reviewed this request and verify that the courses listed are within the teacher's subject area and/or meet the criteria of the Program.
I verify that the course listed may be used for tuition reimbursement. ☐

The request for tuition reimbursement is denied because: _____

Superintendent's Signature _____ Date _____

Sick Leave Incentive Program

PLATTSMOUTH COMMUNITY SCHOOL DISTRICT SICK LEAVE INCENTIVE PROGRAM

The Plattsmouth School Board recognizes the importance of regular attendance for employees, in an effort to effectively and efficiently provide a safe and healthy learning environment for students. The intent of this program is to reward employees for unused sick leave, with the understanding that employees should not be on duty at times when they are sick and could put themselves or others at risk of injury or further illness.

PROGRAM GUIDELINES

Employees who leave the district after fifteen or more years shall be eligible to receive compensation for the unused leave as follows:

An hourly support staff member who has unused sick leave days remaining upon completion of their last day of employment with PCS and will not be returning to the district for the following school year shall receive 50% of the daily substitute rate (Step 1) for the~~ir~~ most closely related position on the Support Staff Salary Schedule pro-rated to equal the number of hours worked for each unused sick day, with a 50-day maximum provision.

A teacher, ~~or~~ administrator, or any other staff member in a salaried position who has unused sick leave days remaining upon completion of their last day of employment with PCS and will not be returning to the district for the following school year shall receive 50% of the daily substitute rate (currently $150 per day) for each unused sick day, with a 50-day maximum provision (60 days for administrators, per contract).

Amount payable pursuant to the foregoing shall be computed as soon as is reasonably possible following the end of the school year, and shall be payable to the teacher no later than the regular payroll date next following the date on which such amounts are determined.

Adopted: May 9, 2016
Reviewed: Feb. 13, 2017, Feb. 12, 2018, Feb. 11, 2019, Mar. 9, 2020, Mar. 8, 2021
Revised: Mar. 14, 2022, Oct. 10, 2022

Community Relations

Title IX – Procedure for Complaints of Sexual Harassment

A. Complaint Procedure - Generally

1. Reporting Procedures: 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, the principal or supervisor of the offending person, or 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 the 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. The Title IX Coordinator ~~may file a formal complaint and begin the following complaint procedure.~~is:

TITLE IX COORDINATOR CONTACT INFORMATION
Dr. Richard E. Hasty
1912 Old Hwy. 34
Plattsmouth, NE 68048
rhasty@pcsd.org

~~5.~~

2. District Actions upon Report of Sexual Harassment or Sexual Misconduct: Upon receipt of a report of sexual harassment, the Title IX Coordinator, or designee, including but not limited to a building principal or assistant principal, will conduct an initial inquiry. The first step of the inquiry will typically include a preliminary meeting between the individual whom the reporting party alleges has been subjected to sexual harassment or sexual misconduct and the Title IX Coordinator, or designee. The initial inquiry may also include a meeting between the Title IX Coordinator, or designee, and the individual whom the reporting party alleges has committed sexual harassment or sexual misconduct. The purpose of these meetings is to gain a basic understanding of the nature and circumstances of the report, it is not intended to be a full

investigative interview. During the initial assessment, the reporting party may also receive information about resources, rights, procedural options, and supportive measures. The Title IX Coordinator, or designee, may inquire into whether the person who has is alleged to have been subject to sexual harassment or misconduct requests resources, no further action, supportive measures, and/or initiation of the "Formal Complaint" process. The Title IX Coordinator will make a reasonable effort to respect the wishes of the person who experienced sexual harassment or sexual misconduct; however, if the reported incident constitutes an imminent or ongoing threat to school safety, based on the assessment of the Title IX Coordinator, then the Title IX Coordinator may file a Formal Complaint, on behalf of the District, with or without the consent or permission of the person who has experienced sexual harassment or sexual misconduct.

With or without a Formal Complaint, allegations of sexual harassment or discrimination shall be investigated and if substantiated, corrective or disciplinary action will be taken, up to and including dismissal from employment, if the offender is an employee, or suspension and/or expulsion, if the offender is a student. Retaliatory action will not be taken against any person for reporting discrimination or harassment. This policy does not limit or prohibit the District from instituting disciplinary measures pursuant to other Board Policy, rules, or other expectations if the District determines that a person violated District rules or expectations.~~Allegations of sexual harassment or discrimination shall be investigated and, if substantiated, corrective or disciplinary action taken, up to and including dismissal from employment if the offender is an employee, or suspension and/or expulsion, if the offender is a student. Retaliatory action will not be taken against an employee or student for reporting discrimination or harassment.~~

B. Formal Complaint Process

The following procedures apply only in the event that a Formal Complaint is filed. All other reports 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.

1. Misconduct Which May Be Investigated Under a Formal Complaint: The Formal Complaint process is only available if the Formal Complaint alleges: (i) conduct which occurs on District grounds or property owned or controlled by the District; (ii) conduct which occurs in the context of District employment or an education program or District-sponsored activity within the United States, and (iii) conduct which occurs when the District has substantial control over both the Respondent and the context in which the sexual harassment or sexual misconduct occurs. The conduct must also fall within one of the following categories: (a) an employee of the District conditioning an aid, service, or benefit of the District on an individual's participation in unwelcome sexual contact; (b) unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the District's education program or activity; (c) sexual assault; (d) domestic violence; (e) dating violence; or (f) stalking.

2. Parties to a Formal Complaint: The only parties to a Formal Complaint are the Complainant, who is the person alleged to have been subject to misconduct, and the Respondent, the person who is alleged to have committed the misconduct.

3. Filing a Formal Complaint: A Formal Complaint may only be filed by a Complainant or the Title IX Coordinator. An employee or student Complainant may file a Formal Complaint in writing with the Title IX Coordinator in person or by mail, or by electronic mail. The Formal Complaint must be signed by the Complainant or by the Title IX Coordinator.

4. Immediate Actions Upon Receipt of Formal Complaint: Upon receipt of a Formal Complaint, the Title IX Coordinator will conduct an initial assessment of the allegations contained within the Formal Complaint to determine if the allegations in the Formal Complaint, if true, allege misconduct which may be investigated under the Formal Complaint process. If the allegations in the Formal Complaint do not allege misconduct which may be investigated under the Formal Complaint process, the Title IX Coordinator must dismiss the Formal Complaint and may proceed under other District policies or procedures. The Complainant will be provided notice in writing if the Formal Complaint is dismissed.

If the allegations in the Formal Complaint allege misconduct which may be investigated under the Formal Complaint process, the Title IX Coordinator shall provide the following to all known parties: (1) The complaint procedure as outlined in this policy; and (2) Notice of the allegations of sexual harassment, known by the District at the time of filing the Notice, 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 Title IX Coordinator shall then provide the Formal Complaint and the Notice of the Formal Complaint to the District's Title IX Investigator.

5. Investigation of Formal Complaint: Upon receipt of a Formal Complaint, the Investigator will promptly investigate the allegations contained within, 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 contact the Complainant, Respondent, and relevant witnesses to schedule interviews. All parties may bring up to two people to this meeting: (1) Support Person and/or (2) Advisor of Choice. The Advisor of Choice may or may not be an attorney. Neither the Support Person nor the Advisor of Choice can direct questions or comments to the Investigator, nor may the Support Person or Advisor of Choice advise a student or employee how to answer the Investigator's questions.

The Investigator will also aim to collect all tangible evidence relevant to the investigation.

The Investigator will complete the 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 and the number of witnesses that may need to be interviewed. The time frame originally set by the Title IX Coordinator may be extended by the Title IX Coordinator, upon notice to the parties, as deemed 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 Formal Complaint process, 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 Coordinator, Investigator, Decision-Maker, and any person who facilitates this Formal Complaint process shall receive training on the definition of sexual harassment, 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.

(B) *Burden of Production*: It shall be the Investigator's burden to gather evidence sufficient to reach a determination regarding the outcome of the Formal Complaint. To reach a determination, the investigation will include, but is not limited to:

i. Providing the parties with the opportunity to present witnesses and provide evidence.
ii. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
iii. A consideration of various factors, including: (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.
iv. A review of the evidence using a "preponderance of the evidence" standard. To meet the "preponderance of the evidence" standard, the evidence must show that the discrimination, harassment, or retaliation more likely occurred than did not occur.

(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 District retains the right to place any person 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 by meeting with the Title IX Coordinator to discuss the removal.

(D) *Conclusion of Investigation*: Prior to the conclusion of the investigation, the Investigator shall send each party the evidence that is subject to inspection and review in an electronic format or a hard copy. This information shall be known as the "Draft Investigative Report." The Draft Investigative Report shall include all evidence obtained as part of the investigation that is directly related to the allegations raised in the Formal Complaint, including the evidence upon which the Investigator does not intend to relay to the ~~Decision Maker~~Decision-Maker. The parties shall then have ten (10) calendar days to submit a written response, which the Investigator will consider. Responses may not be submitted by the parties' Advisor of Choice or Support Person, unless such person is the parent or guardian of the Complainant or Respondent. Responses may include corrections to the Investigator's summary of the parties' interviews, suggestions for additional investigation, or additional information not known at the time of the interviews. Any new information provided by the parties during the response period will not result in an additional time period for response by the other party unless determined necessary by the Title IX Coordinator. The Investigator is not obliged to respond to any question or requests for information in the parties' responses. The Investigator will consider the information provided by the parties and will incorporate relevant information into the Final Investigative Report. The Final Investigative Report will fairly summarize~~s~~ the relevant evidence. The Investigator shall then submit the Final Investigation Report to the Decision-Maker. The parties shall each receive a copy of the F~~f~~inal I~~i~~nvestigative R~~r~~eport at the same time as the Decision-Maker.

6. Actions Taken By ~~Decision Maker~~Decision-Maker Upon Receipt of Final Investigative Report: Upon receipt of the Final Investigative Report, the Decision-MakerDecision-Maker shall provide 10 days for each party to submit written, relevant questions that a party wants asked of any party or witness. Questions shall be submitted to the Title IX Coordinator who shall determine whether questions are relevant. The Title IX Coordinator shall contact parties or witnesses to request answers to the parties' relevant questions. The Title IX Coordinator will -provide each party, and the ~~Decision Maker~~Decision-Maker with the answers provided by the opposing party or witness and allow for additional, limited follow-up questions from each party.

7. Notice of Determination: Once the Decision-MakerDecision-Maker has received the answers to relevant questions submitted by the parties, the ~~Decision Maker~~Decision-Maker shall consider the answers and the Decision-MakerDecision-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 the Complainant, Respondent, or witness. The Decision-Maker shall provide the written determination to both parties simultaneously. The written determination shall include:

(a) Identification of the allegations potentially constituting sexual harassment;
(b) 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;
(c) Findings of fact supporting the determination;
(d) Conclusions regarding the application of each recipient's code of conduct to the facts;
(e) 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
(f) The recipient's procedures and permissible bases for the Complainant and Respondent to appeal.

The Family Educational Rights and Privacy Act (FERPA) permits the District to disclose relevant information to a student who was discriminated against or harassed.

8. Sanctions: At the conclusion of the investigation, the Decision-Maker may institute disciplinary measures against 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 immediate termination from employment.

The Title IX Coordinator is responsible for coordinating the implementation of supportive measures for the victim(s).

C. Appeals

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 Ddecision-Mmaker 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.

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 shall give both parties a reasonable, and equal opportunity to submit a written statement in support of, or challenging the outcome.

The Superintendent 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 Superintendent shall provide the written decision simultaneously to both parties.

D. Informal Resolution

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 (7) years.

~~**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~~
~~[Coordinator Name]~~
~~[Address]~~
~~[City, State, Zip]~~
~~[Phone Number]~~
~~[Email Address]~~

~~The formal complaint must be signed by the complainant~~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: (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; and (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) involves possible criminal conduct, the District will notify the complainant~~Complainant ~~of his or her right to file a criminal complaint, and District employees will not dissuade the complainant~~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~~Investigator~~, decision-maker~~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 complainant~~Complainants ~~or respondent~~Respondents ~~generally or an individual complainant~~Complainant ~~or respondent~~Respondent~~. The District shall ensure that Title IX Coordinators, investigator~~Investigators~~, decision-maker~~Decision-Makers~~, and any persons who facilitate 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:

i. Providing the parties with the opportunity to present witnesses and provide evidence.
ii. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
iii. 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.
iv. 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 respondentRespondent is entitled to a presumption that the respondentRespondent 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 two (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 an employee on administrative leave during the pendency of an investigation. The District also retains the right to remove a student from the District's educational program prior to the conclusion of the investigation. In the event of a removal, the respondentRespondent shall have the opportunity to challenge the decision for removal.

(d) *Conclusion of Investigation*: Prior to the conclusion of the investigation, the investigatorInvestigator 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 investigatorInvestigator will consider.

Once the investigatorInvestigator has considered the written statements of the parties, if any, and any questions of the parties, if any, the investigatorInvestigator shall create an investigative report that fairly summarizes relevant evidence. The investigatorInvestigator shall then submit the written investigation report to the decision-makerDecision-Maker. The parties shall each receive a copy of the final investigative report at the same time as the decision-makerDecision-Maker.

4. Decision of Responsibility: The decision-makerDecision-Maker shall review the investigative report. Prior to coming to a determination regarding responsibility, the decision-makerDecision-Maker shall provide ten (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-makerDecision-Maker has considered the written questions of the parties, if any, the decision-makerDecision-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-makerDecision-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 complainantComplainant, respondentRespondent, or witness. The decision-makerDecision-Maker shall provide the written determination to both parties simultaneously. The written determination must include:

(a) Identification of the allegations potentially constituting sexual harassment;

(b) 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;

(c) Findings of fact supporting the determination;

(d) Conclusions regarding the application of each recipient's code of conduct to the facts;

(e) 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 respondentRespondent, 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 complainantComplainant; and

(f) The recipient's procedures and permissible bases for the complainantComplainant and respondentRespondent 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 complainantComplainant or the respondentRespondent 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 complainantComplainant or respondentRespondent, 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-makerDecision-Maker may institute disciplinary measures to the respondentRespondent if the decision-makerDecision-Maker determines that the respondentRespondent 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 policy does not limit or prohibit the District from instituting disciplinary measures if, in the course of the investigation, it determines that the complainantComplainant or respondentRespondent violated the student code of conduct.

The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

C. Appeals

If either party is not satisfied with the outcome of the investigation and the decision of the decision-makerDecision-Maker, they may appeal on the following basis:

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, investigatorInvestigator, or decision-makerDecision-Maker had a conflict of interest or bias for or against the complainantComplainant or respondentRespondent generally or the individual complainantComplainant or respondentRespondent 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 give both parties a reasonable and equal opportunity to submit a written statement in support of or challenging the outcome.

The Superintendent of Schools shall review the investigative report, decision-makerDecision-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 Superintendent of Schools shall provide the written decision simultaneously to both parties.

D. Informal Resolution

If a formal complaint is filed, the District may offer the complainantComplainant and respondentRespondent 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, any transcripts, or audio recordings pertaining to the investigative and appeal proceedings for a period of seven (7) years.

Legal Reference: Title IX

Date of Adoption: September 10, 2018
Reviewed: Feb. 11, 2019, Feb. 10, 2020, Feb. 8, 2021, Feb. 14, 2022
Revised: Aug. 8, 2022Date of Adoption: [Insert Date]

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 small purchases (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 sub-recipient.

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: September 13, 2021
Reviewed: June 13, 2022
Revised: Aug. 8, 2022

~~Date of Adoption: [Insert Date]~~

Business Operations

Procedures—Bidding Construction Projects

The District shall bid every project for the construction, remodeling, or repair of any school-owned building or for site improvements when the contemplated expenditures for the project is in excess of one hundred nine thousand dollars ($~~100~~109,000)~~.00~~, or such sum as adjusted pursuant to Section 73-106. The bidding procedures shall comply with the requirements of state law and shall include the following:

1. Notice to Bidders: —The Administration shall prepare a notice to bidders containing a general description of the scope of the project being bid; the location of the project; the means of obtaining project documents, including plans and specifications; the date and hour bids will close; and the date, hour and place bids are to be returned, received and opened, and a provision that such bids will be immediately and simultaneously opened in the presence of the bidders or representatives of the bidders, when the hour is reached for the bids to close.

2. Regular Manner of Advertisement for Bids: The notice to bidders shall be published one time in a newspaper of general circulation in the School District. The notice shall be published at least seven (7) days prior to the date designated for the opening of such bids. The Board of Education or Administration may, in its sole discretion, elect to utilize further advertisement for bids as it may determine appropriate to secure a sufficient number of qualified bidders for the scope of the project.

3. Bid Opening: When the hour is reached for such bids to close, bids will be immediately and simultaneously opened in the presence of the bidders or representatives of the bidders.

4. Contract Award: The contract shall be awarded to the lowest responsible bidder as to the extent required by law. When not so required, the award shall be made on the basis of consideration of the contract award criteria determined appropriate by the Board or administration.

5. Performance and Payment Bonds. Whenever any contract is entered into for the erecting, furnishing, or repairing of any building or other public structure or improvement, the contractor shall be required, before commencing such work, to furnish a performance, labor and material payment bond. The bond requirement shall not apply, however, to any project bid or proposed which has a total cost of ten thousand dollars ($10,000) or less unless the School Board or Administration includes a bond requirement in the specifications for the project. The bond shall be in an amount not less than the contract price. The bond shall be conditioned on the faithful performance of the contract and the payment by the contracting party of all laborers and mechanics for labor that is performed and of all material and equipment rental that is actually used or rented in connection with the improvement project and the performance of the contract. Such bond shall contain such provisions as are required by statutes, and be in a form prescribed and required by the district.

6. Retention of an Architect or Engineer. The School District shall not engage in the construction of any public works involving architecture or engineering unless the plans, specifications, and estimates have been prepared and the construction has been observed by an architect, a professional engineer, or a person under the direct supervision of an architect, professional engineer, or those under the direct supervision of an architect or professional engineer; provided that such requirement shall not apply to any public work in which the contemplated expenditure for the complete project does not exceed one hundred and eighteen thousand dollars ($~~100~~118,000), as adjusted from time to time by Section 81-3445 or other applicable law.

7. Additional Procedures. Each bid for which a labor and material bond is required shall be accompanied by a bid bond or certified check in the amount of five percent (5%) of such bid unless the School Board or Administration waives such requirement. The Board of Education or Administration may provide for additional procedures for the procurement, opening and acceptance of bids as deemed appropriate for a particular project.

Legal Reference: Neb. Rev. Stat. Sec. 52-118; Neb. Rev. Stat. Sec. 73-101 *et seq.;* Neb. Rev. Stat. Sec. 73-106; Neb. Rev. Stat. Sec. 81-3445

Adopted: August 13, 2007
Reviewed: Sept. 8, 2008, Sept. 14, 2009, Sept. 13, 2010, Sept. 12, 2011, May 13, 2013, May 12, 2014
Revised: July 14, 2014

Reviewed: May 11, 2015
Revised: Aug. 10, 2015
Reviewed: May 9, 2016, May 8, 2017, May 14, 2018, May 13, 2019, June 8, 2020, June 14, 2021, June 13, 2022
Revised: Aug. 8, 2022
~~Date of Adoption: [Insert Date]~~

Personnel - All Employees

Drug and Substance Use and Abuse

It is the policy of the Plattsmouth Community ~~[Name] Public~~ Schools ~~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 work place. 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 work place 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 ~~thereto~~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: 41 U.S.C. §§701 to 707
49 U.S.C. §§5331(b) and 31306; ~~and~~ 49 CFR Part 382

Date of adoption: July 11, 2005
Reviewed: May 12, 2008, May 11, 2009, May 10, 2010, May 9, 2011, Dec. 12, 2011
Revised: Sept. 10, 2012
Reviewed: Mar. 11, 2013, Feb. 10, 2014, Feb. 9, 2015, Feb. 8, 2016, Feb. 13, 2017, Feb. 12, 2018,

Feb. 11, 2019, Mar. 9, 2020, Mar. 8, 2021, Mar. 14, 2022
Revised: Aug. 8, 2022

~~Date of Adoption: [Insert Date]~~

4009 - APPENDIX 1

CONTROLLED SUBSTANCES AND ALCOHOL USE AND TESTING: FEDERAL REGULATIONS, PLATTSMOUTH COMMUNITY~~[NAME] PUBLIC~~ SCHOOLS' 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 [Name] Public Schools to answer employee questions about these materials are**:

Superintendent of Schools
Secondary Principal

(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 upon request.

Date of adoption: July 11, 2005
Reviewed: May 12, 2008, May 11, 2009, May 10, 2010, May 9, 2011, Dec. 12, 2011
Revised: Sept. 10, 2012
Reviewed: Mar. 11, 2013, Feb. 10, 2014, Feb. 9, 2015, Feb. 8, 2016, Feb. 13, 2017, Feb. 12, 2018, Feb. 11, 2019, Mar. 9, 2020, Mar. 8, 2021, Mar. 14, 2022
Revised: Aug. 8, 2022

~~Date of Adoption: [Insert Date]~~

Personnel - Certificated Employees

Substitute Teachers

Persons employed as substitute teachers shall meet such qualifications as are established by law and the State Department of Education and may be employed for periods of time in the absence of the regular teacher.

Rates of compensation for all substitute teachers will be set by the Board. Currently, substitute teacher compensation rates are **$150** for each of the first 10 consecutive days**, $160** for each of the next 20 consecutive days, and **$180** for each consecutive day of service after 30th consecutive days.

Substitute teachers will not participate in the health plan or other fringe benefits of the District.

The Superintendent shall be responsible for recruitment, selection, assignment, orientation and evaluation of substitute teachers. The Superintendent, or Superintendent's designee, is hereby authorized on behalf of the District to execute any necessary documents to assist a substitute teacher to secure a local substitute teaching permit.

Legal Reference: Neb. Rev. Stat. §79-808

Date of Adoption: July 11, 2005
Reviewed: May 12, 2008, May 11, 2009, May 10, 2010, May 9, 2011, Dec. 12, 2011, Mar. 11, 2013, Feb. 10, 2014
Revised: Feb. 9, 2015
Reviewed: Feb. 8, 2016, Feb. 13, 2017, Feb. 12, 2018, Feb. 11, 2019
Revised: Mar. 9, 2020
Reviewed: Mar. 8, 2021, Mar. 14, 2022
Revised: Aug. 8, 2022

Instruction

Special Education

The Plattsmouth Community Schools adopts this special education policy with the intent that the policy maintains the District's compliance with all applicable laws affecting special education services and programs. The Superintendent or designees shall develop regulations or procedures to implement these policies. Employees and contractors of the District are expected to comply with these policies and all regulations, guidelines and procedures related to this policy in all respects.

The District will abide by all state and federal laws relating to special education. The District's special education policy and regulations, guidelines and procedures related to this policy are to be interpreted so as to be in compliance with such laws. In the event of changes in law, the school administration shall be authorized to implement modifications of practice to comply with such changes (whether the changes impose more or less stringent procedural or substantive requirements) until such time as amended policies are adopted by the Board of Education. References herein to 92 NAC 51 citations are made to Rule 51 as in effect on the date of the adoption of these policies. In the event of renumbering or other revisions to Rule 51, the policy shall be interpreted and implemented consistent with such renumbering or revisions.

1. Free Appropriate Public Education

A free appropriate public education shall be made available to all children with disabilities residing in the District, including children with disabilities who have been suspended or expelled, from date of verification through the school year in which the child is no longer eligible or the student reaches twenty-one (21) years of age, whichever occurs earlier. An Individualized Education Plan ("IEP") will be created for each such child that will enable the student to make progress appropriate in light of the student's unique circumstances

Legal Reference: 92 NAC 51-004.01 through 004.03A and 007.07C2 through 007.07C6

2. Full Educational Opportunity Goal

The District shall take steps to ensure that its children with verified disabilities have available to them the variety of educational programs and services available to children without disabilities in the areas served by the District, including art, music, industrial arts, family consumer science education, and vocational education.

Legal Reference: 92 NAC 51-004.11A

3. Child Find

All children from birth to age twenty-one (21) with disabilities residing in the District, including children with disabilities who are homeless or are wards of the state or attending nonpublic schools, regardless of the severity of their disabilities, who are in need of special education and related services, will be identified, located and evaluated. A practical method shall be developed and implemented by the administration to determine which children with disabilities are currently receiving needed special education and related services. The District will implement multiple methods to provide parents, guardians, and community members with information regarding how to refer a child for an evaluation and the identification process and will publish an annual notice of any significant activity that is designed to identify, locate, or

evaluate children to publicly notify parents, guardians, or appointed surrogates. The District's child find process will be consistent with Federal and Nebraska regulations. Legal Reference:
92 NAC 51-006.01 through 006.01A2

4. Pre-Referral Interventions

For a school age student, a general education student assistance team (SAT) or a comparable problem solving team shall be used prior to referral for multidisciplinary team evaluation. The SAT or comparable problem solving team shall utilize and document problem solving and intervention strategies to assist the teacher in the provision of general education. If the student assistance team or comparable problem solving team feels that all viable alternatives have been explored, a referral for multidisciplinary evaluation shall be completed. A referral shall include information from the SAT or comparable problem solving team, meeting the requirements of 92 NAC 51-006.01B and a listing of the members of the SAT or comparable problem solving team.
Legal Reference: 92 NAC 51-006.01B

5. Disability Verification and Eligibility

Eligibility for services will be determined by a multidisciplinary team based on the results of a comprehensive evaluation. The multidisciplinary team will identify whether a child is eligible for special education services based on the disability categories identified by Nebraska and Federal regulations. The multidisciplinary team will rule out the determinant factor is due to a lack of appropriate instruction in reading or math or due to lack of English proficiency. The team will prepare a written report documenting all evaluation findings in accordance with Federal and Nebraska requirements that will be provided to the parent, guardian, or appointed surrogate. When a child is not eligible for services, the multidisciplinary team will determine if general education interventions or strategies are needed.
Legal Reference: 92 NAC 51-006.03; 92 NAC 51-006.04B through 006.04N;

6. Individualized Education Program (IEP)

An individualized education program, or an individualized family service plan, is to be developed, reviewed, and revised for each child with a disability in accordance with 92 NAC 51-007 by teams that will include all roles identified within Federal and Nebraska rules. Any draft of an IEP that is developed will not be considered final until it is reviewed and revised based on the team, including the parent, guardian, or appointed surrogate, input, and consensus. The district will make reasonable efforts to obtain informed consent from the parent, guardian, or appointed surrogate for special education placement on the IEP form before services are initiated. Revocation of consent for services must be documented by the parent, guardian, or appointed surrogate in writing.
Legal Reference: 92 NAC 51-007

7. Least Restrictive Environment

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are to be educated with children who are not disabled. Placement for a student with a disability will be based upon a completed IEP developed by a group of persons, including the parent, guardian, or appointed surrogate, knowledgeable about the child, the meaning of the evaluation data, and the placement options. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment will occur only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (the "Least

Restrictive Environment Rules"). The District will ensure that a continuum of alternative placements is available to meet the needs of children with disabilities, particularly those in disproportionate groups, for special education and related services.

Legal Reference: 92 NAC 51-008.01

8. Procedural Safeguards

Children with disabilities and their parents, guardians, or appointed surrogates shall be afforded the required procedural safeguards. Parents, guardians, and appointed surrogates will be given a copy of their procedural safeguards annually or upon initial referral or parental (parent, guardian, or appointed surrogate) request for evaluation; upon request by a parent, guardian, or appointed surrogate; upon receipt by the school district or approved cooperative of the first occurrence of the filing of a complaint under 92 NAC 51-009.11 and the first occurrence of filing a special education due process case under 92 NAC 55; and in accordance with the discipline procedures in 92 NAC 51-016.

Legal Reference: 92 NAC 51-009.01 through 009.07; 009.10 through 009.12; 009.14, 006.07

9. Disciplinary Removal of Children with Disabilities

School personnel may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for no more than ten (10) consecutive school days and for additional removals of not more than ten (10) consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement. If a student with a disability violates a code of student conduct, the school district will ensure that school personnel appropriately consider unique circumstances on a case-by-case basis when determining whether a change in placement, as defined in Federal and Nebraska rules, is appropriate for the student. Change of placement decisions related to disciplinary removals will be consistent with Federal and Nebraska regulations. For disciplinary changes in placement that would exceed ten (10) consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability, school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures that would be applied to children without disabilities.

Legal Reference: 92 NAC 51-016

10. Evaluation, Identification, and Reevaluation Procedures

Children with disabilities shall be evaluated, identified, and reevaluated by a team of multidisciplinary qualified professionals in accordance with 92 NAC 51-006. The MDT of a child suspected of having a specific learning disability shall include the additional requirements in accordance with 92 NAC 51-006.04K. The District will make reasonable efforts to obtain written permission for evaluation in accordance with Federal and Nebraska rules. Revocation for consent for evaluation must be documented by the parent, guardian, or appointed surrogate in writing.

The documented results of the evaluation will be provided to parent, guardian, or appointed surrogate and included in student files. All evaluation components will be at district expense. The District will utilize a variety of assessment instruments to ensure district teams have access to appropriate measures to complete evaluations. The district will follow any publisher guidelines for assessments and will not use outdated or culturally inappropriate tools.

The District will respond to a request for an Independent Educational Evaluation without unnecessary delay. The parent, guardian, or appointed surrogate will be given written notice of the District's decision to either move forward with the Independent Educational Evaluation or to initiate a hearing to determine the appropriateness of the evaluation. If the District agrees to move forward with the evaluation, locations of any evaluator shall be within a reasonable distance of the District. A reasonable distance means within 100 miles of the school building the child attends and within Nebraska. In the event this geographic area restriction would prevent a parent, guardian, or appointed surrogate from obtaining an Independent Educational Evaluation, the location of the evaluator may be outside the specified geographic area but must be within Nebraska. The District will provide the parent, guardian, or appointed surrogate with a list of qualified agencies/evaluators within the geographic area. The evaluators are to have their rates approved by the Nebraska Department of Education to be authorized to conduct the evaluation.

Legal Reference: 92 NAC 51-006

11. Confidentiality of Personally Identifiable Information

A system of safeguards will be implemented to protect the confidentiality of student records and information in accordance with law.

Legal Reference: 92 NAC 51-003.16, 003.20, 009.03 through 009.03M3

12. Transition of Children from Part C to Preschool Programs

Children participating in early intervention programs under Part C of the IDEA (early intervention services) will be appropriately evaluated, identified, and have services under Part B of the IDEA by age 3 in a manner consistent with 92 NAC 52-008. Children receiving early intervention services under Part C of the IDEA may continue to receive Part C services, upon parental consent, until the August 31st following the child's third birthday. The District will participate in transition planning conferences arranged by the designated lead agency.

Legal Reference: 92 NAC 52-008

13. Children in Nonpublic Schools

To the extent consistent with the number and location of children with disabilities in the District who are enrolled by their parents, guardians, or appointed surrogates in nonpublic elementary and secondary schools in the District, provision will be made for the participation of those children in the programs assisted or carried out under Part B of the IDEA (services for school-aged children) by providing them with special education and related services.

Legal Reference: 92 NAC 51-012.08 and 015

14. Personnel Standards and Personnel Development

Personnel providing special education or related services to children with disabilities shall be appropriately and adequately prepared and trained in accordance with IDEA requirements and the District will take measurable steps to recruit, hire, train and retain personnel meeting the requirements of IDEA to provide such services.

Legal Reference: 92 NAC 51-010

15. Participation in and Reporting of State and District Wide Assessments

All children with disabilities shall be included in all general state and district wide assessment programs, including assessments described under section 612(a)(16)(A) of the IDEA with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs. The District will make available to the Nebraska Department of Education the information necessary to carry out its duties relating to the reporting of children with disabilities participation in assessments.

Legal Reference: 92 NAC 51-004.05

16. Suspension and Expulsion Rates

The District will examine data, including data disaggregated by race/ethnicity, gender, LEP status, and disability category, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities.

Legal Reference: 92 NAC 51-004.06E

17. Access to Instructional Materials

As part of any printed instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of printed instructional materials, the District will enter into a written contract with the publisher of the printed instructional materials to:

A. Require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Material Access Center, electronic files containing the contents of the printed instructional materials using the National Instructional Materials Accessibility Standard, or
B. Purchase instructional materials from the publisher that are produced in, or may be rendered in specialized formats.

Legal Reference: 92 NAC 51-004.15

18. Over-Identification and Disproportionality

Procedures shall be in place to ensure that testing and evaluation materials and procedures utilized for the evaluation and placement of children with disabilities will be selected and administered so as not to be racially or culturally discriminatory. Such materials or procedures shall be provided and administered in the child's native language or mode of communication, unless it is clearly not feasible to do so, and no single procedure shall be the sole criterion for determining an appropriate educational program for a child. All District special education provisions will be equitably available to all children regardless of race, ethnicity, language, location, transience, income level, and access to medical care.

Legal Reference: 92 NAC 51-006.02C

19. Prohibition on Mandatory Medication

Children shall not be required to obtain a prescription for a controlled substance as a condition of attending school, receiving an evaluation to determine whether a child has a disability or the nature and extent of special education and related services the child needs, or receiving special education services.

Legal Reference: 92 NAC 51-004.11D; 21 U.S.C. §812(c)

20. Transportation

Transportation will be provided for children with disabilities who are eligible for transportation and residents of the school district as required by law to access academic, related services, and nonacademic services and activities as determined by the child's IEP. Except when a parent is transporting only his or her child, the District shall require that the driver and vehicle meet the standards required by 92 NAC 91 and 92.

Legal Reference: 92 NAC 51-014.01 through 014.02

21. Surrogates

A surrogate will be appointed, and other action taken to ensure the rights of children with a disability as required by law. The surrogate may represent the child in all matters related to the identification, evaluation, and educational placement of a child and the provision of a free appropriate public education to the child.

Legal Reference: 92 NAC 51-009.10

22. Early Intervention Services – Consent

When a parent refuses to provide consent under 92 NAC 52, a meeting will be held or offered to explain to the parents how their failure to consent affects the ability of their child to receive services under 92 NAC 52.

Legal Reference: 92 NAC 52

Legal Reference: 34 CFR Parts 300, 303 and 304
Neb. Rev. Stat. Sec. 79-1110 to 79-1167
92 NAC 51, 52 and 55

Date of Adoption: Aug. 8, 2011
Reviewed: Nov. 14, 2011, Nov. 12, 2012, Nov. 11, 2013, Nov. 10, 2014
Revised: Aug. 10, 2015
Reviewed: Nov. 9, 2015, Nov. 14, 2016, Nov. 13, 2017, Nov. 12, 2018, Dec. 9, 2019, Dec. 14, 2020
Revised: September 13, 2021
Reviewed: Jan. 10, 2022
Revised: Aug. 8, 2022

Internal Board Policies - Methods of Operation

Agenda Construction and Control

A. Written meeting agendas will be prepared by the Superintendent in collaboration with the President of the Board of Education. Any Board member may submit agenda items to be placed on the agenda by the Superintendent and the Board President.

B. Control of the agenda is the responsibility of the Board President. Agenda items shall set forth the matter to be discussed at that agenda item. An agenda, kept continuously current, shall be readily available for public inspection on the District's website and at the office of the Superintendent of Schools of the Plattsmouth Community Schools during normal business hours. Except for items of an emergency nature, the agenda shall not be altered later than 24 hours before the scheduled commencement of the meeting. The School Board shall have the right to modify the agenda to include items of an emergency nature only by action taken at the public meeting at which the item is to be considered. Agenda items shall be sufficiently specific to advise the public of the issues to be discussed under that agenda item.

Legal Reference: Neb. Rev. Stat. Sec. 84-1411

Adopted: June 13, 2005
Reviewed: July 10, 2006, June 9, 2008, June 8, 2009, June 14, 2010, June 13, 2011, Jan. 9, 2012, Mar. 11, 2013, Mar. 10, 2014, Mar. 9, 2015, Mar. 14, 2016, Mar. 13, 2017, Apr. 9, 2018, June 10, 2019, April 13, 2020, April 12, 2021, April 11, 2022
Revised: Aug. 8, 2022

Internal Board Policies - Methods of Operation

Public Participation at Board Meetings

A. Attend

Members of the public shall be permitted to attend and to speak at board meetings. They will not be required to identify themselves as a condition for admission to the meeting.

The Board may allow advisors, consultants, and other persons who are not Board members to appear at the meeting via telephone or other similar means.

The chair has the authority to assure that people conduct themselves in an orderly manner at the meeting. Undue interruption or other interference with the orderly conduct of business will not be allowed. The chair may order persons who are disorderly to be removed from the meeting.

Legal Reference:	Sections 79-570; 79-571; Sec. 84-1411 (3) and (6); Sec. 84-1412 (1) and (3)

B. Hear

The board will, upon request, make a reasonable effort to accommodate the public's right to hear the discussion and testimony presented at the meeting.

Legal Reference:	Sec. 84-1412 (7)

C. Record

Members of the public may use recording devices (tape recorder, video camera, etc.) to record any part of a meeting of a public body, except for closed sessions. No recording, other than note taking, shall be done without informing the President in advance. The President shall control the placement of the recording device so the device does not obstruct the view of Board members or other members of the public attending the meeting and does not otherwise interfere with the meeting.

Legal Reference:	Sec. 84-1412 (1)

D. Access to Written Materials

At least one copy of all reproducible written material to be discussed at an open meeting will be made available at the meeting for examination and copying by members of the public.

Legal Reference:	Sec. 84-1412 (8)

E. Speak

Members of the public will be permitted to speak at Board meetings at which a public forum is on the Agenda. Members of the public may also speak when invited to make a presentation or when recognized by the chair. The Board is not required to allow members of the public to speak at each meeting. However, the Board will not forbid public participation at all meetings.

Members of the public will not be required to have their name be placed on the agenda prior to the meeting in order to speak about items on the agenda.

Any member of the public desiring to address the body shall be required to identify himself or herself, including an address and the name of any organization represented by such person, unless the address requirement is waived to protect the security of the individual.~~Members of the public who desire to address the Board will be required to identify themselves.~~

The President or chair for the meeting shall have the authority to establish reasonable time limits for individual speakers and for the duration of public forum sessions.

Speakers will be permitted to address the Board consistent with free speech rights. However, offensive language, defamatory remarks, and hostile conduct will not be tolerated. Further, charges or complaints against a school employee shall not be made for the first time at a public Board meeting without having followed the school's complaint procedure.

Legal Reference:	Sec. 84-1412 (1) (2) and (3)

Adopted: June 13, 2005
Reviewed: July 10, 2006, June 9, 2008, June 8, 2009, June 14, 2010, June 13, 2011
Revised: Jan. 9, 2012
Reviewed: Mar. 11, 2013, Mar. 10, 2014, Mar. 9, 2015
Revised: Aug. 10, 2015
Reviewed: Mar. 14, 2016, Mar. 13, 2017, Apr. 9, 2018, June 10, 2019, April 13, 2020, April 12, 2021, April 11, 2022

Revised: Aug. 8, 2022

~~Date of Adoption: [Insert Date]~~

Bylaws of the Board - Meetings

Minutes

The Board of Education shall keep minutes of all meetings showing the time, place, members present and absent, and the substance of all matters discussed. The resignation of a Board member or any other circumstance that results in a vacancy in office shall be made a part of the minutes.

The minutes shall be prepared by the secretary immediately following the meeting, shall be written, shall be available on the District's website and for inspection by the public and for distribution to the members of the Board within ten (10) working days, or prior to the next convened meeting, whichever occurs earlier, and shall be a part of the agenda for the next regular meeting at which time they shall be corrected, if necessary, and approved.

The minutes shall be kept in the office of the superintendent and shall be public records and open to public inspection during normal business hours. The minutes shall also be available on the District's website for at least six (6) months.

~~The minutes may be kept as an electronic record.~~

Legal Reference: Neb. Rev. Stat. Sections 79-555; 79-570; and 79-577
Neb. Rev. Stat. Sections 84-1408 to 1414

Adopted: Sept. 13, 2010
Reviewed: Sept. 12, 2011, June 10, 2013, June 10, 2014, June 8, 2015

Revised: Aug. 10, 2015
Reviewed: June 6, 2016, June 12, 2017, June 25, 2018, July 8, 2019, July 13, 2020, July 12, 2021
Revised: Aug. 8, 2022

~~Date of Adoption: [Insert Date]~~

Plattsmouth Early Head Start/Sixpence Birth to Three Programs

2022-2023

PARENT HANDBOOK

Plattsmouth Community Schools
2022-2023 Calendar

AUGUST 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER 2022						
S	M	T	W	T	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER 2022						
S	M	T	W	T	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August

8-10 PD New Teachers
11-16 PD All Staff/No Students
17 First Day of School 1st-9th; PM Kind.
18 First Day of School for AM Kind., 10th-12th
17-22 Early Childhood Home Visits
23 First Day for Early Childhood

September

5 No School - Staff & Students
9 No School – Teacher PD
14 P/T Conferences: MS 4:30 PM-7:30 PM, HS 5-8 PM

October

12 End of 1st Qtr.=39 student days
12 P/T Conferences: ES/MS 4:30 PM-7:30 PM, HS 5-8 PM
13 No Students-PD for All Teachers
13 P/T Conferences: ES 4:30 PM-7:30 PM
14 No School for Staff & Students- Teacher Comp. Day

November

9 EC P-T Home Visits: 4:30 PM-7:30 PM
10 EC P-T Home Visits: 8 AM-7:30 PM, No classes
11 EC P-T Home Visits: 8 AM-4 PM, No classes
23 No School for Staff & Students
24-25 No School for Staff & Students
28 No Students – Teacher Planning

December

21 End of 2nd qtr.=44 student days, End of 1st semester Student days=83, Teacher days=90 (Oct. 14 is a comp. day)
22-30 No School- Staff & Students

January

2 No School- Staff & Students
3 No Students-PD for All Teachers
4 First Day of Second Semester
16 No School for Staff & Students

February

8 P/T Conferences: MS 4:30 PM-7:30 PM, /HS 5-8 PM
20 No Students-PD for All Teachers
22 & 23 P-T Conferences: EC 4:30 PM-7:30 PM
24 P-T Conferences: EC All Day, No classes at EC

March

8 P/T Conferences: ES/MS 4:30 PM-7:30 PM, HS 5-8 PM
9 P/T Conferences: ES 4:30 PM-7:30 PM
9 End of 3rd Qtr.=45 student days
10 No Students – PD for All Teachers
13-17 No School-Spring Break (3/17 is a Teacher Comp. Day)

April

7 & 10 No School - Staff & Students

May

10 & 11 PT Conferences: EC 4:30 PM-7:30 PM
12 P-T Conferences: EC 8 AM-4 PM, No classes at EC
15 EC Comp. Day, No classes at EC
21 High School Graduation
25 Half Day for Students – End of 4th Qtr.=46.5 student days, End of 2nd Semester=91.5 student days
26 No Students-PD for All Teachers, Teacher days=96 (Mar. 17 is a comp. day)
25-26 Inclement weather make-up days, PD

JANUARY 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY 2023						
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARCH 2023						
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19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL 2023						
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23	24	25	26	27	28	29
30						

MAY 2023						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

	Professional Development (PD)- New Teachers
	Professional Development (PD)-All Teachers-No Students
	Half Day - Students
	Parent/Teacher Conferences
	No School for Staff & Students
	Planning day – No students
If necessary, the Board will revisit the calendar.	

Plattsmouth Community School District Mission Statement

Working in partnership to ensure academic *achievement*, responsible *behavior*, and *civic engagement*.

Plattsmouth Early Childhood Program Mission

To create a foundation for success through creative, interactive, and intentional experiences that build safe and positive relationships, develop independent problem-solvers, and foster each child's learning potential while displaying empathy, tolerance, and appreciation of differences.

Plattsmouth Early Childhood Program Vision

Students who attend the Cass County/Plattsmouth Early Childhood program will have effective social skills that allow them to accept others, be cooperative, and appropriately accept individual needs and perspectives. Students will be able to self-regulate and manage emotions by using coping strategies. Our students will be able to recognize problems as well as identify and persistently work towards solutions. They will be creative, flexible, and critical thinkers who inquire about the world around them. Students will be independent and dedicated to ongoing learning and recognize the importance of doing things to the best of their ability.

Plattsmouth Early Childhood Program Beliefs

- Each child has the ability to enthusiastically learn and apply knowledge across a variety of new situations to achieve success.
- Promoting independence through developmentally appropriate, structured, safe, and nurturing environments based on children's interests is essential for learning.
- Children learn by and gain independence by exploring with hands on learning activities that inspire curiosity.
- The collaborative efforts of students' home, family, school, and community are essential for success.
- Approaches to learning should include balanced comprehensive services focusing on the whole child.
- Balancing child-directed and teacher-directed instruction, that includes all domains of learning is important for student learning.
- Children have a variety of languages in which to express ideas and need open-ended materials to express their languages.
- Children are *capable* by accommodating and accepting individual needs and perspectives while using social skills to solve problems and self-regulate.
- Providing structured opportunities and environments that allow children to make discoveries, solve problems, and challenge creative thinking is essential to an effective early childhood learning experience.
- Intentional, aligned, and systematic learning opportunities provide an effective foundation for children.
- Monitoring of progress and differentiating instruction is important for developing individual students to their full potential.
- It is important for children to develop secure, safe, and trusting relationships through positive interactions.

Welcome

Welcome to our early childhood program! We hope that this handbook assists you in the policies and procedures that you need to follow in order to meet the requirements of Early Head Start or Sixpence and to provide your child with a complete early childhood experience. Our Birth to Three education programs offer many opportunities for children to develop socially, intellectually, physically and emotionally in a manner appropriate to their age and stage of development. Our programs provide an organized series of experiences that are designed to meet the individual needs of the children and families that we serve.

Our Birth to Three programs are unique from many other toddler or childcare settings. Early Head Start and Sixpence are comprehensive child development programs that serve children ages pre-natal to three and their families. Both programs are child-focused and family centered and provide a range of individualized services in the areas of education and early childhood development, medical, dental, mental health, nutrition, parent involvement, and disabilities.

Early Head Start programs are required to follow a set of performance standards. The Head Start Performance Standards are designed ensure that the Early Head Start goals and objectives are implemented successfully, that the Early Head Start philosophy continues to thrive, and that all grantees or delegate agencies maintain the highest possible quality in the provision of Early Head Start Services. The Plattsmouth Community School District is our grantee agency for Early Head Start which serves all of Cass County.

The Sixpence Early Learning Fund is Nebraska's signature effort to put our state's youngest and most vulnerable children on the path to success in school and life. Sixpence promotes high-quality early care and learning opportunities that help parents guide the healthy development of their infants and toddlers. As public-private collaboration at the state and local levels, Sixpence delivers efficiency, fiscal responsibility and measurable results for our investment in the next generation of Nebraska's citizens. The Plattsmouth Community School District is our grantee agency for Sixpence which serves families within the Plattsmouth school district boundaries.

Plattsmouth Board of Education Policies

Please note that the Plattsmouth Sixpence and Early Head Start programs are part of the Plattsmouth Community School District (PCSD) and, therefore, subject to all Plattsmouth Community School District policies as approved by the PCSD Board of Education. These policies are available on the PCSD website at www.pcsd.org under the Board of Education link under the About PCS tab and in the Policies files on the left side of the page.

Residence and Eligibility for Early Childhood Programs

Children/families are eligible for the Early Head Start program if their family resides in Cass County. Children who are eligible for special education services must be served by the school district in which they reside. Children with special education services may receive services outside their district **only** with the permission of their resident school district. Children/families are eligible for the Sixpence program if they are residents of the Plattsmouth School District. It is the responsibility of the family to immediately report any change of residence to their home visitor.

Early Childhood Program Contact Information

Plattsmouth Early Childhood Center (PECC)
902 Main Street, Plattsmouth, NE 68048
402-296-5250

Juli Beck, Early Childhood Director
Extension #2619

Early Childhood Staff

All the Early Childhood Home Visitors hold either a Nebraska teaching license (four year degree program) for Early Childhood Education and/or Early Childhood Special Education or a Bachelor's degree in nursing, child development, sociology, psychology, or social work. Other support staff may include a Family Support Advocate.

Health and Nutrition services are monitored by a school nurse. Other staff members include: Speech Language Pathologist, Physical Therapist, Occupational Therapist, Vision Specialist, ELL support personnel, school Psychologist, and a Dietician for those children/families qualifying for services.

Curriculum, Home Visits, and Assessment Section

Curriculum (Head Start Performance Standard 1302.32(a))

The Plattsmouth Early Childhood Birth to Three Program has chosen Growing Great Kids™ as a curriculum framework. Growing Great Kids™ (GGK) is a comprehensive strength-based approach to growing nurturing parent-child relationships and supporting healthy childhood development. GGK incorporates features specifically targeted to parents/parenting partners of children pre-birth to 3 years of age, including:

- **Relationship-Based Orientation:** All information related to child development and parenting is presented within the context of cultivating sensitive, responsive parent-child relationships. The home visitor's relationships with parents and parenting partners are central to supporting them to grow their attachment and parenting skills, strengthen their family, and build life skills.
- **Attachment/Infant Mental Health Assimilation:** Strategies for promoting infant mental health are woven into the GGK and child development activities. These strategies are rooted in (1) the parents gaining understanding of their infant's cues, temperament, and needs while growing skills for empathic parenting;(2) fostering trust, predictability, responsiveness, and security in the parent-child relationship; and (3) reducing the child's exposure to toxic stress.
- **Comprehensive Child Development And Health Content:** GGK offers anticipatory guidance to parents pertaining to all developmental domains, health, safety, and nutrition. Child development activities are coded by targeted child development domains to assist with identifying interventions associated with developmental delays. Activities are crafted to strengthen parent-child attachments. Activity format is designed to engage fathers and mothers.
- **Protective Factors Focus:** Research shows that certain risk factors have detrimental effects on children and families, while other "protective" factors can mitigate those effects and provide benefits. GGK builds parenting and family life skills that translate into Protective Factors/Buffers for their children.
- **Strength-Based, Solution-Focused Parent Partnership Model:** The framework utilized in GGK's conversation guides with families draws the parents' attention to their strengths and motivations to grow their knowledge and skills. Parents build competencies for addressing their concerns with focused attention on building their skills and confidence.
- **Emergent Design:** Based on the family's knowledge, skills, interests and needs, the curriculum supports home visitors to partner with parents in sequencing curriculum content and activities. The amount of time devoted to a particular curriculum component can easily be tailored to the families' interests and needs.
- **Conversation Guides**: GGK provides conversation guides that include GKI Action Tools and other strategies for staying strength-based, solution-focused and skill-driven during home visits. For every three months of a child's development, there are conversation guides addressing: (1) Basic Care; (2) Social and Emotional Development, (3) Cues and Communication; (4) Physical and Brain Development; and (5) Play and Stimulation. Prenatal manuals include conversation guides specific to pre-birth visits, building family foundations, growing life skills and reducing stress.
- **Skill Driven Emphasis:** Home visitors who use GGK coach program parents from "knowledge to practice to skill mastery." Parents become their own "child development specialist," with secure attachments at the core. Parents learn how to manage their stress in ways that help them get what they want for themselves and their children.
- **Culturally Inclusive And Competent Approach:** Specific modules are devoted to encouraging families to learn more about their cultural values and traditions, and to explore how they will use their culture to strengthen their family and their child's sense of belonging.

Growing Great Kids™ is a developmentally appropriate curriculum which aligns with the Head Start Performance Standards and other regulations including the Head Start Early Learning Outcomes Framework: Ages Birth to Five and the Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards.

Home Visits

Home visits will follow a predictable sequence of events as outlined in the Growing Great Kids™ curriculum. This provides a structure for the visits which makes it easier for families and children to participate. Please be aware of the following expectations during a home visit:

- A home visit will occur each week for up to 1 ½ hours
- Parents/guardians are expected to actively participate during the home visit
- Parents/guardians will observe the home visitor demonstrate activities to support the child's learning while playing together
- Parents/guardians will have the opportunity to practice the new activities with the child and receive feedback from the home visitor on ways to expand the child's play
- Parents/guardians will have an opportunity to discuss any parenting concerns with the home visitor
- Parents/guardians will work with the home visitor to build on the strengths of the family in providing a healthy and nurturing environment for the child and family
- Videotaping will be used on visits to help parents/guardians develop their observation skills and to provide feedback
- Each visit will include:
    - a reflection on what has happened with the family since the last visit and an agreement on the plan for the current session
    - a parent-child interaction opportunity – usually around an activity
    - a development-centered parenting discussion – time for the parent/guardian to discuss concerns/issues and time for the home visitor to provide information on various family-centered topics
    - a reflection on the visit and time to make a plan together for the next visit
- For pregnant mothers enrolled in the program, the home visitor will visit at least twice monthly to explore together how to have a healthy pregnancy and prepare for baby's arrival

Attendance

Regular attendance at home visits is required for participation in the Birth to Three program. It is vital that the parent and child(ren) attend in order to receive the most value from the program. **We ask that you call home visitor at 402-296-5250 or another phone number provided by them as soon as you know you will be unable to keep an appointment for a home visit.** If the home visitor cancels a visit for any reason, it will be made up.

Excessive (5 or more) home visit cancellations (not related to illness) will be reviewed with families and may be considered for dismissal from the program depending on the reasons for the cancellations. Considerations will be made for any participants who wish to stay in the program and have made plans to re-schedule their missed visits. The Birth to Three program year operates from August 1st to July 31st.

Procedure for Missed Home Visits:

1. After five missed home visits, the home visitor or family support advocate (FSA) will discuss the situation with the parents(s). Efforts will be made to remedy the problem by determining specific conditions contributing to the attendance problem and developing a plan to address controllable conditions that may assist in alleviating the problem.
2. If absences continue after the initial meeting, the home visitor and family support advocate (FSA) will set up a meeting with the parents(s) to develop an attendance contract.
3. Families will be considered for dismissal from the Birth to Three program if more than three absences happen after the development of the attendance contract.

Assessment (Head Start Performance Standard 1302.33(b)(c))

The Birth to Three staff assess children's development with comprehensive observations rather than narrow tests, using the Teaching Strategies GOLD assessment. Observing a broad range of behaviors over several weeks or months gives us a more accurate picture of children's true capabilities than tests administered in one-time sessions. Home visitors will record anecdotes and collect information from caregivers describing what children do and say. Three times a year, teachers review these anecdotes and rate each child at the most accurate level he or she has demonstrated on the GOLD Developmental Continuum for more than 30 specific goals and objectives items in five areas of development: social/emotional, physical, language, cognitive, and literacy. Children's GOLD scores help home visitors design individualized learning opportunities tailored to their level of development. The Continuum follows ages birth-5 so that home visitors can build on the child's current stage of development throughout their time in the program. The GOLD is also used by home visitors to explain children's progress to parents at least three times a year.

School Readiness

The Head Start/Plattsmouth Early Childhood Program has established school readiness goals which are the expectations of children's status and progress across domains of language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development that will improve readiness for kindergarten goals. The school readiness goals are aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five (HSELOF, 2015) and the Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards.

The school readiness committee which consists of a parent representative from Policy Council/advisory committee, members of the leadership team, and teacher representatives meets at least three times a year to review data and update goals. The school readiness data is shared with Policy Council/advisory committee and the Board of Education at least three times a year. The information is also on the PECC website and in the Annual Report which is also posted on the PECC website.

Child Find

If you have or know a young child from birth to 5 years of age and you have concerns about his/her development, please call the Plattsmouth Early Childhood Center at 402-296-5250; Ext. 2618.

Developmental concerns may include:

Low birth weight	High medical needs	Prematurity
Multiple births	Feeding concerns	Difficulty speaking
Hearing loss	Blindness or vision impairment	Physical disability
Slow to walk or crawl	Identified disabilities	Developmental delay
	Behavioral or emotional problem	

Early Development Network: Free early childhood intervention support is available across Nebraska. Call toll free: 1-888-806-6287.

Family Involvement Section

All families are unique and will be treated with respect and dignity.
Strict confidentiality will be maintained to ensure the privacy of each family.

Parent Engagement

- Parents are given opportunities to volunteer. The options include Head Start/Early Head Start Policy Council (see below for more information) and the Sixpence Advisory Committee -- both of which allow you to have a voice in your child's education.

- Families work with the Family Support Advocate (FSA) to develop individualized Family Partnership Agreements based on each family's strengths and goals.

- Parent Groups are available that offer workshops on various topics throughout the year. Meetings are initially organized by the Home Visitor or FSA. These meetings are designed to be educational as well as provide opportunities for social interaction. Parents will also be given an opportunity to advise staff in developing and implementing local program policies, activities, and services to ensure they meet the needs of children and families. Parents involved with the parent events/parent committee will elect a representative/liaison to the Policy Council to ensure ongoing communication between the two groups.

Parent and Child Together (PACT) Socializations (Head Start Performance Standard 1302.35(e))

Participation in PACT is encouraged for all infants, toddlers, and their families. PACT sessions provide an opportunity for children and parents to enjoy activities in a setting other than their home. Children have the opportunity to play in small groups with other children their age. Families can meet and build friendships with other families enrolled in the Birth to Three Program.

Important Facts About PACT

- PACT sessions are offered 24 times per year.
- Healthy snacks are part of the fun.
- PACT sessions provide a setting with new learning opportunities and experiences. Children experience new sights, sounds, smells, and textures.
- PACT sessions provide access to large motor play equipment, crafts, school readiness skills, and new foods.
- PACT sessions provide infants and toddlers the chance to be with other infants and toddlers and learn new skills from their friends.
- PACT sessions help infants and toddlers develop a sense of trust and confidence as they share these new experiences their family members.
- PACT sessions offer opportunities for parents to socialize and learn new skills from one another.

Policy Council

Policy Council is a group of parents/guardians who are directly involved with the decision making process of the preschool program's planning and administration. Elections are held each year by secret ballot (one ballot per family) to obtain representation from each classroom and one from the Early Head Start program. Parents who have agreed to serve as representatives submit their names to be included in this election process. Training for members is provided throughout the school year. Meetings are held once a month (August through May) at a time most convenient to the majority of the members. The Policy Council is a federal requirement for all Head Start programs and the membership must consist of 51% parents/guardians who currently have enrolled children in the Head Start program. Parents of children enrolled in the tuition program are considered community representatives on the Policy Council.

Family Support Advocates (FSAs)

The Family Support Advocate staff will provide families with available resources for referrals or needs your family may have. All families have strengths and the FSA staff will assist all families enrolled in the Birth to Three program to develop family goals that capitalize on the family strengths. The FSA staff will be available to families on a regular basis and can also be accessed by asking the home visitor. Strict confidentiality is maintained with respect to family information. Please feel free to contact the center with requests or questions you may have at 402-296-5250.

School Social Worker

A school social worker is available to assist parents and staff with areas of concern. No appointment is necessary and a schedule will be distributed to parents/caregivers in the monthly newsletters. The school social worker is also available to assist parents and staff to understand mental health and to access mental health interventions, as

needed. Information about local mental health resources are also available from Family Support Advocates, the school social worker, and home visitors.

Parent and Staff Responsibilities

The following are responsibilities for staff and parents/guardians involved in the **Plattsmouth Early Childhood Birth to Three** program. If you have questions regarding this information, please ask a staff member.

Parent/Guardian Responsibilities:

- participating in year round home visits on a weekly basis for up to 1 ½ hours
- participating in parent events such as Play'N'Learns on a regular basis
- participating in the family involvement/support program which requires contacts in your home by the FSA staff and family goal setting
- ensuring that your child completes required immunizations and physical (well child checks), dental, and vision examinations
- providing copies of your child's immunization records, medical examinations and birth certificate in a timely manner
- reviewing the **Plattsmouth Early Childhood Birth to Three** Parent Handbook

Plattsmouth Early Childhood Birth to Three Staff Responsibilities:

- welcoming you, your family, and your child into the **Plattsmouth Early Childhood Birth to Three** program
- being available to parents/guardians to answer questions and to listen to concerns/comments
- understanding and following policies/procedures that address non-attendance
- working with parents/guardians to plan developmentally appropriate activities that will interest and challenge your child
- providing parents with information regarding your child's development throughout the year
- encouraging parent/guardian involvement

Verification of Information

Parents/guardians are asked to provide information about their families and their child throughout the application and enrollment process. Early Head Start/Sixpence staff members rely on this information to determine eligibility for Early Head Start, which is a federally sponsored program, and Sixpence, which is a state/private funds sponsored program. Staff members meet with parents/guardians to verify information such as income, age of child, foster care participant, etc. Parents are required to provide accurate information and sign the application to certify that the information they have provided is true and accurate. If any provided information is found to be false, participation in Early Head Start/Sixpence's programs may be terminated and the parent/guardian may be subject to legal action.

General Information Section

Birth Certificate

State law requires that a certified copy of a child's birth certificate be used when enrolling a new child in school. If your child is registering with Plattsmouth Community Schools for the first time, you may obtain this document from the Bureau of Vital Statistics in the state in which your child was born. Assistance in obtaining birth certificates may be obtained from Health Records Management, 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 could include naturalization or immigration documents showing date of birth or official hospital birth records, a passport, or a translation of a birth certificate from another country. The documents must be accompanied by an affidavit explaining the inability to produce a copy of the birth certificate.

Child Abuse/Neglect Reporting

When any Cass County/Plattsmouth Early Childhood staff member or volunteer has reasonable cause to believe that a child has been subjected to abuse or neglect, or observes a child(ren) being subjected to conditions or circumstances which would result in abuse or neglect, he/she shall report such incident or cause a report to be made as soon as possible to the proper law enforcement agency or to Health and Human Services (Neb. Rev. Stat. Section 28-710; 28-711, PCSD Policy 5402). Anyone participating in good faith in these procedures shall have immunity from any liability, civil or criminal. Law providing privileged communication shall not apply in cases of suspected child abuse or neglect.
Child Abuse/Neglect Hotline phone number for a report: **1-800-652-1999**

Closings/Inclement Weather

In the event that Plattsmouth Community School District (PCSD) is closed for the day, all Plattsmouth Early Childhood and Birth to Three programs will also be closed. The PCSD is part of a system that sends automated messages to families within the district. This system allows the district to contact parents in the event of school closings, late starts, emergencies, etc. Emergency contact numbers listed on your child's emergency card will be in the system. Text messaging is also available.

TV and radio stations will carry school closing messages as soon as any decision is made regarding school cancellation or dismissal early due to weather conditions and/or other emergencies. Announcements will be made over radio stations KFAB 1110AM, WOW 590AM, 94.1FM, and 89.7FM, and TV channels 7, 6, 3, and 42.

Please contact your home visitor or FSA with questions about your scheduled visit during inclement weather.

Complaint/Concern Procedure

When parents have a concern or complaint about the early childhood birth to three program, the following protocol should be followed:

1. Schedule a conference/meeting with the staff person most immediately or directly involved in the matter.
    - No matter the concern, address it with the person most directly involved first
    - It is appropriate to call for an appointment or to set up a time to meet with the staff person
    - When calling or setting up an appointment, it is courteous to let the person know the general nature of the concern
2. Address the concern to the Building/Program Administrator (Pam Dobrovolny at 402-296-5250) if the matter is not resolved at Step One.
    - Supervisory personnel will rarely have ready access to the information they need to be of immediate assistance and working through the issue will likely require additional time
3. Address the concern to the Superintendent if the matter is not resolved at Step Two.
    - When you believe you have taken the concern to the next level but still haven't achieved a satisfactory outcome, the Superintendent is the next person to involve
    - Keep in mind that a meeting with the Superintendent will likely require some advance planning
    - There is a specific complaint form 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 1200, 4003 and/or 5401 for the particulars of the complaint and grievance process.
        - The complaint form can be accessed on the PCSD website by choosing "About PCS" and then scrolling down and selecting "Board of Education". On the left hand side of the page choose the "Policies" tab, then select "1000 Community Relations." Select Policy 1200A for access to the form. Or use the following link: https://www.pcsd.org/Page/20
4. Address the concern to the Board of Education if the matter is not resolved at Step Three.

- School Board members are elected to represent the interests of all parents and district residents and are available to hear the points of view of their constituents, however school board members do not have direct authority over day to day school operations and all authority is the result of official actions by a majority of the Board at meetings open to the public
- Board members may be able to request that the Board review the specific policies that relate to the situation or propose new policies for the Board's consideration
- Contact a Board member when a policy is being enforced that you believe results in bad consequences, when you believe a policy isn't being enforced, or when policies or procedures are not enforced fairly for all

Custody Agreements/Court Orders

If one parent has been given primary legal custody, **information about the child will not be released without the primary custodial parent's permission**. If parents have a joint custody agreement, information about the child will be released to both parents. It is a parents responsibility to submit any legal documents regarding custody or release of information to the home visitor or FSA. Once paperwork is received, program staff will comply with the court order.

Non-Discrimination on Basis of Race/Sex

It is a policy of the Plattsmouth Community Schools not to discriminate on the basis of sex, handicap, race, color, religion, marital status or national or ethnic origin in its educational programs, activities or employment policies. Inquiries regarding compliance with this policy may be directed to the Superintendent of Plattsmouth Community Schools, or to the Director of the Office for Civil Rights, Department of Health, Educational Welfare, Washington, D.C.

Parent Resource Library

There is a parent resource library located at PECC. Parents are able to check out resource materials and children's books and they can access pamphlets and brochures that address a number of issues such as toilet training, child discipline, etc. Check with personnel in the main office for assistance.

Program Fees

If fees are applicable to your program option, you will be notified. No fees will be charged for the regular preschool program for families that qualify for Early Head Start or Sixpence.

Publication of Child Pictures and Products

From time to time your child may have occasion to be photographed for the newspaper, television, the Head Start/PECC Facebook page, or PCSD Internet web pages. The news media will occasionally do stories on events occurring in school programs, presentations, and other newsworthy happenings. Teachers/home visitors may post pictures of classroom activities and field trips on PCSD Internet web pages.

Since pictures of your child are personally identifiable information, you have the opportunity to request that you child's picture not be used for the above purposes**. If you do not wish to have your child's picture or work available to the media or displayed on the Internet, please contact the main office at 402-296-5250 or your home visitor.** If we do not hear from you, we will assume that you agree to have your child's picture or work available to the media, on the Head Start/PECC Facebook page, or on the Internet should such an occasion arise.

Sex Offender Policy

As parents, you have entrusted your child to the Head Start/PECC staff to keep them safe from harm – physically and emotionally. We take your trust very seriously and do all we can to keep children safe. As a safeguard, anyone (e.g., volunteers, parents, family members, community members, etc.), whom we are aware is a registered

sex offender will not be allowed in the PECC building, on school grounds, or to participate in a PACT without prior written approval from the PSCD Superintendent of Schools. Please notify the main office if you have questions.

Student Record Data

The Plattsmouth Community Schools and the Early Childhood Programs are in compliance with HIPPA and FERPA guidelines. The HIPPA and FERPA policies are on file in the Elementary School office.

The Early Childhood Center collects and maintains records on each student in order to facilitate the instruction, guidance and educational progress of the student. The records contain information about the student and his/her education and may include but are not limited to the following types of records: identification data, attendance date, health and immunization records, records of achievement, family background data, assessment, educational plans, classroom observations and external agency reports. All books, papers, documents, reports, and records kept by the District may be retained as electronic records (BOE Policy #3560).

The records of each student are generally located in the building that he or she is attending. The persons responsible for maintenance of student records for each school building are the Home Visitors, FSAs, and the Health/Nutrition Manager.

The following persons, agencies and organizations may have restricted access to student records without proper written consent of the parent/guardian. Any other access to student records shall be only upon written consent or upon court order or legally issued subpoena.

1. School officials and teachers with legitimate educational interest
2. Representatives of state and local government when auditing and evaluating federal educational programs
3. Government officials to whom information is to be reported under state law
4. Organizations that process and evaluate standardized tests
5. Accrediting or organizations for accrediting purposes
6. Parents of dependent children, regardless of child's age
7. In connection with an emergency

Student records are reviewed when a student moves from the Early Childhood Program to the Elementary School and/or when a student transfers out of the District.

A procedure to be followed in exercising any of the rights under school policies or rules may be obtained from any building Principal or Director.

Those records not of a permanent nature are destroyed upon graduation or within three years of discontinued attendance in the district. Parents of students under the age of 18 may exercise the opportunity to review educational records of the student; to obtain copies of the records; to write a response to material in the records; to challenge the content of the record on the grounds of inappropriateness, inaccuracy, or an invasion of privacy; and to have the records explained.

The administrator of the program may release the following types of information to the public as he/she sees fit, keeping in mind the privacy of the student and the student's family: participation in officially recognized activities, dates of attendance, and awards received.

Any parent objecting to the public release of such information must sign a written form at the time of enrollment with the Early Childhood Program stating that the public does not have release of such information.

Transition

The Plattsmouth Early Childhood Birth to Three program assists families as they transition into and out of the various programs. Activities are planned throughout the year to assist families and children with these transitions.

Health Section

Child and Family Health Monitoring

Group	Health Requirements
Birth to age 3	Vision Screening – within 45 days of enrollment Hearing Screening – within 45 days of enrollment Developmental Screenings (EX: Ages & Stages & DECA, etc.) – twice a year
At 12 months of age	Lead Screening Hemoglobin Screening First Dental Exam
Birth to age 3	Documentation of well child checks are required at 2 weeks, 2, 4, 6, 9, 12, 15, 18, 24, & 36 months. Documentation of immunizations at 2, 4, 6, 12, 15, 18, & 24 months.
Pregnant Women	A History and Physical & Pregnancy Health Appraisal and CCEHS Health & Nutrition Questionnaire for Pregnant Women filled out by physician.

Illness Policy

In order to ensure the safety and health of your family and children and our staff, we require that the family should notify the home visitor as soon as possible to re-schedule the home visit if any family members have any of the following conditions:

- Temperature of 100.4 degrees or above
- Rash (if accompanied by a fever)
- Strep throat or the flu (unless on antibiotic for at least 24 hours)
- Live head lice (nits do not require exclusion)
- Severe or harsh cough accompanied by other symptoms such as fever, excessive fussing, and general discomfort
- Two or more episodes of diarrhea
- One or more episodes of vomiting (not associated with meal time)
- Red eyes with discharge
- Yellow eyes or jaundiced skin (requires immediate care)
- Impetigo, ringworm (if not able to cover)

Home visitors will plan to re-schedule your home visit if they are experiencing any of the above conditions in order to keep your family safe and healthy.

LOCATIONS AND TIMES OF AREA IMMUNIZATION CLINICS

SARPY/CASS COUNTY IMMUNIZATION CLINIC (P. (402) 593-3222 F. (402) 593-3034)
Free clinic – Donations Accepted
Eligible* children 0-18 years of age
*An eligible child is enrolled in Medicaid, uninsured, underinsured (has health insurance, but vaccines are not covered), or an American Indian/Alaskan Native.
Request an appointment online!
Please visit: https://www.chihealth.com/en/location-search/midlands/immunization-clinic/immunization-clinic-appt.html

PAPILLION – Midlands Medical Building One Phone – (402) 593-3222
First Thursday of the month from 4:00 pm – 7:00 pm
Second and Fourth Thursdays from 9:00 am – 12:00 pm
11109 South 84th Street, 5th Floor Suite 5800
Papillion, NE 68046

AREA HEALTH CARE SERVICES:

Nebraska Department of Health and Human Services: www.accessnebraska.ne.gov
Provides medical insurance benefits to residents of Cass County who are income eligible or have Medicaid

Cass Family Medicine
Provides sliding scale payment options for those uninsured or underinsured
122 S 6th Street
Plattsmouth, NE 68048
(402) 296-2345

WIC Clinic
Herold Hall (next to St. Luke's Episcopal Church)
3rd Street & Avenue A
Plattsmouth, NE 68048
(402) 335-2988 or 877-691-8381

First and Third Mondays By Appointment Only
(8:30 a.m. - 5:00 p.m)

Sarpy/Cass Health Department
701 Olson Drive, Suite 101
Papillion, NE 68046
(402) 339-4334
Toll Free: 800-645-0134
Fax: (402) 339-4235
After hours health emergencies: (402) 506-1553
Sarpycasshealthdepartment.org

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://dhhs.ne.gov/Pages/reg_t173.aspx (Title 173: Control of Communicable Diseases - Chapter 3; revised and implemented 2011)
Updated 01/26/2018

AREA HEALTH CARE PROVIDERS

Dentistry

Louisville Family Dental
229 Main Street
Louisville, NE 68037
402-234-3000

Weeping Water Dental
105 West Eldora
Weeping Water, NE 68463
402-267-2325

McKnight Family Dental
2302 W 8th Ave Suite 2
Plattsmouth, NE 68048
402-296-2818

Capehart Family Dentistry
2110 Towne Centre Dr
Bellevue, NE 68123
402-885-8990

Main Street Family Dental and Orthodontics
619 Main St
Plattsmouth, NE 68048
402-296-2188

OneWorld Dental
*sliding scale options available

Omaha
4920 S. 30th Street, 3rd Floor
Omaha, NE 68107
402-932-7204

Bellevue
2207 Georgia Ave
Bellevue, NE 68005
402-502-8855

Optometry - Eye Clinic

Dr. John Bateman
Dr. Andrea Carda
2380 W 8th Ave, Suite 4
Plattsmouth, NE 68048
402-296-2200

Physicians/Pediatricians

Methodist Physician's Clinic
203 Main St
Louisville, NE 68037
402-234-2500

Children's Physicians
1938 E Highway 34
Plattsmouth, NE 68048
402-955-7150

UNMC Physicians
1938 E Highway 34
Plattsmouth, NE 68048
402-296-6009

Cass Family Medicine/OneWorld
Plattsmouth
122 South 6th St
Plattsmouth, NE 68048
402-296-2345

Weeping Water Medical Clinic
204 North Randolph St
Weeping Water, NE 68463
402-267-5330

Applicable Board of Education Policies/Procedures

All Board of Education policies can be accessed at the following link, https://www.pcsd.org/Page/19 , or they can be found by going to the Plattsmouth Community Schools website (www.pcsd.org) and clicking on *About PCS*, scroll down and select *Board of Education* and then *Policies*. All of the most current policy updates can be found online.

POLICIES

1000 Community Relations
- 1120 Tobacco Policy
- 1200 Anti-discrimination

2000 Administration
3000 Business Operations
4000 Personnel
5000 Students
- 5104 Drug and Substance Use and Prevention
- 5202 Student Records
- 5306 Safe Pupil Transportation
- 5401 Anti-discrimination & Harassment Policy
- 5410 Students with Disabilities
- 5417 Homeless Students Policy
- 5421 Student Privacy Protection

6000 Instruction
- 6286 Return to Learn From Cancer
- 6370 Multicultural Education
- 6500 Free and Reduced Price Meals

7000 New Construction
8000 Internal Board Policies
9000 By-laws of the Board

Plattsmouth Community Schools
Head Start
Conestoga Site

2022-2023

PARENT HANDBOOK

2022-2023 Cass County Head Start
Conestoga Site Calendar

August 2022

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

September 2022

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

October 2022

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

November 2022

S	M	T	W	Th	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	Home Visits all day on Nov 7th, evenings of Nov 9th & 10th,		

December 2022

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

January 2023

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

February 2023

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15# Early Dismissal	16# Early Dismissal	17	18
19	20	21	22	23	24	25
26	27	28	Center Visits all day on Feb 17th, evenings of Feb 15th and 16th			

March 2023

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

April 2023

S	M	T	W	Th	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

May 2023

S	M	T	W	Th	F	S
30	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 - Early Dismissal	26	27
28	29	30	31	Center Visits for 8 hours on May 8th and May 15th		

Notes:

- Conestoga Head Start class time is from 8:15 am to 3:30 pm — please do not drop off prior to 8:15 am and please be sure your child is picked up at 3:30 pm
- Conestoga Head Start Preschool has early dismissal at 1:30 PM on the following dates (in alignment with the Conestoga calendar):
  - August 24th, October 19th and 20th, December 21st, and February 15th and 16th.
  - Early dismissal at 12:30 PM on May 25th.
- The following date is different from the Conestoga calendar:
  - No preschool on Friday, September 9th due to Professional Development

Key

- Class in Session
- Professional Development/Continuous Improvement (no school)
- Vacation Days (no school)
- Home Visits/Parent-Teacher Conferences (no school)

	16 days-Oct	15 days-Jan	15 days-April	**147 Total Class Days**
5 days - Aug	16 days-Nov	16 days-Feb	16 days-May	
17 days-Sept	13 days-Dec	18 days-Mar		

Revised 4/19/2022

Plattsmouth Early Childhood Program Mission

To create a foundation for success through creative, interactive, and intentional experiences that build safe and positive relationships, develop independent problem-solvers, and foster each child's learning potential while displaying empathy, tolerance, and appreciation of differences.

Plattsmouth Early Childhood Program Vision

Students who attend the Cass County/Plattsmouth Early Childhood program will have effective social skills that allow them to accept others, be cooperative, and appropriately accept individual needs and perspectives. Students will be able to self-regulate and manage emotions by using coping strategies. Our students will be able to recognize problems as well as identify and persistently work towards solutions. They will be creative, flexible, and critical thinkers who inquire about the world around them. Students will be independent and dedicated to ongoing learning and recognize the importance of doing things to the best of their ability.

Plattsmouth Early Childhood Program Beliefs

- Each child has the ability to enthusiastically learn and apply knowledge across a variety of new situations to achieve success.
- Promoting independence through developmentally appropriate, structured, safe, and nurturing environments based on children's interests is essential for learning.
- Children learn by and gain independence by exploring with hands on learning activities that inspire curiosity.
- The collaborative efforts of students' home, family, school, and community are essential for success.
- Approaches to learning should include balanced comprehensive services focusing on the whole child.
- Balancing child-directed and teacher-directed instruction, that includes all domains of learning is important for student learning.
- Children have a variety of languages in which to express ideas and need open-ended materials to express their languages.
- Children are *capable* of accommodating and accepting individual needs and perspectives while using social skills to solve problems and self-regulate.
- Providing structured opportunities and environments that allow children to make discoveries, solve problems, and challenge creative thinking is essential to an effective early childhood learning experience.
- Intentional, aligned, and systematic learning opportunities provide an effective foundation for children.
- Monitoring of progress and differentiating instruction is important for developing individual students to their full potential.
- It is important for children to develop secure, safe, and trusting relationships through positive interactions.

Welcome

Welcome to our early childhood program! We hope that this handbook assists you in the policies and procedures that you need to follow in order to meet the requirements of Head Start and to provide your child with a complete early childhood experience. The PECC/Head Start education program offers many opportunities for children to develop socially, intellectually, physically and emotionally in a manner appropriate to their age and stage of development. Our program provides an organized series of experiences that are designed to meet the individual needs of the children and families that we serve.

The Head Start program is unique from any other preschool or childcare setting. Head Start is a comprehensive child development program that serves children ages 3-5 and their families. It is child-focused and family centered. Head Start also provides a range of individualized services in the areas of education and early childhood development, medical, dental, mental health, nutrition, parent involvement, and disabilities. Head Start programs are required to follow a set of performance standards. The Head Start Performance Standards are designed ensure that the Head Start goals and objectives are implemented successfully, that the Head Start philosophy continues to thrive, and that all grantees or delegate agencies maintain the highest possible quality in the provision of Head Start Services. The Plattsmouth Community School District is our grantee agency.

Plattsmouth Board of Education Policies

Please note that the Plattsmouth Early Childhood Center and Head Start are part of the Plattsmouth Community School District (PCSD) and, therefore, subject to all Plattsmouth Community School District policies as approved by the PCSD Board of Education. These policies are available on the PCSD website at www.pcsd.org under the Board of Education link under the About PCS tab and in the Policies file on the left side of the page.

Residence and Eligibility for Early Childhood Programs

Children are eligible for the Head Start Program if their family resides in Cass County. Children who are eligible for special education services must be served by the school district in which they reside. Children with special education services may receive services outside their district **only** with the permission of their resident school district. It is the responsibility of the family to report any change of residence to the PECC office immediately.

Preschool Program Description and Contact Information

Head Start - Conestoga Center
104 East High Street, Murray, NE 68409
402-235-2750

Juli Beck, Early Childhood Director
902 Main Street, Plattsmouth, NE 68048
402-296-5250; Extension #2619

The Preschool Program will provide the children with developmentally and culturally appropriate curriculum practices and assessments in a play-oriented learning environment, which facilitates the optimal growth and development of children with opportunities for age-appropriate learning experiences through active involvement with people and materials. Family literacy is a part of the program which involves parents and children in interactive literacy activities; training for parents regarding how to be the primary teacher for their children; and parent literacy and age-appropriate educational activities to prepare the child for success in transitioning into school and life experiences.

Early Childhood Staff

All the Early Childhood teachers hold Nebraska teaching licenses (four year degree program) for Early Childhood Education and/or Early Childhood Special Education. Additional para-educators will be present in each classroom to ensure a ratio of at least one adult for every ten children with a maximum group size of 20. Other support staff may include a Family Support Advocate. Health and Nutrition services are monitored by a school nurse.

Curriculum, Daily Routine, and Assessment Section

Curriculum (Head Start Performance Standard 1302.32(a))

The Creative Curriculum® is a comprehensive curriculum for 3-to-5-year-old children which addresses the four areas of development: social/emotional, physical, cognitive and language development. It is project-based and designed to foster the development of the whole child through teacher-led small and large group activities. The curriculum provides information on child development, working with families, and organizing the classroom around 11 interest areas. Child assessments are an ongoing part of the curriculum, and an online program provides record-keeping tools to assist teachers with the maintenance and organization of child portfolios, individualized planning, and report production.

Elements of the Daily Routine

Classrooms follow a predictable sequence of events known as the daily routine. This provides a structure within which children can make choices and follow their interests, as well as be introduced to both academic and social skills through direct instruction. While each classroom decides on the routine that works best for its setting, schedule, and population, the following segments are always included during the program day:

- **Small group time:** Small group time allows each teacher to meet with a small group of children working on a planned lesson. The teacher introduces the experience to extend learning, build on previously shared skills, solve problems and/or assess individuals. Although the adult chooses and introduces the materials, he or she may encourage the children to experiment with the materials in a variety of ways.
- **Large group time:** Large group time builds a sense of community. The children and adults come together for movement and music activities, storytelling, and other shared experiences. Children may have opportunities to make choices and play the role of leader or be engaged with direct instruction that is aligned with preschool targets. At large-group time, all the adults and children in the group get together to introduce academic or social skills through direct instruction. By going over the calendar or daily message, listening, telling, and re-enacting stories, singing songs, doing finger plays, dancing, playing musical instruments, exercising, playing games or re-enacting special events, each child participates in the large group, sharing ideas and learning from the ideas of others.
- **Transition times:** Transition times are orderly and predictable movement from one activity to another throughout the course of their school day. These routines provide opportunities for the child to develop self-regulation and social skills or reinforce pre-academic skills.
- **Plan time:** Children indicate what they plan (choose, want) to do during center/play/work time in a small group. Planning typically focuses on what children plan to do *first* during work time. Adults try to understand each child's plan and often try to help children extend their plans by encouraging discussion of the area in which they intend to work, the materials they plan to use, and the friends they will involve.
- **Center/play/work time:** Center/play/work time allows children to interact with materials in a variety of interest areas. Children implement their initial plans and it is common for young children to engage in many different activities over the course of one work time. Center/play/work time is the longest single time segment in the daily routine, typically lasting around 60 minutes. Adults neither lead work time activities nor sit back and watch them. Instead, they observe children to see how they perceive information, interact with peers, and solve problems – and they look for opportunities to enter into the children's activities to encourage children's thinking, extend their play, and help them wrestle with problem-solving situations. The children participate in a clean-up routine at the end of the work time.
- **Review time:** All children should be involved in the recall process, which can occur in a small group or large group setting. Recall can also take place individually with children during work time and clean up. A variety of recall methods should be incorporated including speaking, writing, or drawing to enhance the experience. For example, children might be encouraged to talk about the children they played with, what they built or pretended to be, or the problems they encountered.
- **Meal time:** Meals and snacks allow children to enjoy eating healthy food in a supportive social setting. The main goals are to create a shared and secure sense of community within the program and enhance language development. Meal times also offer the opportunity to work on a variety of developmental skills such as taking turns, maintaining a conversation, interacting with others appropriately and using utensils.

- **Large motor time:** Children and adults are involved in vigorous and often noisy play outside including opportunities to run, climb, roll, jump, yell, and sing with energy. Teachers should provide a balance of teaching new skills and encouraging child choice from a variety of interest areas such as dramatic play, blocks, science, writing, and art activities. During extreme weather or other unsafe conditions, teachers find an alternative indoor location for large motor activities. Children develop coordination, balance, spatial awareness and strength through gross motor activities. Outside time also provides time for coordinating both hands to manipulate large objects, continuing to develop body flexibility and coordination, and learning to use indoor and outdoor gross motor equipment safely and appropriately.
- **Quiet time:** Quiet time provides an opportunity for children to take a break from the activities of the day. Quiet time usually occurs after lunch and lasts for 30 minutes.

Assessment (Head Start Performance Standard 1302.33(a))

The Plattsmouth Early Childhood/Head Start staff assesses children's development with comprehensive observations rather than narrow tests, using the Teaching Strategies GOLD assessment. Observing a broad range of behaviors over several weeks or months gives us a more accurate picture of children's true capabilities than tests administered in one-time sessions. Teachers and paraeducators record daily anecdotes describing what children do and say. Three times a year, teachers review these anecdotes and rate each child at the most accurate level he or she has demonstrated on the GOLD Developmental Continuum for 38 specific goals and objectives items in nine areas of development: social/emotional, physical, language, cognitive, literacy, mathematics, science/technology, social studies, and the arts. Children's GOLD scores help teachers design individualized learning opportunities tailored to their level of development. The Continuum follows ages birth-5 so that teachers can build on the student's current stage of development throughout their time in preschool. The GOLD is also used to explain children's progress to parents during conferences.

Program quality is assessed to ensure that young children participate in a high quality preschool program that contributes to positive cognitive, social, and health outcomes. The Plattsmouth Early Childhood Program staff utilize the Classroom Assessment Scoring System (CLASS) to provide information regarding classroom and program practices and quality. The CLASS is an observation tool administered by trained and reliable observers. The measure is completed at least yearly in all classrooms and program results are posted on the PECC website and shared with the Policy Council/advisory committee and Board of Education.

School Readiness

The Plattsmouth Early Childhood Program has established school readiness goals which are the expectations of children's status and progress across domains of language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development that will improve readiness for kindergarten goals. The school readiness goals are aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five (HSELOF, 2015) and the Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards.

The school readiness committee which consists of a parent representative from Policy Council/parent committee, members of the leadership team, and teacher representatives meets at least three times a year to review data and update goals. The school readiness data is shared with Policy Council/parent committee and the Board of Education at least three times a year. The information is also on the PECC website and in the Annual Report which is also posted on the PECC website.

Classroom Experiences

The following are standards that occur in each preschool classroom:

- There will be established interest areas:
    - The classrooms will have clearly defined, well-equipped interest areas. Areas will be set aside for books, computer, table toys, dramatic play, block building, sensory or science, literacy building, pre-writing, and large motor development. Shelves are labeled with a picture of the item so that students can find items and put them away independently.
- There is a daily "picture" schedule that is interactive in each classroom.
- There is a scheduled time in each day for outdoor play (when weather is appropriate) and large motor development.

- Head Start component areas of Health, Nutrition, Mental Health, Dental Health and Safety are integrated in the daily activities.
- Children participate in learning experiences that are held in both large and small groups.
- Children have an individualized curriculum.
- Transitions are planned. Transition times can be used to teach new concepts, to practice skills, and to enhance creativity.
- Children will spend about one-third of their day in "free choice" or "center/play/work time." This can be provided indoors or outdoors if the weather is permitting. During this time children are given opportunities to choose activities that interest them. Children make choices and select activities on their own.
- Children are given opportunities on a daily basis for self-help skills (e.g., washing hands, feeding themselves, dressing themselves, etc.).

Positive Behavior Interventions and Support (PBiS)

One of the most important facets in the organization and operation of a preschool classroom is classroom management. Early childhood supports social and emotional growth by encouraging development which enhances each child's strengths by: (a) building trust; (b) fostering independence; (c) encouraging self-control by setting clear, consistent limits, and having realistic expectations; (d) encouraging respect for the feelings and rights of others; and (e) supporting and respecting the home language, culture, and family composition of each child in ways that support the child's health and well-being.

Plattsmouth Early Childhood Program Expectations/Rules Matrix

	Large Group	Center Time	Hallway	Small Group	Outdoor Playground	Outdoor Classroom	Indoor Playground	Meals	Naptime
Be Safe	Calm Body	Calm Body	Walking Feet	Stay in Your Spot	Hands & Feet to Self	Hands & Feet to Self	Hands & Feet to Self	Stay in your spot	Stay on Your Cot
		Walking Feet	Calm Body	Keep Your Body Calm & Safe	Keep Your Body Safe	Keep Your Body Safe	Keep Your Body Safe	Hands, Feet & Objects to Self	
		Hands & Feet to Self							
Be Responsible	Ears are Listening	Clean Up Our Classroom	Ears are Listening	Ears are Listening	Take Care of Our Playground	Take Care of Our Outdoor Classroom	Clean Up Our Indoor Playground	Clean Up Your Space	Clean Up Your Naptime Things
Be Respectful	Eyes Watching the Teacher	Use Kind Words	Eyes Watching the Teacher	Eyes Watching the Teacher	Use Kind Words	Use Kind Words	Use Kind Words	Follow Directions	Voices Off
	Follow Directions		Whisper Voices	Follow Directions			Inside Voices	Quiet Voices	

Suspension/Expulsion

Head Start Program Performance Standards

§ 1302.17 Suspension and expulsion
(a) *Limitations on suspension.*

(1) A program must prohibit or severely limit the use of suspension due to a child's behavior. Such suspensions may only be temporary in nature.

(2) A temporary suspension must be used only as a last resort in extraordinary circumstances where there is a serious safety threat that cannot be reduced or eliminated by the provision of reasonable modifications.

(3) Before a program determines whether a temporary suspension is necessary, a program must engage with a mental health consultant, collaborate with the parents, and utilize appropriate community resources – such as

behavior coaches, psychologists, other appropriate specialists, or other resources – as needed, to determine no other reasonable option is appropriate.

(4) If a temporary suspension is deemed necessary, a program must help the child return to full participation in all program activities as quickly as possible while ensuring child safety by:

(i) Continuing to engage with the parents and a mental health consultant, and continuing to utilize appropriate community resources;

(ii) Developing a written plan to document the action and supports needed;

(iii) Providing services that include home visits; and,

(iv) Determining whether a referral to a local agency responsible for implementing IDEA is appropriate.

(b) *Prohibition on expulsion.*

(1) A program cannot expel or unenroll a child from Head Start because of a child's behavior.

(2) When a child exhibits persistent and serious challenging behaviors, a program must explore all possible steps and document all steps taken to address such problems, and facilitate the child's safe participation in the program. Such steps must include, at a minimum, engaging a mental health consultant, considering the appropriateness of providing appropriate services and supports under section 504 of the Rehabilitation Act to ensure that the child who satisfies the definition of disability in 29 U.S.C. §705(9)(b) of the Rehabilitation Act is not excluded from the program on the basis of disability, and consulting with the parents and the child's teacher, and:

(i) If the child has an individualized family service plan (IFSP) or individualized education program (IEP), the program must consult with the agency responsible for the IFSP or IEP to ensure the child receives the needed support services; or,

(ii) If the child does not have an IFSP or IEP, the program must collaborate, with parental consent, with the local agency responsible for implementing IDEA to determine the child's eligibility for services.

(3) If, after a program has explored all possible steps and documented all steps taken as described in paragraph (b)(2) of this section, a program, in consultation with the parents, the child's teacher, the agency responsible for implementing IDEA (if applicable), and the mental health consultant, determines that the child's continued enrollment presents a continued serious safety threat to the child or other enrolled children and determines the program is not the most appropriate placement for the child, the program must work with such entities to directly facilitate the transition of the child to a more appropriate placement.

Child Find

If you have or know a young child from birth to 5 years of age and you have concerns about his/her development, please call the Conestoga Public Schools at 402-235-2341.

Developmental concerns may include:

Low birth weight	High medical needs	Prematurity
Multiple births	Feeding concerns	Difficulty speaking
Hearing loss	Blindness or vision impairment	Physical disability
Slow to walk or crawl	Identified disabilities	Developmental delay
	Behavioral or emotional problem	

Early Development Network: Free early childhood intervention support is available across Nebraska. Call toll free: 1-888-806-6287.

Family Involvement Section

"A school will never be truly excellent unless it involves the parents"

All families are unique and will be treated with respect and dignity.
Strict confidentiality will be maintained to ensure the privacy of each family.

Parent Events/Involvement & Parent Committees

Parents are the most valuable members of the program! Monthly parent events/parent committees offer a great opportunity to be involved with your child's program. Attending parent events is an expectation of the Plattsmouth preschool program. Meetings are initially organized by the Family Support Advocate (FSA) with input from the parents and will be scheduled monthly. These meetings are designed to be educational as well as provide opportunities for social interaction. Parents will also be given an opportunity to advise staff in developing and implementing local program policies, activities, and services to ensure they meet the needs of children and families. Parents involved with the parent events/parent committee will elect a representative/liaison to the Policy Council to ensure ongoing communication between the two groups.

Family Activities

Parents/guardians and staff will plan family activity opportunities throughout the year. These activities will be fun and educational. If you are able to come and join in even once in a while, we welcome you. Always check your child's backpack for updates, newsletters and calendars for upcoming events. Plan to join us as your schedules allow.

Policy Council

Policy Council is a group of parents/guardians who are directly involved with the decision making process of the preschool program's planning and administration. Elections are held each year by secret ballot (one ballot per family) to obtain representation from each classroom. Parents who have agreed to serve as representatives submit their names to be included in this election process. Training for members is provided throughout the school year. Meetings are held once a month at a time most convenient to the majority of the members. The Policy Council is a federal requirement for all Head Start programs and the membership must consist of 51% parents/guardians who currently have enrolled children in the Head Start program. Parents of children enrolled in the tuition program are considered community representatives on the Policy Council.

Family Support Advocates (FSAs)

The Family Support Advocate staff will provide families with opportunities for ongoing communication to and from the school. This staff can provide current available resources for referrals or needs your family may have. All families have many strengths and the FSA staff will assist all families enrolled in the Head Start Program to develop family goals that capitalize on the family strengths. The FSA staff will be available to families daily at the center and on as-needed basis. Strict confidentiality is maintained with respect to family information. Please feel free to contact the center with requests or questions you may have at 402-235-2750.

Parent/Teacher Home Visits & Conferences

There are scheduled visits between parents/guardians and Head Start staff each year. Two of these will be conducted in the home and two will be at the preschool center. These conferences provide an opportunity for parents and the teacher to exchange helpful information about children and their development. Parents will be notified when conferences are to be scheduled. You may contact the teacher to schedule additional conferences at any time. Your participation in conferences is strongly encouraged as these visits allow each parent or guardian to have input into their child's education!

Parents/Guardians Visiting or Volunteering in the Classroom

Your help is always welcome in the classroom. If you can spend the day in the classroom or only an hour or two, please join us! Volunteering in the classroom is not only helpful to the staff, but is greatly beneficial for your child and you. We keep a record for each family and appreciate at least eight hours of volunteering a month. For every hour you spend helping our program, Head Start receives in-kind dollars. When you plan to visit or volunteer, please contact the classroom teacher a day in advance if possible, as schedules and out-of-class opportunities may

alter the day's schedule. It is helpful also to determine the breakfast and lunch count for the day. Parents are encouraged to volunteer throughout the preschool day.

Before volunteering to assist in the classroom, parents need to complete a request for background check, if you want to be able to work with other students (BOE Policy #1015). An example of this would be a person (to include parents) that visits or assists at school or class functions several times per semester or provides assistance to the teacher or other staff in the presence of children. No background check is required when a parent is only interacting with their own child or visiting the classroom for a short period.

Other Visitors or Volunteers

Other family members are always welcome to visit or volunteer in your child's classroom as long as it does not cause a disruption for your child or the other children. All visitors/volunteers must have permission from the child's parents/guardians in order to visit/volunteer in the classroom. Parents/guardians are able to indicate on the emergency card that a family member or family friend is able to visit/volunteer in their child's classroom. If a family member or friend is approved to visit/volunteer on the emergency card, parents/guardians may complete a change of status form to add them or may call the center prior to them visiting/volunteering to add them to the emergency card.

If a family member/friend arrives at the center to visit or volunteer in your child's classroom and they are not on the emergency card and you have not called to give permission, the classroom staff will attempt to call you to gain permission. If neither parent/guardian can be reached, the family member/friend will not be allowed to visit/volunteer on that day.

Before volunteering to assist in the classroom, family members/friends need to complete a request for background check, if they want to be able to work with other students (BOE Policy #1015). An example of this would be a person that visits or assists at school or class functions several times per semester or provides assistance to the teacher or other staff in the presence of children. No background check is required when a family member/friend is only interacting with the one child or visiting the classroom for a short period.

School Social Worker

A school social worker is available to assist parents and staff with areas of concern. No appointment is necessary and a schedule of general meeting times will be distributed to parents/caregivers in the monthly newsletters. The school social worker is also available to assist parents and staff to understand mental health and to access mental health interventions, as needed. Information about local mental health resources are also available from Family Support Advocates, the school social worker, and other teaching staff.

Classroom Placement Procedures

Classroom placement decisions for the Plattsmouth Early Childhood Center (PECC) are based on a number of factors. Information such as child strengths, language development, social/emotional development, behavioral needs, special education service accessibility, gender, age, and class size are all considered when creating classroom assignments. We strive for a balance of all these factors in each classroom.

Due to the many factors that must be considered when forming child assignments for a classroom, we ask that parents not make specific teacher requests. The demands associated with balancing classroom assignments make it impossible to honor all parental requests. If a parent has a special circumstance which necessitates providing information about their child and his or her learning, they may do so. Only written input provided directly by the parent and addressed to the Early Childhood/Head Start Director will be given consideration. The written input must be received prior to July 15th prior to the start of the school year to be considered. Please note that the written input will be discarded if requests such as the following are made:

- Requesting or un-requesting a teacher by name
- Requesting that specific children be placed in the same class (parents of multiples [twins, triplets, etc.] may submit requests to have their children in the same classroom or split into different classrooms)
- Requesting an experienced teacher or a first year teacher (all teachers associated with our program are highly qualified)

Parents and children will be notified about classroom assignments during registration in late July or early August. The final decision on all child classroom assignments rests with the Early Childhood/Head Start Director.

Thank you for your understanding regarding this process. If you have any questions or concerns about this process, please feel free to contact the Early Childhood/Head Start Director at the Plattsmouth Early Childhood Center.

Parent and Staff Responsibilities

The following are responsibilities for staff and parents/guardians involved in the **Head Start Preschool** program. If you have questions regarding this information, please ask a staff member.

Parent/Guardian Responsibilities:

- bringing your child to preschool each day on time and picking up your child on time each day
- participating in parent events, parent/teacher conferences, and visits in your home by the classroom teacher and staff
- participating in the family involvement/support program which requires, at least, two contacts in your home by the **Head Start Preschool** staff and family goal setting
- ensuring that your child completes required immunizations and physical, dental, and vision examinations
- providing copies of your child's immunization records, medical examinations and birth certificate in a timely manner
- reviewing the **Head Start Preschool** Parent Handbook

Head Start Preschool Staff Responsibilities:

- welcoming you and your child into the **Head Start Preschool** program
- being available to parents/guardians to answer questions and to listen to concerns/comments
- understanding and following policies/procedures that address non-attendance
- following policies/procedures when a child is not picked up from preschool in a timely manner
- working with parents/guardians to plan developmentally appropriate activities that will interest and challenge your child
- providing parents with information regarding your child's development throughout the preschool year
- encouraging parent/guardian involvement in the preschool

Verification of Information

Parents/guardians are asked to provide information about their families and their child throughout the application and enrollment process. Head Start staff members rely on this information to determine eligibility for Head Start, which is a federally sponsored program. Staff members meet with parents/guardians to verify information such as income, age of child, foster care participant, etc. Parents are required to provide accurate information and sign the application to certify that the information they have provided is true and accurate. If any provided information is found to be false, participation in Head Start program may be terminated and the parent/guardian may be subject to legal action.

General Information Section

Appropriate Dress

Please send your child to school in comfortable, washable clothes and shoes that are appropriate for the changing weather. Due to safety concerns, all children must wear shoes with a back strap such as a strapped sandal or tennis shoe (no flip-flops). Children will go outside daily unless the "feels like" temperature is below 10 degrees, so please remember to send warm clothes on chilly days including hats, coats, and mittens/gloves. All children need to have an extra change of clothes in case an accident happens. If parents have not furnished this for the school, they may be called to bring clothes if an accident occurs.

Arrival Time

Conestoga Head Start preschool classes will start at 8:15 AM. Please do not arrive with children before 8:00 AM as the staff members need time to prepare for the day. Consideration of this planning and communication time is appreciated! Children will be considered tardy beginning at 8:15 AM.

Parents must bring children to the classroom. It is expected that a responsible adult will accompany a child to their classroom upon daily arrival at preschool. Children are NOT to be dropped off at any building door and allowed to enter the building alone.

Parent parking on or in the area of the bus load/unload area is discouraged. Safety of the children is our primary concern so if you are parked in this area when the bus is loading or unloading children, you **will not be allowed** to move your vehicle until the bus departs or all children have safely been removed from the bus. If you child receives bus service, a staff member will escort your child into the classroom.

Attendance

Regular and punctual attendance is required for participation in the Head Start Preschool program. It is vital that the child attends in order to receive the most value from the program. **We ask that you or a family member call into the center to inform the staff as to any concerns that are preventing your child from attending school at 402-235-2750.**

Procedure for Absences:

1. After ten absences, the teacher or family support advocate (FSA) will discuss the situation with the parents(s). Efforts will be made to remedy the problem by determining specific conditions contributing to the attendance problem and developing a plan to address controllable conditions that may assist in alleviating the problem.
2. If absences continue after the initial meeting, the teacher or family support advocate (FSA) will set up a meeting with the parents(s) to develop an attendance contract.

A child will be considered tardy if they arrive after class begins at 8:15 AM. It is also important that children be picked up on time at the end of the school day. If a child is consistently picked up more than 10 minutes after the class dismissal time of 3:30 PM, the procedure for absences will be implemented.

Leaving School:
Children who must leave preschool for any reason during the session must have their parents check them out before leaving. Please notify the child's teacher in advance of the need to leave early. If your child will be returning to school that same day, they must be signed into the classroom before 12 pm. After 12 pm, please plan to keep your child home for the day.

Arriving at School Late:
If there is a need, parents may drop their child off at preschool anytime up to 12 pm. After 12 pm, if your child has not yet been to preschool, please plan to keep your child home.

Follow Up for Daily Absences:
When your child is absent, please plan to notify the teacher/FSA. If we do not receive a call from you or are unable to connect per phone contact, we will call the contacts you have provided on your emergency contact sheet in order to determine the well-being of the child. Following three (3) consecutive days of absence with no notice, our staff will initiate appropriate family support procedures to ensure the well-being of the children. This may include a home visit. The Preschool Program will strive to keep a close working relationship with families and support them during family crisis situations. Our intent is to maintain your child's enrollment in the preschool program however, if all potential options have been exhausted, it may be necessary to terminate your child's enrollment. You will always be notified of this possibility prior to release from the program. We request that you come into the Central Office to sign the appropriate Release of Records form in order to take copies of your child's file from the center.

Birth Certificate

State law requires that a certified copy of a child's birth certificate be used when enrolling a new child in school. If your child is registering with Head Start for the first time, you may obtain this document from the Bureau of Vital Statistics in the state in which your child was born. Assistance in obtaining birth certificates may be obtained from Health Records Management, 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 could include naturalization or immigration documents showing date of birth or official hospital birth records, a passport, or a translation of a birth certificate from another country. The documents must be accompanied by an affidavit explaining the inability to produce a copy of the birth certificate.

Bus Transportation

Parents or guardians must have a signed transportation form to allow the transporting of children. These transportation forms are kept on file and any transportation changes need to be noted on a new transportation form. Please allow approximately one week for the change to become effective and for the bus staff to change the route to accommodate the change.

Riding the bus is a privilege and safety is the main concern. Children and family must support the safety rules of the driver and the school system. Failure to do so may result in the loss of transportation privileges.

Bus transportation adheres to a daily schedule so promptness is a must. Drivers have been instructed to adhere to this schedule and they are not allowed to wait at a pick up sight for children who are late as this will cause the remainder of the pick ups/drop offs to be late. On the other hand, please be aware that weather and other reasons may cause delays with the bus schedule. Please be patient -- watching and ready. Times may vary slightly daily.

When waiting to be picked up, stay a safe distance from the side of the road or curb. When the bus arrives, stay clear until it has come to a complete stop.

Please be visible for the driver or para when they bring your child back to the drop off point. **Your child will not be dropped off if a designated adult is not waiting. If the designated adult is not waiting, your child will be brought back to the center for a designated adult to pick him or her up.** Please be waiting for your child(ren).

All children and adults are expected to follow the regulations of riding on the school transportation system. If there is a problem, the teacher will contact the parents in order to work out a solution.

Any changes in service or schedule must be called into the main school office at 402-235-2992 or 402-227-2992 by 7:00 AM. Also, if a child will not be attending school that day, please call 402-235-2750 and report the absence to the child's classroom.

Call the center if someone other than the pre-designated adult will be dropping off or picking up your child. This message will be relayed to the teacher, driver and para. Also, send a note stating permission of such, signed and dated, with the driver or para. A phone call is always necessary.

If you would like to pick your child up instead of him or her being transported, please call the center at 402-235-2750 and let the teacher know in advance so they are not put on the bus.

In general, call for all transportation changes. Changes must be cleared with the Head Start office. A new transportation form must be filled out with all changes. Call if any transportation procedures are unclear.

All safety restraint laws are followed for children and adults (child safety seats are used when needed.) **The safety and welfare of the children is our main concern. Please feel free to call and report any concerns that you may have.**

Celebrations

Rationale for Celebrations Policy:
Plattsmouth Early Childhood Center (PECC) staff members' honor and support classroom celebrations. We also respect the diversity of families and value inclusion. Because of this, it is our intention to plan activities for children and families in a way that allows all children and/or families to participate, without any conflict with family beliefs, traditions, financial status or values. All Head Start/PECC activities related to celebrations and holidays, whether they are at the classroom or school level, must be consistent with the policy outlined below.

Celebrations Policy: (approved by Policy Council on 3/24/15)
Classroom Celebrations:

- We have many celebrations in preschool that are generally focused around changing seasons. We also celebrate our friends and families on an individual basis (e.g., Star of the Week, Family Events, etc.). We encourage teachers, parents, and children to celebrate learning every day. In order to be respectful of everyone's beliefs and financial status, we save religious and commercial holidays, as well as birthday celebrations, for families to celebrate on their own.
- The program will build positive self-esteem in children through a wide variety of learning experiences, which can include their families' interests and hobbies.
- Classroom practices will include experiences and materials representing the everyday lives of all children in the classroom. These practices will be child-centered, age-appropriate, meaningful, and reflect the concepts of "similarities and differences" in a manner that respects all family cultures and values.
- **Observations and celebrations of commercialized or religious holidays, holiday symbols, birthdays, Mother's Day, or Father's Day will not occur.** Parents are not allowed to bring treats, cards, and other items that center around holidays (e.g., Valentine cards, Halloween treats, Christmas cookies, etc.). Also, classroom themes, decorations, projects, and programs will not be centered on holidays. Teachers and other adults in the classroom, however, will positively acknowledge spontaneous comments from children or parents about holiday observances and family or community celebrations without comparing material possessions of different students. For example, if a child states, "It is my birthday today!", the teacher will respond in a way that affirms the child's self-esteem, such as, "Well, I hope you have a fun day then!"

Family Involvement:

- The celebrations policy will be discussed with parent/guardians during registration/orientation/initial home visit. Information regarding this policy will also be provided throughout the year as needed.
- Families, extended families and the community are welcome to share interests and hobbies. All sharing sessions will be organized and coordinated in partnership with the staff to ensure congruence with this policy. Any materials needed for a sharing activity will be provided by Head Start.
- We delight in the accomplishment of children completing preschool and transitioning to kindergarten. Staff may plan end of the year preschool activities to acknowledge the children moving to kindergarten, however, no formal graduation ceremony will be planned. Parents are encouraged to be involved in any end of the preschool activities that may be planned (e.g., picnics, classroom celebrations, singing programs, etc.).

No food or treats may be brought in from the outside.

Children/families are asked not to hand out birthday celebration or other party invitations at school.

Change of Information/Status

Change of information such as phone numbers, addresses, emergency numbers and transportation information should be given to the Family Support Advocate (FSA) or to the classroom teacher in writing and signed by the parent or guardian at least 48 hours prior to the change if possible.

Child Abuse/Neglect Reporting

When any Head Start Preschool staff member or volunteer has reasonable cause to believe that a child has been subjected to abuse or neglect, or observes a child(ren) being subjected to conditions or circumstances which would result in abuse or neglect, he/she shall report such incident or cause a report to be made as soon as possible to the proper law enforcement agency or to Health and Human Services (Neb. Rev. Stat. Section 28-710; 28-711, PCSD Policy 5402). Anyone participating in good faith in these procedures shall have immunity from any liability, civil or criminal. Law providing privileged communication shall not apply in cases of suspected child abuse or neglect.
Child Abuse/Neglect Hotline phone number for a report: **1-800-652-1999**

Closings/Early Release/Inclement Weather

Conestoga Head Start follows the decision of the Conestoga Public School District regarding weather related cancellations. If the Conestoga Public School has a late start, we will hold Head Start classes that day.

It is difficult to measure the severity of the weather in all sections of our service area, so the final decision rests with the parents on whether to send their child(ren) to preschool during adverse weather conditions or to keep their child at home. Please contact the Conestoga Head Start program if you decide not to send your child(ren) to preschool when preschool is in session. In the event of severe weather at the time you are picking up your child(ren), please note that staff ***will not release*** any children during severe weather warnings.

TV and radio stations will carry school closing messages as soon as any decision is made regarding school cancellation or dismissal early due to weather conditions and/or other emergencies. Announcements will be made over radio stations KFAB 1110AM, WOW 590AM, 94.1FM, and 89.7FM, and TV channels 7, 6, 3, and 42. In case of civil, national, or natural disruptions, every effort will be made to give announcements to the welfare of the students during the school day. Under such conditions parents may come to school to get their child(ren) if they so desire and if it is safe to do so.

Provision will be made by your school authorities to take care of the school children when storms occur during the school day that are of such intensity that it makes bus transportation hazardous. Your cooperation in helping keep telephone lines free during such emergencies will be appreciated.
The preschool office is unable to honor requests to personally call each parent when preschool is let out early. It is the parent's responsibility to make arrangements to ensure the safety of your child should school be dismissed early. If you are unavailable, then it is the parent's responsibility to make arrangements with another adult to ensure the safety of your child should school be dismissed early.

Complaint/Concern Procedure

When parents have a concern or complaint about the early childhood program, the following protocol should be followed:

1. Schedule a conference/meeting with the staff person most immediately or directly involved in the matter.
    - No matter the concern, address it with the person most directly involved first
    - It is appropriate to call for an appointment or to set up a time to meet with the staff person
    - When calling or setting up an appointment, it is courteous to let the person know the general nature of the concern
2. Address the concern to the Building/Program Administrator if the matter is not resolved at Step One.
    - Supervisory personnel will rarely have ready access to the information they need to be of immediate assistance and working through the issue will likely require additional time
3. Address the concern to the Superintendent if the matter is not resolved at Step Two.

- When you believe you have taken the concern to the next level but still haven't achieved a satisfactory outcome, the Superintendent is the next person to involve
- Keep in mind that a meeting with the Superintendent will likely require some advance planning
- There is a specific complaint form 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 1200, 4003 and/or 5401 for the particulars of the complaint and grievance process.
    - The complaint form can be accessed on the PCSD website by choosing "About PCS" then scrolling down and selecting Board of Education. On the left side of the page chose the "Policies" tab, then select "1000 Community Relations." Select Policy 1200A for access to the form. Or use the following link: https://www.pcsd.org/Page/20

4. Address the concern to the Board of Education if the matter is not resolved at Step Three.
    - School Board members are elected to represent the interests of all parents and district residents and are available to hear the points of view of their constituents, however school board members do not have direct authority over day to day school operations and all authority is the result of official actions by a majority of the Board at meetings open to the public
    - Board members may be able to request that the Board review the specific policies that relate to the situation or propose new policies for the Board's consideration
    - Contact a Board member when a policy is being enforced that you believe results in bad consequences, when you believe a policy isn't being enforced, or when policies or procedures are not enforced fairly for all
    - The Plattsmouth School Board of Education is the governing body for the Cass County Head Start program

Custody Agreements/Court Orders

All preschool parents/guardians will be requested to complete required paperwork that specifically identifies who is allowed to pick up your child from preschool. Amendments to this list can be made in written form by the primary adult during the school year. **The primary adult is not able to unilaterally exclude the other parent from picking up the child unless there is a court order in place to exclude that parent from having contact with the child.** A copy of the court order must be provided to Conestoga Head Start program. Please visit with your Family Support Advocate (FSA) if you have specific questions or concerns.

Note: Law enforcement can only prevent a parent from removing a child if there is a court order prohibiting the parent from having contact with the child.

If one parent has been given primary legal custody, **information about the child will not be released without the primary custodial parent's permission**. If parents have a joint custody agreement, information about the child will be released to both parents.

Dismissal

Dismissal time is 3:30 PM, unless otherwise notified by your child's teacher. When picking children up at the end of the day, please enter the building and go to the child's classroom. Teachers will not allow children to leave until an authorized individual has come to the room to pick the child up. Children that receive bus service will be escorted to the bus by a staff member. No child will be allowed to leave the facility unattended.

If you need to pick up your child before dismissal time, please send a note or call ahead to the Conestoga Head Start program at **402-235-2750** so a message can be relayed to your child's teacher.

Intoxicated/Under the Influence of Drugs Pick Up Procedure:

A situation may arise when a parent/guardian or other caregiver picking up a child appears intoxicated or under the influence of drugs. If a staff member questions the safety of the child's transportation home due to apparent suspected intoxication of the pick-up person, the following steps will be followed. The staff member will:

1. Talk to the pick-up person and ask how s/he got to the center. The main concern is whether the person drove and if s/he intends to drive the child home.
2. If the pick-up person has driven and intends to drive home, the staff member will tell the pick-up person that they are concerned about the safety of the caregiver and the child.
3. Make an offer to call one of the other designated pick-up persons on the child's list. If this does not work, the staff member will suggest calling a taxi or a friend or family member. If the pick up person is not the parent, the staff member will attempt to call the parent to let him/her know of the concern for the child's safety and to check if the parent is available to come and pick up the child.
4. If the pick-up person refuses or becomes confrontational, the staff member will calmly let them know that they will be calling law enforcement to report the incident. Ask if the pick-up person would stay to talk to the officer about the situation.

Early Childhood/Preschool Supplies

Parents of preschoolers will **not** need to provide classroom preschool supplies. A backpack is helpful for a child to carry classroom notes and classroom activities home, as well as notes from home back to the preschool.

Children are not permitted to bring any toys, food items, gum, money, books, etc. on the buses or into the center. Food items, including gum, may cause choking while in transport and might cause the child not to eat meals prepared at the center. **Children will be required to finish any food or drink item brought from outside the center prior to entering the classroom.** Toys, books, etc. might cause friction among the children and/or get lost or claimed by someone else other than the owner. If an IEP or 504 team recommends that a child needs a special toy or other item as part of their services, the recommendation will be adhered to.

Extra Set of Preschooler's Clothing

It is advisable that your preschool child brings an extra set of clothing to place in his/her cubby in case the child needs a change of clothing during the preschool day. Your preschooler's jackets, overshoes, mittens, etc., should be marked for easy identification. This helps eliminate loss and confusion. A parent can check in with staff if their child has lost an item.

Non-Discrimination on Basis of Race/Sex

It is a policy of the Plattsmouth Community Schools not to discriminate on the basis of sex, handicap, race, color, religion, marital status or national or ethnic origin in its educational programs, activities or employment policies. Inquiries regarding compliance with this policy may be directed to the Superintendent of Plattsmouth Community Schools, or to the Director of the Office for Civil Rights, Department of Health, Educational Welfare, Washington, D.C.

Non-Discrimination in Food Service Program

In accordance with Federal Law and U.S. Department of Agriculture policy, this institution is prohibited from discrimination on the basis of race, color, national origin, sex, age or disability.
To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington, DC 20250-9410 or call (202) 720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

Parent Resource Library

There is a parent resource library located at Plattsmouth Early Childhood Center (PECC). Parents are able to check out resource materials and children's books and they can access pamphlets and brochures that address a number of issues such as toilet training, child discipline, etc. Check with personnel in the main office for assistance.

Pets

Students and/or parents should not bring animals into the school or classroom unless prior approval has been given by the classroom teacher. If approval has been given, the animal should be on a leash, in a cage, or in some kind of container. Allergies of staff and students should be considered before any visit by an animal.

Publication of Child Pictures and Products

From time to time your child may have occasion to be photographed for the newspaper, television, the Head Start/PECC Facebook page, or PCSD Internet web pages. The news media will occasionally do stories on events occurring in school programs, presentations, and other newsworthy happenings. Teachers may post pictures of classroom activities and field trips on PCSD Internet web pages.

Since pictures of your child are personally identifiable information, you have the opportunity to request that you child's picture not be used for the above purposes. **If you do not wish to have your child's picture or work available to the media or displayed on the Internet, please contact the main office at 402-296-5250.** If we do not hear from you, we will assume that you agree to have your child's picture or work available to the media, on the Head Start/PECC Facebook page, or on the Internet should such an occasion arise.

Respect and Courtesy

Any employee and/or other staff at Conestoga Public Schools and/or Head Start program has authority and jurisdiction anytime during school or at any school function and deserves respect.

Siblings

During a parent or guardian's volunteer time at the Conestoga Head Start program, siblings or younger children who are not enrolled are not allowed on field trips or in classrooms during regular school hours.

Smoke Free Environment

All of the Head Start program's buildings and grounds are smoke, e-cigs. and tobacco-free. When attending school events, please abide by the policy.

Student Record Data

The Conestoga Head Start program is in compliance with HIPPA and FERPA guidelines. The HIPPA and FERPA policies are on file in the Plattsmouth Elementary School office.

The Head Start program collects and maintains records on each student in order to facilitate the instruction, guidance and educational progress of the student. The records contain information about the student and his/her education and may include but are not limited to the following types of records: identification data, attendance date, health and immunization records, records of achievement, family background data, assessment, educational plans, classroom observations and external agency reports. All books, papers, documents, reports, and records kept by the District may be retained as electronic records (BOE Policy #3560).

The records of each student are generally located in the building that he or she is attending. The persons responsible for maintenance of student records for each school building are the Supervising Teachers and the Health/Nutrition Manager.

The following persons, agencies and organizations may have restricted access to student records without proper written consent of the parent/guardian. Any other access to student records shall be only upon written consent or upon court order or legally issued subpoena.

1. School officials and teachers with legitimate educational interest
2. Representatives of state and local government when auditing and evaluating federal educational programs

3. Government officials to whom information is to be reported under state law
4. Organizations that process and evaluate standardized tests
5. Accrediting or organizations for accrediting purposes
6. Parents of dependent children, regardless of child's age
7. In connection with an emergency

Student records are reviewed when a student moves from the Preschool Program to the Elementary School and/or when a student transfers out of the District.

A procedure to be followed in exercising any of the rights under school policies or rules may be obtained from the Head Start Director.

Those records not of a permanent nature are destroyed upon graduation or within three years of discontinued attendance in the district. Parents of students under the age of 18 may exercise the opportunity to review educational records of the student; to obtain copies of the records; to write a response to material in the records; to challenge the content of the record on the grounds of inappropriateness, inaccuracy, or an invasion of privacy; and to have the records explained.

The administrator of the program may release the following types of information to the public as he/she sees fit, keeping in mind the privacy of the student and the student's family: participation in officially recognized activities, dates of attendance, and awards received.

Any parent objecting to the public release of such information must sign a written form at the time of enrollment with the Cass County Head Start Preschool Program stating that the public does not have release of such information.

Telephone Calls

Parents are welcome to call the school office at any time. During class time, the family support advocate (FSA) or a paraeducator may be able to take a message to relay to the classroom or parents can leave a voice mail for the classroom staff. If it is an emergency and you cannot get the early childhood staff, call the Head Start main office at 402-296-5250.

Transition

The Conestoga Head Start program assists families as they transition into and out of the various programs. Activities are planned throughout the year to assist families and children with these transitions.

Video Surveillance

The Plattsmouth Board of Education has authorized the use of video cameras on School District and Head Start property to ensure the health, welfare and safety of all staff, children, 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 of the Plattsmouth Community School District.

Notice is hereby given that video surveillance may occur on District property (including Head Start property). In the event a video surveillance recording captures a child or other building user violating school policies, rules, or local, state, or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings and may be provided to law enforcement agencies.

Weapons Policy

If a weapon is brought to preschool, it will be confiscated and may not be returned to the child or parent. If appropriate, the police/sheriff department and child protective services will be notified. Weapons are defined as any object that may be used to intimidate or inflict bodily harm whether it is a real weapon or a replica of such.

These shall include, but are not limited to the following items: knives, guns, lead pipes, chains, razors, ice pick, slingshot, scissors, swords, pocket knives, explosives (including fireworks), brass knuckles, etc.

Health Section

Health Examinations

The Plattsmouth Early Childhood Center/Head Start Program requires annual dental and physical exams and up-to-date immunizations before school begins (BOE Policy #5001). Each child is required to have a lead and hemoglobin blood level result on file, completed on or after the age of two. Each child is also required to have a health history and nutrition assessment on file (to be completed with staff at the beginning of the school year).

Follow up is required, if deemed necessary by the physician or dentist. For example, if cavities were detected, parents will need to submit paperwork from the dentist saying that the cavities were taken care of.

Health services at the early childhood center include the monitoring of height/weight (at least three times a year), vision screen (if not completed during physical), and hearing screen (if not completed during physical).

All 50 states and the District of Columbia have immunization requirements for children entering school. In Nebraska, children can't attend classes in public or private school until the school has written proof of their immunization status. Each school in Nebraska is required to keep the immunization history of the students enrolled on file. Parents or guardians must present one of the following documents to the school to verify immunization status:

- An immunization record showing that the child is protected by age-appropriate immunizations.
- A statement signed by a physician that the required immunization would be injurious to the student or members of the student's family or household.
- An affidavit signed by a legally authorized representative stating that the immunization conflicts with the tenets and practices of a recognized religious denomination of which the student is a member.

A student can be provisionally enrolled in school if he or she has started the immunizations series and continues the necessary immunizations as rapidly as is medically possible. If the student doesn't continue with the immunization schedule, he or she will be sent home.

Emergency Cards

An emergency card must be kept on file for every child enrolled in the Early Childhood Program. Please update this card on a regular basis, including the list of family/friends who are approved to pick up your child or visit/volunteer in the classroom. Check with classroom staff to complete a change of status card to update your information.

Emergency Disaster Plan

Head Start/PECC staff have emergency disaster plans in place for situations such as fires, tornadoes, intruders, evacuation, etc. Parents will be notified of the evacuation site at the beginning of each school year and are asked to access that site in the event of an emergency. If dismissal must take place from the evacuation site, please be sure to have your identification (e.g., driver's license) with you when you pick up your child.

Parents are notified of the off-campus evacuation site at the beginning of each school year and are asked to access that site in the event of an emergency. If dismissal must take place from the evacuation site, please be sure to have your identification (e.g., driver's license) with you when you pick up your child.

In the event of a tornado warning, children will be safely evacuated to the designated area within the school building. In order to keep all children and staff safe, children will not be released from school until the tornado warning has expired. Parents will not be able to access the building during the tornado warning and no one will be available to answer the telephone since all staff members will be a safe location with the children.

Illness While At School

The following symptoms, if displayed by children during school, will require temporary exclusion from participation in the program at the discretion of the nurse:

- Temperature of 100.4 degrees or above
- Rash (if accompanied by a fever)
- Live head lice (nits do not require exclusion)
- Severe abdominal pain
- Severe or harsh cough; with thick green discharge from the nose
- Rapid breathing or severe coughing
- Two or more episodes of diarrhea
- One or more episodes of vomiting (not associated with meal time)
- Red eyes with discharge
- Yellow eyes or jaundiced skin (requires immediate care)
- Impetigo, ringworm (if not able to cover)

Health Expectations for Parents

- For families in the program, it is the parent's responsibility to pick up the child within one hour of being notified that the child is ill. Per health regulations, the child may not return to school until the child has been symptom-free, without the aid of medication, for 24 hours. If diagnosed with a contagious illness (e.g., strep throat, pink eye, etc.), the child can return to school after being on antibiotics for 24 hours.

- If a child becomes ill during school hours, appropriate staff will be called. If the decision is made to send the child home, the parent will be notified to pick up the child.

- If the child is brought to the school and staff observes symptoms of illness, appropriate staff may determine that the child cannot be accepted into the classroom.

CRITERIA FOR RETURNING TO SCHOOL AFTER ILLNESS, INJURY, OR SURGERY:

- Sutures or cast—a note from the child's physician is needed before returning to school regarding any restrictions of activities.
- A note from the child's physician should also accompany the child following surgery with any restriction of activities.
- If a child is out with chicken pox, a note is not needed from the doctor as long as all pox are dry (7-10 days.)

Medication

Appropriate paperwork needs to be on file for medications to be administered during school hours. See the Health and Nutrition Manager for these forms.

- Medication must be brought in the original prescription container with date, child's name, name of medicine, amount of medicine/time to be given.
- Medication must be brought in by the parents and given to the Health and Nutrition Manager or teacher. DO NOT SEND IN CHILD'S BACKPACK.
- If your child rides the bus, medication must be given to the bus aide or driver for safe keeping while the child is transported. The bus aide will give the medication to the appropriate person upon arrival.
- Over-the-counter medications are not given at the Plattsmouth Early Childhood Center (i.e. Tylenol, Benadryl, Motrin, cough drops)

Nutritional Services

Every child in our program receives breakfast and lunch. These meals are served family style with children and staff eating together in a relaxed atmosphere. Breakfast includes milk, juice or fruit, and grain. Lunch includes milk, meat

or meat alternative, fruit, vegetable, and grain. A variety of foods are provided which broaden the child's food experience. **Food is not used as a punishment or reward and children are encouraged to eat, but never forced to eat.** Menus are created based on federal guidelines for this age group.

Safety

Head Start/PECC is committed to providing physical environments conducive to learning. Space and materials will be appropriate for the developmental needs of all children enrolled in the program. Classrooms will provide at least 35 square feet of usable space per child and the outdoor playground will provide at least 75 square feet of usable space per child. The center environment will be free from toxins such as cigarette smoke, pesticides, and other air/soil/water contaminants. Potentially hazardous items such as cleaning supplies, medications, etc. are stored in locked areas. Electrical outlets are covered with safety plugs and extension cords are not used in areas utilized by children. The outdoor space will be fenced to prevent any child from leaving the premises.

Indoor and outdoor areas are checked by staff members, prior to use, for the following: area is free from debris, litter, and any hazards; there are no missing components to any pieces of equipment or furniture items; the area is fully enclosed (outdoor play area); and the area is generally free from hazards that could potentially pose a danger to the children's health, safety or well-being. The playground and classrooms are inspected at least monthly to ensure they meet safety standards. An annual safety inspection of the center is completed to ensure that emergency lighting, ventilation, heat, smoke detectors, fire extinguishers, sprinkler systems, and other systems are consistent with the health, safety, and developmental needs of the children.

Special Dietary Needs

A physician's statement for any child requiring a prescribed therapeutic diet or having a good allergy or intolerance must be on file. Classroom staff and nutrition services staff are notified of any special dietary need.

LOCATIONS AND TIMES OF AREA IMMUNIZATION CLINICS

SARPY/CASS COUNTY IMMUNIZATION CLINIC (P. (402) 593-3222 F. (402) 593-3034)
Free clinic – Donations Accepted
Eligible* children 0-18 years of age
*An eligible child is enrolled in Medicaid, uninsured, underinsured (has health insurance, but vaccines are not covered), or an American Indian/Alaskan Native.
Request an appointment online!
Please visit: https://www.chihealth.com/en/location-search/midlands/immunization-clinic/immunization-clinic-appt.html

PAPILLION – Midlands Medical Building One Phone – (402) 593-3222
First Thursday of the month from 4:00 pm – 7:00 pm
Second and Fourth Thursdays from 9:00 am – 12:00 pm
11109 South 84th Street, 5th Floor Suite 5800, Papillion, NE 68046

AREA HEALTH CARE SERVICES:

Nebraska Department of Health and Human Services: www.accessnebraska.ne.gov
Provides medical insurance benefits to residents of Cass County who are income eligible or have Medicaid

Cass Family Medicine
Provides sliding scale payment options for those uninsured or underinsured
122 S 6th Street
Plattsmouth, NE 68048
(402) 296-2345

WIC Clinic
Herold Hall (next to St. Luke's Episcopal Church)
3rd Street & Avenue A
Plattsmouth, NE 68048
(402) 335-2988 or 877-691-8381

First and Third Mondays By Appointment Only
(8:30 a.m. – 5:00 p.m.)

Sarpy/Cass Health Department
701 Olson Drive, Suite 101
Papillion, NE 68046
(402) 339-4334
Toll Free: 800-645-0134
Fax: (402) 339-4235
After hours health emergencies: (402) 506-1553
Sarpycasshealthdepartment.org

AREA HEALTH CARE PROVIDERS

Dentistry

Louisville Family Dental
229 Main Street
Louisville, NE 68037
402-234-3000

Weeping Water Dental
105 West Eldora
Weeping Water, NE 68463
402-267-2325

McKnight Family Dental
2302 W 8th Ave Suite 2
Plattsmouth, NE 68048
402-296-2818

Capehart Family Dentistry
2110 Towne Centre Dr
Bellevue, NE 68123
402-885-8990

Main Street Family Dental and Orthodontics
619 Main St
Plattsmouth, NE 68048
402-296-2188

OneWorld Dental
*sliding scale options available

Omaha
4920 S. 30th Street, 3rd Floor
Omaha, NE 68107
402-932-7204

Bellevue
2207 Georgia Ave
Bellevue, NE 68005
402-502-8855

Optometry - Eye Clinic

Dr. John Bateman
Dr. Andrea Carda
2380 W 8th Ave, Suite 4
Plattsmouth, NE 68048
402-296-2200

Physicians/Pediatricians

Methodist Physician's Clinic
203 Main St
Louisville, NE 68037
402-234-2500

Children's Physicians
1938 E Highway 34
Plattsmouth, NE 68048
402-955-7150

UNMC Physicians
1938 E Highway 34
Plattsmouth, NE 68048
402-296-6009

Cass Family Medicine/OneWorld
Plattsmouth
122 South 6th St
Plattsmouth, NE 68048
402-296-2345

Weeping Water Medical Clinic
204 North Randolph St
Weeping Water, NE 68463
402-267-5330

Applicable Board of Education Policies/Procedures

All Board of Education policies can be accessed at the following link, https://www.pcsd.org/Page/19 , or they can be found by going to the Plattsmouth Community Schools website (www.pcsd.org) and clicking on *About PCS*, scroll down and select *Board of Education* and then *Policies*. All of the most current policy updates can be found online.

POLICIES

1000 Community Relations
- 1120 Tobacco Policy
- 1200 Anti-discrimination

2000 Administration
3000 Business Operations
4000 Personnel
5000 Students
- 5104 Drug and Substance Use and Prevention
- 5202 Student Records
- 5306 Safe Pupil Transportation
- 5401 Anti-discrimination & Harassment Policy
- 5410 Students with Disabilities
- 5417 Homeless Students Policy
- 5421 Student Privacy Protection

6000 Instruction
- 6286 Return to Learn From Cancer
- 6370 Multicultural Education
- 6500 Free and Reduced Price Meals

7000 New Construction
8000 Internal Board Policies
9000 By-laws of the Board

Plattsmouth Early Childhood Center/ Head Start

2022-2023

PARENT HANDBOOK

Plattsmouth Community Schools
2022-2023 Calendar

AUGUST 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August

8-10 PD New Teachers
11-16 PD All Staff/No Students
17 First Day of School 1st-9th; PM Kind.
18 First Day of School for AM Kind., 10th-12th
17-22 Early Childhood Home Visits
23 First Day for Early Childhood

September

5 No School - Staff & Students
9 No School – Teacher PD
14 P/T Conferences: MS 4:30 PM-7:30 PM, HS 5-8 PM

October

12 End of 1st Qtr.=39 student days
12 P/T Conferences: ES/MS 4:30 PM-7:30 PM, HS 5-8 PM
13 No Students-PD for All Teachers
13 P/T Conferences: ES 4:30 PM-7:30 PM
14 No School for Staff & Students- Teacher Comp. Day

November

9 EC P-T Home Visits: 4:30 PM-7:30 PM
10 EC P-T Home Visits: 8 AM-7:30 PM, No classes
11 EC P-T Home Visits: 8 AM-4 PM, No classes
23 No School for Staff & Students
24-25 No School for Staff & Students
28 No Students – Teacher Planning

December

21 End of 2nd qtr.=44 student days, End of 1st semester Student days=83, Teacher days=90 (Oct. 14 is a comp. day)
22-30 No School- Staff & Students

January

2 No School- Staff & Students
3 No Students-PD for All Teachers
4 First Day of Second Semester
16 No School for Staff & Students

February

8 P/T Conferences: MS 4:30 PM-7:30 PM, /HS 5-8 PM
20 No Students-PD for All Teachers
22 & 23 P-T Conferences: EC 4:30 PM-7:30 PM
24 P-T Conferences: EC All Day, No classes at EC

March

8 P/T Conferences: ES/MS 4:30 PM-7:30 PM, HS 5-8 PM
9 P/T Conferences: ES 4:30 PM-7:30 PM
9 End of 3rd Qtr.=45 student days
10 No Students – PD for All Teachers
13-17 No School-Spring Break (3/17 is a Teacher Comp. Day)

April

7 & 10 No School - Staff & Students

May

10 & 11 PT Conferences: EC 4:30 PM-7:30 PM
12 P-T Conferences: EC 8 AM-4 PM, No classes at EC
15 EC Comp. Day, No classes at EC
21 High School Graduation
25 Half Day for Students – End of 4th Qtr.=46.5 student days, End of 2nd Semester=91.5 student days
26 No Students-PD for All Teachers, Teacher days=96 (Mar. 17 is a comp. day)
25-26 Inclement weather make-up days, PD

JANUARY 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARCH 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY 2023						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

	Professional Development (PD)- New Teachers
	Professional Development (PD)-All Teachers-No Students
	Half Day - Students
	Parent/Teacher Conferences
	No School for Staff & Students
	Planning day – No students
If necessary, the Board will revisit the calendar.	

Plattsmouth Community School District Mission Statement

Working in partnership to ensure academic *achievement*, responsible *behavior*, and *civic engagement*.

Plattsmouth Early Childhood Program Mission

To create a foundation for success through creative, interactive, and intentional experiences that build safe and positive relationships, develop independent problem-solvers, and foster each child's learning potential while displaying empathy, tolerance, and appreciation of differences.

Plattsmouth Early Childhood Program Vision

Students who attend the Cass County/Plattsmouth Early Childhood program will have effective social skills that allow them to accept others, be cooperative, and appropriately accept individual needs and perspectives. Students will be able to self-regulate and manage emotions by using coping strategies. Our students will be able to recognize problems as well as identify and persistently work towards solutions. They will be creative, flexible, and critical thinkers who inquire about the world around them. Students will be independent and dedicated to ongoing learning and recognize the importance of doing things to the best of their ability.

Plattsmouth Early Childhood Program Beliefs

- Each child has the ability to enthusiastically learn and apply knowledge across a variety of new situations to achieve success.
- Promoting independence through developmentally appropriate, structured, safe, and nurturing environments based on children's interests is essential for learning.
- Children learn by and gain independence by exploring with hands on learning activities that inspire curiosity.
- The collaborative efforts of students home, family, school, and community are essential for success.
- Approaches to learning should include balanced comprehensive services focusing on the whole child.
- Balancing child-directed and teacher-directed instruction, that includes all domains of learning is important for student learning.
- Children have a variety of languages in which to express ideas and need open-ended materials to express their languages.
- Children are *capable* of accommodating and accepting individual needs and perspectives while using social skills to solve problems and self-regulate.
- Providing structured opportunities and environments that allow children to make discoveries, solve problems, and challenge creative thinking is essential to an effective early childhood learning experience.
- Intentional, aligned, and systematic learning opportunities provide an effective foundation for children.
- Monitoring of progress and differentiating instruction is important for developing individual students to their full potential.
- It is important for children to develop secure, safe, and trusting relationships through positive interactions.

Welcome

Welcome to our early childhood program! We hope that this handbook assists you in the policies and procedures that you need to follow in order to meet the requirements of Head Start and to provide your child with a complete early childhood experience. The PECC/Head Start education program offers many opportunities for children to develop socially, intellectually, physically and emotionally in a manner appropriate to their age and stage of development. Our program provides an organized series of experiences that are designed to meet the individual needs of the children and families that we serve.

The Head Start program is unique from any other preschool or childcare setting. Head Start is a comprehensive child development program that serves children ages 3-5 and their families. It is child-focused and family centered. Head Start also provides a range of individualized services in the areas of education and early childhood development, medical, dental, mental health, nutrition, parent involvement, and disabilities. Head Start programs are required to follow a set of performance standards. The Head Start Performance Standards are designed ensure that the Head Start goals and objectives are implemented successfully, that the Head Start philosophy continues to thrive, and that all grantees or delegate agencies maintain the highest possible quality in the provision of Head Start Services. The Plattsmouth Community School District is our grantee agency.

Plattsmouth Board of Education Policies

Please note that the Plattsmouth Early Childhood Center and Head Start are part of the Plattsmouth Community School District (PCSD) and, therefore, subject to all Plattsmouth Community School District policies as approved by the PCSD Board of Education. These policies are available on the PCSD website at www.pcsd.org under the Board of Education link under the About PCS tab and in the Policies file on the left side of the page.

Residence and Eligibility for Early Childhood Programs

Children are eligible for the Head Start Program if their family resides in Cass County. Children who are eligible for special education services must be served by the school district in which they reside. Children with special education services may receive services outside their district **only** with the permission of their resident school district. Children in the Plattsmouth Early Childhood tuition classrooms (paying program) must be residents of the Plattsmouth School District or must be planning to option their child into the Plattsmouth School District upon kindergarten enrollment. It is the responsibility of the family to report any change of residence to the PECC office immediately.

Preschool Program Description and Contact Information

Plattsmouth Early Childhood Center (PECC)
902 Main Street, Plattsmouth, NE 68048
402-296-5250

Juli Beck, Early Childhood Director
Extension #2619

The Preschool Program will provide the children with developmentally and culturally appropriate curriculum practices and assessments in a play-oriented learning environment, which facilitates the optimal growth and development of children with opportunities for age-appropriate learning experiences through active involvement with people and materials. Family literacy is a part of the program which involves parents and children in interactive literacy activities; training for parents regarding how to be the primary teacher for their children; and parent literacy and age-appropriate educational activities to prepare the child for success in transitioning into school and life experiences.

Early Childhood Staff

All the Early Childhood teachers hold Nebraska teaching licenses (four year degree program) for Early Childhood Education and/or Early Childhood Special Education. Additional para-educators will be present in each classroom to ensure a ratio of at least one adult for every ten children with a maximum group size of 20. Other support staff may include a Family Support Advocate. Health and Nutrition services are monitored by a school nurse. Other

staff members include: Speech Language Pathologist, Physical Therapist, Occupational Therapist, Vision Specialist, ELL support personnel, school Psychologist, and a Dietician for those children/families qualifying for services.

Curriculum, Daily Routine, and Assessment Section

Curriculum (Head Start Performance Standard 1302.32(a))

The Creative Curriculum® is a comprehensive curriculum for 3-to-5-year-old children which addresses the four areas of development: social/emotional, physical, cognitive and language development. It is project-based and designed to foster the development of the whole child through teacher-led small and large group activities. The curriculum provides information on child development, working with families, and organizing the classroom around 11 interest areas. Child assessments are an ongoing part of the curriculum, and an online program provides record-keeping tools to assist teachers with the maintenance and organization of child portfolios, individualized planning, and report production.

Elements of the Daily Routine

Classrooms follow a predictable sequence of events known as the daily routine. This provides a structure within which children can make choices and follow their interests, as well as be introduced to both academic and social skills through direct instruction. While each classroom decides on the routine that works best for its setting, schedule, and population, the following segments are always included during the program day:

- **Small group time:** Small group time allows each teacher to meet with a small group of children working on a planned lesson. The teacher introduces the experience to extend learning, build on previously shared skills, solve problems and/or assess individuals. Although the adult chooses and introduces the materials, he or she may encourage the children to experiment with the materials in a variety of ways.
- **Large group time:** Large group time builds a sense of community. The children and adults come together for movement and music activities, storytelling, and other shared experiences. Children may have opportunities to make choices and play the role of leader or be engaged with direct instruction that is aligned with preschool targets. At large-group time, all the adults and children in the group get together to introduce academic or social skills through direct instruction. By going over the calendar or daily message, listening, telling, and re-enacting stories, singing songs, doing finger plays, dancing, playing musical instruments, exercising, playing games or re-enacting special events, each child participates in the large group, sharing ideas and learning from the ideas of others.
- **Transition times:** Transition times are orderly and predictable movement from one activity to another throughout the course of their school day. These routines provide opportunities for the child to develop self-regulation and social skills or reinforce pre-academic skills.
- **Plan time:** Children indicate what they plan (choose, want) to do during center/play/work time in a small group. Planning typically focuses on what children plan to do *first* during work time. Adults try to understand each child's plan and often try to help children extend their plans by encouraging discussion of the area in which they intend to work, the materials they plan to use, and the friends they will involve.
- **Center/play/work time:** Center/play/work time allows children to interact with materials in a variety of interest areas. Children implement their initial plans and it is common for young children to engage in many different activities over the course of one work time. Center/play/work time is the longest single time segment in the daily routine, typically lasting around 60 minutes. Adults neither lead work time activities nor sit back and watch them. Instead, they observe children to see how they perceive information, interact with peers, and solve problems – and they look for opportunities to enter into the children's activities to encourage children's thinking, extend their play, and help them wrestle with problem-solving situations. The children participate in a clean-up routine at the end of the work time.
- **Review time:** All children should be involved in the recall process, which can occur in a small group or large group setting. Recall can also take place individually with children during work time and clean up. A variety of recall methods should be incorporated including speaking, writing, or drawing to enhance the experience. For example, children might be encouraged to talk about the children they played with, what they built or pretended to be, or the problems they encountered.

- **Meal time:** Meals and snacks allow children to enjoy eating healthy food in a supportive social setting. The main goals are to create a shared and secure sense of community within the program and enhance language development. Meal times also offer the opportunity to work on a variety of developmental skills such as taking turns, maintaining a conversation, interacting with others appropriately and using utensils.
- **Large motor time:** Children and adults are involved in vigorous and often noisy play outside including opportunities to run, climb, roll, jump, yell, and sing with energy. Teachers should provide a balance of teaching new skills and encouraging child choice from a variety of interest areas such as dramatic play, blocks, science, writing, and art activities. During extreme weather or other unsafe conditions, teachers find an alternative indoor location for large motor activities. Children develop coordination, balance, spatial awareness and strength through gross motor activities. Outside time also provides time for coordinating both hands to manipulate large objects, continuing to develop body flexibility and coordination, and learning to use indoor and outdoor gross motor equipment safely and appropriately.
- **Quiet time:** Quiet time provides an opportunity for children to take a break from the activities of the day. Quiet time usually occurs after lunch and lasts for 30 minutes.

Assessment (Head Start Performance Standard 1302.33(a))

The Plattsmouth Early Childhood staff assesses children's development with comprehensive observations rather than narrow tests, using the Teaching Strategies GOLD assessment. Observing a broad range of behaviors over several weeks or months gives us a more accurate picture of children's true capabilities than tests administered in one-time sessions. Teachers and paraeducators record daily anecdotes describing what children do and say. Three times a year, teachers review these anecdotes and rate each child at the most accurate level he or she has demonstrated on the GOLD Developmental Continuum for 38 specific goals and objectives items in nine areas of development: social/emotional, physical, language, cognitive, literacy, mathematics, science/technology, social studies, and the arts. Children's GOLD scores help teachers design individualized learning opportunities tailored to their level of development. The Continuum follows ages birth-5 so that teachers can build on the student's current stage of development throughout their time in preschool. The GOLD is also used to explain children's progress to parents during conferences.

Program quality is assessed to ensure that young children participate in a high quality preschool program that contributes to positive cognitive, social, and health outcomes. The Plattsmouth Early Childhood Program staff utilize the Classroom Assessment Scoring System (CLASS) to provide information regarding classroom and program practices and quality. The CLASS is an observation tool administered by trained and reliable observers. The measure is completed at least yearly in all classrooms and program results are posted on the PECC website and shared with the Policy Council/advisory committee and Board of Education.

School Readiness

The Plattsmouth Early Childhood Program has established school readiness goals which are the expectations of children's status and progress across domains of language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development that will improve readiness for kindergarten goals. The school readiness goals are aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five (HSELOF, 2015) and the Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards.

The school readiness committee which consists of a parent representative from Policy Council/Parent committee, members of the leadership team, and teacher representatives meets at least three times a year to review data and update goals. The school readiness data is shared with Policy Council/Parent committee and the Board of Education at least three times a year. The information is also on the PECC website and in the Annual Report which is also posted on the PECC website.

Classroom Experiences

The following are standards that occur in each preschool classroom:

- There will be established interest areas:
    - The classrooms will have clearly defined, well-equipped interest areas. Areas will be set aside for books, computer, table toys, dramatic play, block building, sensory or science, literacy building,

pre-writing, and large motor development. Shelves are labeled with a picture of the item so that students can find items and put them away independently.

- There is a daily "picture" schedule that is interactive in each classroom.
- There is a scheduled time in each day for outdoor play (when weather is appropriate) and large motor development.
- Head Start component areas of Health, Nutrition, Mental Health, Dental Health and Safety are integrated in the daily activities.
- Children participate in learning experiences that are held in both large and small groups.
- Children have an individualized curriculum.
- Transitions are planned. Transition times can be used to teach new concepts, to practice skills, and to enhance creativity.
- Children will spend about one-third of their day in "free choice" or "center/play/work time." This can be provided indoors or outdoors if the weather is permitting. During this time children are given opportunities to choose activities that interest them. Children make choices and select activities on their own.
- Children are given opportunities on a daily basis for self-help skills (e.g., washing hands, feeding themselves, dressing themselves, etc.).

Positive Behavior Interventions and Support (PBiS)

One of the most important facets in the organization and operation of a preschool classroom is classroom management. Early childhood supports social and emotional growth by encouraging development which enhances each child's strengths by: (a) building trust; (b) fostering independence; (c) encouraging self-control by setting clear, consistent limits, and having realistic expectations; (d) encouraging respect for the feelings and rights of others; and (e) supporting and respecting the home language, culture, and family composition of each child in ways that support the child's health and well-being. At the Plattsmouth Early Childhood Center (PECC), the program expectations are:

Be Safe, Be Responsible, Be Respectful

Plattsmouth Early Childhood Program Expectations/Rules Matrix

	Large Group	Center Time	Hallway	Small Group	Outdoor Playground	Outdoor Classroom	Indoor Playground	Meals	Naptime
Be Safe	Calm Body	Calm Body	Walking Feet	Stay in Your Spot	Hands & Feet to Self	Hands & Feet to Self	Hands & Feet to Self	Stay in your spot	Stay on Your Cot
		Walking Feet	Calm Body	Keep Your Body Calm & Safe	Keep Your Body Safe	Keep Your Body Safe	Keep Your Body Safe	Hands, Feet & Objects to Self	
		Hands & Feet to Self							
Be Responsible	Ears are Listening	Clean Up Our Classroom	Ears are Listening	Ears are Listening	Take Care of Our Playground	Take Care of Our Outdoor Classroom	Clean Up Our Indoor Playground	Clean Up Your Space	Clean Up Your Naptime Things
Be Respectful	Eyes Watching the Teacher	Use Kind Words	Eyes Watching the Teacher	Eyes Watching the Teacher	Use Kind Words	Use Kind Words	Use Kind Words	Follow Directions	Voices Off
	Follow Directions		Whisper Voices	Follow Directions			Inside Voices	Quiet Voices	

Suspension/Expulsion

Head Start Program Performance Standards

§ 1302.17 Suspension and expulsion
(a) *Limitations on suspension.*

(1) A program must prohibit or severely limit the use of suspension due to a child's behavior. Such suspensions may only be temporary in nature.

(2) A temporary suspension must be used only as a last resort in extraordinary circumstances where there is a serious safety threat that cannot be reduced or eliminated by the provision of reasonable modifications.

(3) Before a program determines whether a temporary suspension is necessary, a program must engage with a mental health consultant, collaborate with the parents, and utilize appropriate community resources – such as behavior coaches, psychologists, other appropriate specialists, or other resources – as needed, to determine no other reasonable option is appropriate.

(4) If a temporary suspension is deemed necessary, a program must help the child return to full participation in all program activities as quickly as possible while ensuring child safety by:

(i) Continuing to engage with the parents and a mental health consultant, and continuing to utilize appropriate community resources;

(ii) Developing a written plan to document the action and supports needed;

(iii) Providing services that include home visits; and,

(iv) Determining whether a referral to a local agency responsible for implementing IDEA is appropriate.

(b) *Prohibition on expulsion.*

(1) A program cannot expel or unenroll a child from Head Start because of a child's behavior.

(2) When a child exhibits persistent and serious challenging behaviors, a program must explore all possible steps and document all steps taken to address such problems, and facilitate the child's safe participation in the program. Such steps must include, at a minimum, engaging a mental health consultant, considering the appropriateness of providing appropriate services and supports under section 504 of the Rehabilitation Act to ensure that the child who satisfies the definition of disability in 29 U.S.C. §705(9)(b) of the Rehabilitation Act is not excluded from the program on the basis of disability, and consulting with the parents and the child's teacher, and:

(i) If the child has an individualized family service plan (IFSP) or individualized education program (IEP), the program must consult with the agency responsible for the IFSP or IEP to ensure the child receives the needed support services; or,

(ii) If the child does not have an IFSP or IEP, the program must collaborate, with parental consent, with the local agency responsible for implementing IDEA to determine the child's eligibility for services.

(3) If, after a program has explored all possible steps and documented all steps taken as described in paragraph (b)(2) of this section, a program, in consultation with the parents, the child's teacher, the agency responsible for implementing IDEA (if applicable), and the mental health consultant, determines that the child's continued enrollment presents a continued serious safety threat to the child or other enrolled children and determines the program is not the most appropriate placement for the child, the program must work with such entities to directly facilitate the transition of the child to a more appropriate placement.

Child Find

If you have or know a young child from birth to 5 years of age and you have concerns about his/her development, please call the Plattsmouth Early Childhood Center at 402-296-5250; Ext. 2618.

Developmental concerns may include:

Low birth weight	High medical needs	Prematurity
Multiple births	Feeding concerns	Difficulty speaking
Hearing loss	Blindness or vision impairment	Physical disability
Slow to walk or crawl	Identified disabilities	Developmental delay
	Behavioral or emotional problem	

Early Development Network: Free early childhood intervention support is available across Nebraska. Call toll free: 1-888-806-6287.

Family Involvement Section

"A school will never be truly excellent unless it involves the parents"

All families are unique and will be treated with respect and dignity.
Strict confidentiality will be maintained to ensure the privacy of each family.

Parent Events/Involvement & Parent Committees

Parents are the most valuable members of the program! Monthly parent events/parent committees offer a great opportunity to be involved with your child's program. Attending parent events is an expectation of the Plattsmouth preschool program. Meetings are initially organized by the Family Support Advocate (FSA) with input from the parents and will be scheduled monthly. These meetings are designed to be educational as well as provide opportunities for social interaction. Parents will also be given an opportunity to advise staff in developing and implementing local program policies, activities, and services to ensure they meet the needs of children and families. Parents involved with the parent events/parent committee will elect a representative/liaison to the Policy Council to ensure ongoing communication between the two groups.

Family Activities

Parents/guardians and staff will plan family activity opportunities throughout the year. These activities will be fun and educational. If you are able to come and join in even once in a while, we welcome you. Always check your child's backpack for updates, newsletters and calendars for upcoming events. Plan to join us as your schedules allow.

Policy Council

Policy Council is a group of parents/guardians who are directly involved with the decision making process of the preschool program's planning and administration. Elections are held each year by secret ballot (one ballot per family) to obtain representation from each classroom. Parents who have agreed to serve as representatives submit their names to be included in this election process. Training for members is provided throughout the school year. Meetings are held once a month (August through May) at a time most convenient to the majority of the members. The Policy Council is a federal requirement for all Head Start programs and the membership must consist of 51% parents/guardians who currently have enrolled children in the Head Start program. Parents of children enrolled in the tuition program are considered community representatives on the Policy Council.

Family Support Advocates (FSAs)

The Family Support Advocate staff will provide families with opportunities for ongoing communication to and from the school. This staff can provide current available resources for referrals or needs your family may have. All families have strengths and the FSA staff will assist all families enrolled in the Head Start Program to develop family goals that capitalize on the family strengths. The FSA staff will be available to families daily at the center and on as-

needed basis. Strict confidentiality is maintained with respect to family information. Please feel free to contact the center with requests or questions you may have at 402-296-5250.

Parent/Teacher Home Visits & Conferences

There are scheduled visits between parents/guardians and PECC staff each year. Two of these will be conducted in the home and two will be at the preschool center. These conferences provide an opportunity for parents and the teacher to exchange helpful information about children and their development. Parents will be notified when conferences are to be scheduled. You may contact the teacher to schedule additional conferences at any time. Your participation in conferences is strongly encouraged as these visits allow each parent or guardian to have input into their child's education!

Parents/Guardians Visiting or Volunteering in the Classroom

Your help is always welcome in the classroom. If you can spend the day in the classroom or only an hour or two, please join us! Volunteering in the classroom is not only helpful to the staff, but is greatly beneficial for your child and you. We keep a record for each family and appreciate at least eight hours of volunteering a month. For every hour you spend helping our program, Head Start receives in-kind dollars. When you plan to visit or volunteer, please contact the classroom teacher a day in advance if possible, as schedules and out-of-class opportunities may alter the day's schedule. It is helpful also to determine the breakfast and lunch count for the day. Parents/guardians are encouraged to volunteer throughout the preschool day.

Before volunteering to assist in the classroom, parents/guardians need to complete a request for background check, if you want to be able to work with other students (BOE Policy #1015). An example of this would be a person (to include parents/guardians) that visits or assists at school or class functions several times per semester or provides assistance to the teacher or other staff in the presence of children. No background check is required when a parent/guardian is only interacting with their own child or visiting the classroom for a short period.

All volunteers and visitors must sign in at the Early Childhood Center Office and receive a volunteer/visitor badge prior to visiting/volunteering in classrooms, the building, playground, and/or field trips.

Other Visitors or Volunteers

Other family members are always welcome to visit or volunteer in your child's classroom as long as it does not cause a disruption for your child or the other children. All visitors/volunteers must have permission from the child's parents/guardians in order to visit/volunteer in the classroom. Parents/guardians are able to indicate on the emergency card that a family member or family friend is able to visit/volunteer in their child's classroom. If a family member or friend is not approved to visit/volunteer on the emergency card, parents/guardians may complete a change of status form to add them or may call the center prior to them visiting/volunteering to add them to the emergency card.

If a family member/friend arrives at the center to visit or volunteer in your child's classroom and they are not on the emergency card and you have not called to give permission, the office staff will attempt to call you to gain permission. If a parent/guardian cannot be reached, the family member/friend will not be allowed to visit/volunteer on that day.

Before volunteering to assist in the classroom, family members/friends need to complete a request for background check, if they want to be able to work with other students (BOE Policy #1015). An example of this would be a person that visits or assists at school or class functions several times per semester or provides assistance to the teacher or other staff in the presence of children. No background check is required when a family member/friend is only interacting with the one child or visiting the classroom for a short period.

All volunteers and visitors must sign in at the Early Childhood Center Office and receive a volunteer/visitor badge prior to visiting/volunteering in classrooms, the building, playground, and/or field trips.

Extended Care

Before and after school care is an extended service offered by PECC or another community entity and is not part of a child's educational program. In order to generate funds to operate the program, participating families must pay to have their child(ren) participate. There is a standard hourly rate for the extended care service and no reduced rate is available. Please check with the main office for more information and specific guidelines about rates, schedules, and payment.

School Social Worker

A school social worker is available to assist parents and staff with areas of concern. No appointment is necessary and a schedule of general meeting times will be distributed to parents/caregivers in the monthly newsletters. The school social worker is also available to assist parents and staff to understand mental health and to access mental health interventions as needed. Information about local mental health resources are also available from Family Support Advocates, the school social worker, and other teaching staff.

Classroom Placement Procedures

Classroom placement decisions for the Plattsmouth Early Childhood Center (PECC) are based on a number of factors. Information such as child strengths, language development, social/emotional development, behavioral needs, special education service accessibility, gender, age, and class size are all considered when creating classroom assignments. We strive for a balance of all these factors in each classroom.

Due to the many factors that must be considered when forming child assignments for a classroom, we ask that parents not make specific teacher requests. The demands associated with balancing classroom assignments make it impossible to honor all parental requests. If a parent has a special circumstance which necessitates providing information about their child and his or her learning, they may do so. Only written input provided directly by the parent and addressed to the Early Childhood/Head Start Director will be given consideration. The written input must be received prior to July 15th prior to the start of the school year to be considered. Please note that the written input will be discarded if requests such as the following are made:

- Requesting or un-requesting a teacher by name
- Requesting that specific children be placed in the same class (parents of multiples [twins, triplets, etc.] may submit requests to have their children in the same classroom or split into different classrooms)
- Requesting an experienced teacher or a first year teacher (all teachers associated with our program are highly qualified)

Parents and children will be notified about classroom assignments during registration in late July or early August. The final decision on all child classroom assignments rests with the Early Childhood/Head Start Director.

Thank you for your understanding regarding this process. If you have any questions or concerns about this process, please feel free to contact the Early Childhood/Head Start Director at the Plattsmouth Early Childhood Center.

Parent and Staff Responsibilities

The following are responsibilities for staff and parents/guardians involved in the **Plattsmouth Early Childhood** program. If you have questions regarding this information, please ask a staff member.

Parent/Guardian Responsibilities:

- bringing your child to preschool each day on time and picking up your child on time each day
- participating in parent events, parent/teacher conferences, and visits in your home by the classroom teacher and staff
- participating in the family involvement/support program which requires, at least, two contacts in your home by the **Plattsmouth Early Childhood** staff and family goal setting
- ensuring that your child completes required immunizations and physical, dental, and vision examinations

- providing copies of your child's immunization records, medical examinations and birth certificate in a timely manner
- reviewing the **Plattsmouth Early Childhood** Parent Handbook

Plattsmouth Early Childhood Staff Responsibilities:

- welcoming you and your child into the **Plattsmouth Early Childhood** program
- being available to parents/guardians to answer questions and to listen to concerns/comments
- understanding and following policies/procedures that address non-attendance
- following policies/procedures when a child is not picked up from preschool in a timely manner
- working with parents/guardians to plan developmentally appropriate activities that will interest and challenge your child
- providing parents with information regarding your child's development throughout the preschool year
- encouraging parent/guardian involvement in the preschool

Verification of Information

Parents/guardians are asked to provide information about their families and their child throughout the application and enrollment process. Head Start staff members rely on this information to determine eligibility for Head Start, which is a federally sponsored program. Staff members meet with parents/guardians to verify information such as income, age of child, foster care participant, etc. Parents are required to provide accurate information and sign the application to certify that the information they have provided is true and accurate. If any provided information is found to be false, participation in Head Start's program may be terminated and the parent/guardian may be subject to legal action.

General Information Section

Appropriate Dress

Please send your child to school in comfortable, washable clothes and shoes that are appropriate for the changing weather. Due to safety concerns, all children must wear shoes with a back strap such as a strapped sandal or tennis shoe (no flip-flops). Children will go outside daily unless the "feels like" temperature is below 10 degrees, so please remember to send warm clothes on chilly days including hats, coats, and mittens/gloves. All children need to have an extra change of clothes in case an accident happens. If parents have not furnished this for the school, they may be called to bring clothes if an accident occurs.

Arrival Time/Parking

All classrooms will be open for children beginning at 8:00 AM and children will be considered tardy beginning at 8:15 AM. Please do not arrive with children before 8:00 AM as the staff needs time to prepare for the upcoming day. Consideration of this planning and communication time is appreciated.

Parents must bring children to the classroom. It is expected that a responsible adult will accompany a child to their classroom upon daily arrival at preschool. Children are NOT to be dropped off at any building door and allowed to enter the building alone.

Parent parking on or in the area of the bus ramp is not allowed. Violators will be ticketed and/or towed at the owner's expense. All children are to enter and dismiss through the front door. If handicap parking is required, please use the reserved spots in the front of the building. Safety of the children is our primary concern. If your child receives bus service, a staff member will escort your child into the classroom.

Attendance

Regular and punctual attendance is required for participation in the Plattsmouth Preschool Program. It is vital that the child attends in order to receive the most value from the program. **We ask that you or a family member call into the center to inform the staff as to any concerns that are preventing your child from attending school at 402-296-5250.**

Procedure for Absences:

1. After ten absences, the teacher or family support advocate (FSA) will discuss the situation with the parents(s). Efforts will be made to remedy the problem by determining specific conditions contributing to the attendance problem and developing a plan to address controllable conditions that may assist in alleviating the problem.
2. If absences continue after the initial meeting, the teacher and family support advocate (FSA) will set up a meeting with the parents(s) to develop an attendance contract.

A child will be considered tardy if they arrive after class begins at 8:15 AM. Any parent arriving with their child after the start of class will need to check in at the school office. It is also important that children be picked up on time at the end of the school day. If a child is consistently picked up more than 10 minutes after the class dismissal time of 2:45 PM, your child may be dropped from the program.

Leaving School:
Children who must leave preschool for any reason during the session must have their parents check them out at the office before leaving. Please notify the child's teacher in advance of the need to leave early. If your child will be returning to school that same day, they must be signed back into the office before 12 pm. After 12 pm, please plan to keep your child home. Extended care services are unavailable for children who have left school for the day.

Arriving at School Late:
If there is a need, parents may drop their child off at preschool anytime up to 12 pm. After 12 pm, if your child has not yet been to preschool, please plan to keep your child home. Extended care services are unavailable to children who have not attended preschool for the day.

Follow Up for Daily Absences:
When your child is absent, please plan to notify the main office. If we do not receive a call from you or are unable to connect per phone contact, we will call the contacts you have provided on your emergency contact sheet in order to determine the well-being of the child. Following three (3) consecutive days of absence with no notice, our staff will initiate appropriate family support procedures to ensure the well-being of the children. This may include a home visit. The Preschool Program will strive to keep a close working relationship with families and support them during family crisis situations. Our intent is to maintain your child's enrollment in the preschool program however, if all potential options have been exhausted, it may be necessary to terminate your child's enrollment. You will always be notified of this possibility prior to release from the program. We request that you come into the Central Office to sign the appropriate Release of Records form in order to take copies of your child's file from the center.

Birth Certificate

State law requires that a certified copy of a child's birth certificate be used when enrolling a new child in school. If your child is registering with Plattsmouth Community Schools for the first time, you may obtain this document from the Bureau of Vital Statistics in the state in which your child was born. Assistance in obtaining birth certificates may be obtained from Health Records Management, 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 could include naturalization or immigration documents showing date of birth or official hospital birth records, a passport,

or a translation of a birth certificate from another country. The documents must be accompanied by an affidavit explaining the inability to produce a copy of the birth certificate.

Bus Transportation

Transportation is offered by the district through First Student for those students receiving special education services. If you have any questions about receiving transportation, please contact Diana Furcini at 402-296-5250; Ext. 2618 or at dfurcini@pcsd.org.

Celebrations

Rationale for Celebrations Policy:
Plattsmouth Early Childhood Center (PECC) staff members' honor and support classroom celebrations. We also respect the diversity of families and value inclusion. Because of this, it is our intention to plan activities for children and families in a way that allows all children and/or families to participate, without any conflict with family beliefs, traditions, financial status or values. All Head Start/PECC activities related to celebrations and holidays, whether they are at the classroom or school level, must be consistent with the policy outlined below.

Celebrations Policy: (approved by Policy Council on 3/24/15)
Classroom Celebrations:

- We have many celebrations in preschool that are generally focused around changing seasons. We also celebrate our friends and families on an individual basis (e.g., Star of the Week, Family Events, etc.). We encourage teachers, parents, and children to celebrate learning every day. In order to be respectful of everyone's beliefs and financial status, we save religious and commercial holidays, as well as birthday celebrations, for families to celebrate on their own.
- The program will build positive self-esteem in children through a wide variety of learning experiences, which can include their families' interests and hobbies.
- Classroom practices will include experiences and materials representing the everyday lives of all children in the classroom. These practices will be child-centered, age-appropriate, meaningful, and reflect the concepts of "similarities and differences" in a manner that respects all family cultures and values.
- **Observations and celebrations of commercialized or religious holidays, holiday symbols, birthdays, Mother's Day, or Father's Day will not occur.** Parents are not allowed to bring treats, cards, and other items that center around holidays (e.g., Valentine cards, Halloween treats, Christmas cookies, etc.). Also, classroom themes, decorations, projects, and programs will not be centered on holidays. Teachers and other adults in the classroom, however, will positively acknowledge spontaneous comments from children or parents about holiday observances and family or community celebrations without comparing material possessions of different students. For example, if a child states, "It is my birthday today!", the teacher will respond in a way that affirms the child's self-esteem, such as, "Well, I hope you have a fun day then!"

Family Involvement:

- The celebrations policy will be discussed with parent/guardians during registration/orientation/initial home visit. Information regarding this policy will also be provided throughout the year as needed.
- Families, extended families and the community are welcome to share interests and hobbies. All sharing sessions will be organized and coordinated in partnership with the staff to ensure congruence with this policy. Any materials needed for a sharing activity will be provided by Head Start.
- We delight in the accomplishment of children completing preschool and transitioning to kindergarten. Staff may plan end of the year preschool activities to acknowledge the children moving to kindergarten, however, no formal graduation ceremony will be planned. Parents are encouraged to be involved in any end of the preschool activities that may be planned (e.g., picnics, classroom celebrations, singing programs, etc.).

No food or treats may be brought in from the outside.

Children/families are asked not to hand out birthday celebration or other party invitations at school.

Change of Information/Status

Change of information such as phone numbers, addresses, additions/deletions to pick up list, emergency numbers, and transportation information should be given to the Family Support Advocate (FSA) or to the main office staff in writing. Parents must complete and sign a change of status form in order to record the change.

Child Abuse/Neglect Reporting

When any Plattsmouth Early Childhood staff member or volunteer has reasonable cause to believe that a child has been subjected to abuse or neglect, or observes a child(ren) being subjected to conditions or circumstances which would result in abuse or neglect, he/she shall report such incident or cause a report to be made as soon as possible to the proper law enforcement agency or to Health and Human Services (Neb. Rev. Stat. Section 28-710; 28-711, PCSD Policy 5402). Anyone participating in good faith in these procedures shall have immunity from any liability, civil or criminal. Law providing privileged communication shall not apply in cases of suspected child abuse or neglect.
Child Abuse/Neglect Hotline phone number for a report: **1-800-652-1999**

Closings/Early Release/Inclement Weather

In the event that Plattsmouth Community School District (PCSD) is closed for the day, all Plattsmouth Early Childhood Programs (PECC) will also be closed. When the PCSD has a late start because of weather and/or other emergencies, the PECC will also have a late start and classes will begin per the time announced on the radio and television stations. On calendar days when the PCSD has an early release day, the PECC will also release early. This program will follow the PCSD calendar holiday schedule.

It is difficult to measure the severity of the weather in all sections of our school district, so the final decision rests with the parents on whether to send their child(ren) to preschool during adverse weather conditions or to keep their child at home. Please contact the PECC if you decide not to send your child(ren) to preschool when preschool is in session. In the event of severe weather at the time you are picking up your child(ren), please note that PECC staff ***will not release*** any children during severe weather warnings.

The PCSD is part of a system that sends automated messages to families within the district. This system allows the district to contact parents in the event of school closings, late starts, emergencies, etc. Emergency contact numbers listed on your child's emergency card will be in the system. Text messaging is also available.

TV and radio stations will carry school closing messages as soon as any decision is made regarding school cancellation or dismissal early due to weather conditions and/or other emergencies. Announcements will be made over radio stations KFAB 1110AM, WOW 590AM, 94.1FM, and 89.7FM, and TV channels 7, 6, 3, and 42. In case of civil, national, or natural disruptions, every effort will be made to give announcements to the welfare of the students during the school day. Under such conditions parents may come to school to get their child(ren) if they so desire and if it is safe to do so.

Provision will be made by your school authorities to take care of the school children when storms occur during the school day that are of such intensity that it makes bus transportation hazardous. Your cooperation in helping keep telephone lines free during such emergencies will be appreciated.

The preschool office is unable to honor requests to personally call each parent when preschool is let out early. It is the parent's responsibility to make arrangements to ensure the safety of your child should school be dismissed early. If you are unavailable, then it is the parent's responsibility to make arrangements with another adult to ensure the safety of your child should school be dismissed early.

Complaint/Concern Procedure

When parents have a concern or complaint about the early childhood program, the following protocol should be followed:

1. Schedule a conference/meeting with the staff person most immediately or directly involved in the matter.
    - No matter the concern, address it with the person most directly involved first

- It is appropriate to call for an appointment or to set up a time to meet with the staff person
- When calling or setting up an appointment, it is courteous to let the person know the general nature of the concern

2. Address the concern to the Building/Program Administrator if the matter is not resolved at Step One.
    - Supervisory personnel will rarely have ready access to the information they need to be of immediate assistance and working through the issue will likely require additional time
3. Address the concern to the Superintendent if the matter is not resolved at Step Two.
    - When you believe you have taken the concern to the next level but still haven't achieved a satisfactory outcome, the Superintendent is the next person to involve
    - Keep in mind that a meeting with the Superintendent will likely require some advance planning
    - There is a specific complaint form 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 1200, 4003 and/or 5401 for the particulars of the complaint and grievance process.
        - The complaint form can be accessed on the PCSD website by choosing "About PCS" then scrolling down and selecting Board of Education. On the left hand side of the page choose the "Policies" tab, then select "1000 Community Relations." Select Policy 1200A for access to the form. Or use the following link: https://www.pcsd.org/Page/20
4. Address the concern to the Board of Education if the matter is not resolved at Step Three.
    - School Board members are elected to represent the interests of all parents and district residents and are available to hear the points of view of their constituents, however school board members do not have direct authority over day to day school operations and all authority is the result of official actions by a majority of the Board at meetings open to the public
    - Board members may be able to request that the Board review the specific policies that relate to the situation or propose new policies for the Board's consideration
    - Contact a Board member when a policy is being enforced that you believe results in bad consequences, when you believe a policy isn't being enforced, or when policies or procedures are not enforced fairly for all

Custody Agreements/Court Orders

All preschool parents/guardians will be requested to complete required paperwork that specifically identifies who is allowed to pick up your child from preschool and visit your child at preschool. Amendments to this list can be made in written form by the primary adult during the school year. **The primary adult is not able to unilaterally exclude the other parent from picking up the child unless there is a court order in place to exclude that parent from having contact with the child.** A copy of the court order must be provided to Plattsmouth Preschool. Please visit with your Family Support Advocate (FSA) if you have specific questions or concerns.

Note: Law enforcement can only prevent a parent from removing a child if there is a court order prohibiting the parent from having contact with the child.

If one parent has been given primary legal custody, **information about the child will not be released without the primary custodial parent's permission**. If parents have a joint custody agreement, information about the child will be released to both parents.

Dismissal

Dismissal time is 2:30 PM, unless otherwise notified by your child's teacher. Parents may begin to pick up at 2:30 pm and it is expected that all children will be picked up by 2:45 pm. When picking children up at the end of the day, please enter the building and go to the child's classroom. Teachers will not allow children to leave until an authorized individual has come to the room to pick the child up. Children that receive Special Education bus service will be escorted to their appropriate buses by staff. No child will be allowed to leave the facility unattended.

Staff members are only allowed to release children to those individuals specified on the emergency contact form and others added by the parent through a change of status form. If a staff member does not recognize the person picking up the child, he or she will request a photo ID in order to confirm their identity and make sure they are listed on the child's pick up list. If a situation arises when a parent needs to have someone pick up their child who is not on the approved list, please contact the main office to give permission over the phone for that day. Please come to the office the next day to complete the change of status form if you wish to add the person to the child's pick up list for future pick ups. If someone arrives at the center to pick up the child who is not on the approved list, staff will need to call the parent or someone on the emergency contact list to get verbal permission to release the child. If verbal permission cannot be obtained, staff will keep the child at the center and ask that someone from the approved list pick up the child. Law enforcement may be called if the child is left at the center for some time past dismissal time.

Whenever a child is not picked up by the center's closing hour (2:45 pm for the school day and 5:30 pm if enrolled in extended care or by 11:30 am for half day preschool services) and if parents and emergency contacts cannot be reached by phone, staff may call Child Protective Services or law enforcement. **Late pick ups**, including after 5:30 pm for extended care, after 2:45 pm for full day preschool services, or after 11:30 am for half day preschool services, **will result in a $5.00 late fee** and the fee increases by $5.00 for each 15 minutes the child remains in extended care or at school past the pick up time. For instance: Sign out between 2:45-3:00 pm is an additional $5.00 charge, sign out between 3:00-3:15 pm is an additional $10.00 charge. Payment must be received within a week of the occurrence for the child to continue in the preschool program. Continual late pick up or late pick up without notification may result in termination of the child from the preschool program and/or from the extended care program.

Dismissal time for the Early Childhood **classrooms** is 2:30 PM. Dismissal time for the **extended day programs** are based on family need although all children **MUST be picked up by 5:30 pm.** Parents or a responsible adult are responsible to bring their child to the child's classroom at arrival and dismissal time.

If you need to pick up your child before dismissal time, please send a note or call ahead to the Early Childhood office at **402-296-5250** so a message can be relayed to your child's teacher and please check in at the main office when you arrive to pick up your child.

If your child is riding a First Student contracted bus, please call them at 402-296-0669 in the event your child will not be riding.

Intoxicated/Under the Influence of Drugs Pick Up Procedure:
A situation may arise when a parent/guardian or other caregiver picking up a child appears intoxicated or under the influence of drugs. If a staff member questions the safety of the child's transportation home due to apparent suspected intoxication of the pick-up person, the following steps will be followed. The staff member will:

1. Talk to the pick-up person and ask how s/he got to the center. The main concern is whether the person drove and if s/he intends to drive the child home.
2. If the pick-up person has driven and intends to drive home, the staff member will tell the pick-up person that they are concerned about the safety of the caregiver and the child.
3. Make an offer to call one of the other designated pick-up persons on the child's list. If this does not work, the staff member will suggest calling a taxi or a friend or family member. If the pick up person is not the parent, the staff member will attempt to call the parent to let him/her know of the concern for the child's safety and to check if the parent is available to come and pick up the child.
4. If the pick-up person refuses or becomes confrontational, the staff member will calmly let them know that they will be calling law enforcement to report the incident. Ask if the pick-up person would stay to talk to the officer about the situation.

Early Childhood/Preschool Supplies

Early childhood/preschool parents will **not** need to provide classroom preschool supplies. A backpack is helpful for a child to carry classroom notes and classroom activities home, as well as notes from home back to the preschool.

Children are not permitted to bring any toys, food items, gum, money, books, etc. on the buses or into the center. Food items, including gum, may cause choking while in transport and might cause the child not to eat meals

prepared at the center. **Children will be required to finish any food or drink item brought from outside the center prior to entering the classroom.** Toys, books, etc. might cause friction among the children and/or get lost or claimed by someone else other than the owner. If an IEP or 504 team recommends that a child needs a special toy or other item as part of their services, the recommendation will be adhered to.

Extra Set of Preschooler's Clothing

It is advisable that your preschool child brings an extra set of clothing to place in his/her cubby in case the child needs a change of clothing during the preschool day. Your preschooler's jackets, overshoes, mittens, etc., should be marked for easy identification. This helps eliminate loss and confusion. A parent can check in with staff if their child has lost an item.

Handicapped Parking

Handicapped parking is available to those with a valid handicapped permit. Those with a permit may use the handicapped parking spots located in the front of the Plattsmouth Early Childhood Center during pick up and drop off times. There are two designated handicap spots.

Money/Tuition Payments

Tuition payments are due on the 5th of the month and may be paid in cash at the early childhood center or by credit card at the administration building (1912 East Highway #34) or via phone (402-296-3361). Money sent to preschool should be brought in by the parent/guardian and given directly to the secretary. The money should be placed in a sealed labeled envelope noting the amount of money, the name of the party, and purpose for the money. The office staff will be able to issue a receipt for the cash for your records.

Non-Discrimination on Basis of Race/Sex

It is a policy of the Plattsmouth Community Schools not to discriminate on the basis of sex, handicap, race, color, religion, marital status or national or ethnic origin in its educational programs, activities or employment policies. Inquiries regarding compliance with this policy may be directed to the Superintendent of Plattsmouth Community Schools, or to the Director of the Office for Civil Rights, Department of Health, Educational Welfare, Washington, D.C.

Non-Discrimination in Food Service Program

In accordance with Federal Law and U.S. Department of Agriculture policy, this institution is prohibited from discrimination on the basis of race, color, national origin, sex, age or disability.
To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington, DC 20250-9410 or call (202) 720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

Parent Resource Library

There is a parent resource library located at PECC. Parents are able to check out resource materials and children's books and they can access pamphlets and brochures that address a number of issues such as toilet training, child discipline, etc. Check with personnel in the main office for assistance.

PARKING NOTICE
No vehicles are to be parked in the Bus Loading/Handicap Zones.
This area is used to load and unload buses and vans. Our main concern is the safety and welfare of all children. Also, please do not park in the staff parking lot located on the East side of the building.

Pets

Students and/or parents should not bring animals into the school or classroom unless prior approval has been given by the classroom teacher. If approval has been given, the animal should be on a leash, in a cage, or in some kind of container. Allergies of staff and students should be considered before any visit by an animal.

Program Fees

If fees are applicable to your program option, you will be notified. No fees will be charged for the regular preschool program for families that qualify for Head Start.

Publication of Child Pictures and Products

From time to time your child may have occasion to be photographed for the newspaper, television, the PECC Facebook page, or PCSD Internet web pages. The news media will occasionally do stories on events occurring in school programs, presentations, and other newsworthy happenings. Teachers may post pictures of classroom activities and field trips on PCSD Internet web pages.

Since pictures of your child are personally identifiable information, you have the opportunity to request that you child's picture not be used for the above purposes**. If you do not wish to have your child's picture or work available to the media or displayed on the Internet, please contact the main office at 402-296-5250.** If we do not hear from you, we will assume that you agree to have your child's picture or work available to the media, on the PECC Facebook page, or on the Internet should such an occasion arise.

Respect and Courtesy

Any employee and/or other staff at Plattsmouth Community Schools has authority and jurisdiction anytime during school or at any school function and deserves respect.

Sex Offender Policy

As parents, you have entrusted your child to the PECC staff to keep them safe from harm – physically and emotionally. We take your trust very seriously and do all we can to keep children safe. As a safeguard, anyone (e.g., volunteers, parents, family members, community members, etc.), whom we are aware is a registered sex offender will not be allowed in the PECC building or on school grounds without prior written approval from the PSCD Superintendent of Schools. Please notify the main office if you have questions.

Siblings

During a parent or guardian's volunteer time at the Early Childhood Center, siblings or younger children who are not enrolled are not allowed on field trips or in classrooms during regular school hours.

Smoke Free Environment

All of the Plattsmouth Community School's buildings, vehicles, and grounds are tobacco free. Tobacco refers to any tobacco product (e.g., cigarettes, cigars, chewing tobacco, etc.), vapor products (e.g., e-cigarettes), alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect (BOE Policy #1120).

Student Record Data

The Plattsmouth Community Schools and the Early Childhood Programs are in compliance with HIPPA and FERPA guidelines. The HIPPA and FERPA policies are on file in the Elementary School office.

The Early Childhood Center collects and maintains records on each student in order to facilitate the instruction, guidance and educational progress of the student. The records contain information about the student and his/her education and may include but are not limited to the following types of records: identification data, attendance date, health and immunization records, records of achievement, family background data, assessment, educational plans, classroom observations and external agency reports. All books, papers, documents, reports, and records kept by the District may be retained as electronic records (BOE Policy #3560).

The records of each student are generally located in the building that he or she is attending. The persons responsible for maintenance of student records for each school building are the Supervising Teachers and the Health/Nutrition Manager.

The following persons, agencies and organizations may have restricted access to student records without proper written consent of the parent/guardian. Any other access to student records shall be only upon written consent or upon court order or legally issued subpoena.

1. School officials and teachers with legitimate educational interest
2. Representatives of state and local government when auditing and evaluating federal educational programs
3. Government officials to whom information is to be reported under state law
4. Organizations that process and evaluate standardized tests
5. Accrediting or organizations for accrediting purposes
6. Parents of dependent children, regardless of child's age
7. In connection with an emergency

Student records are reviewed when a student moves from the Early Childhood Program to the Elementary School and/or when a student transfers out of the District.

A procedure to be followed in exercising any of the rights under school policies or rules may be obtained from any building Principal or Director.

Those records not of a permanent nature are destroyed upon graduation or within three years of discontinued attendance in the district. Parents of students under the age of 18 may exercise the opportunity to review educational records of the student; to obtain copies of the records; to write a response to material in the records; to challenge the content of the record on the grounds of inappropriateness, inaccuracy, or an invasion of privacy; and to have the records explained.

The administrator of the program may release the following types of information to the public as he/she sees fit, keeping in mind the privacy of the student and the student's family: participation in officially recognized activities, dates of attendance, and awards received.

Any parent objecting to the public release of such information must sign a written form at the time of enrollment with the Early Childhood Program stating that the public does not have release of such information.

Telephone Calls

Parents are welcome to call the school office at any time. During class time, the office staff or a family support advocate (FSA) will be able to take a message to relay to the classroom or you can leave a voice mail for the classroom staff. If it is an emergency and you cannot get the early childhood staff, call the Plattsmouth School District Administrative Office.

Transition

The Plattsmouth Early Childhood program assists families as they transition into and out of the various programs. Activities are planned throughout the year to assist families and children with these transitions.

Video Surveillance

The Plattsmouth Board of Education has authorized the use of video cameras on School District property to ensure the health, welfare and safety of all staff, children, and visitors to District property, and to safeguard District facilities and equipment (BOE Policy #6120). Video cameras may be used in locations as deemed appropriate by the Superintendent.

Notice is hereby given that video surveillance may occur on District property. In the event a video surveillance recording captures a child or other building user violating school policies, rules, or local, state, or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings and may be provided to law enforcement agencies.

Weapons Policy

If a weapon is brought to preschool, it will be confiscated and may not be returned to the child or parent. If appropriate, the police/sheriff department and child protective services will be notified. Weapons are defined as any object that may be used to intimidate or inflict bodily harm whether it is a real weapon or a replica of such. These shall include, but are not limited to the following items: knives, guns, lead pipes, chains, razors, ice pick, slingshot, scissors, swords, pocket knives, explosives (including fireworks), brass knuckles, etc.

Health Section

Health Examinations

The Plattsmouth Early Childhood Center Program requires annual dental and physical exams and up-to-date immunizations before school begins (BOE Policy #5001). Each child is required to have a lead and hemoglobin blood level result on file, completed on or after the age of two. Each child is also required to have a health history and nutrition assessment on file (to be completed with staff at the beginning of the school year).

Follow up is required, if deemed necessary by the physician or dentist. For example, if cavities were detected, parents will need to submit paperwork from the dentist saying that the cavities were taken care of.

Health services at the early childhood center include the monitoring of height/weight (at least three times a year), vision screen (if not completed during physical), and hearing screen (if not completed during physical).

All 50 states and the District of Columbia have immunization requirements for children entering school. In Nebraska, children can't attend classes in public or private school until the school has written proof of their immunization status. Each school in Nebraska is required to keep the immunization history of the students enrolled on file. Parents or guardians must present one of the following documents to the school to verify immunization status:

- An immunization record showing that the child is protected by age-appropriate immunizations.
- A statement signed by a physician that the required immunization would be injurious to the student or members of the student's family or household.
- An affidavit signed by a legally authorized representative stating that the immunization conflicts with the tenets and practices of a recognized religious denomination of which the student is a member.

A student can be provisionally enrolled in school if he or she has started the immunizations series and continues the necessary immunizations as rapidly as is medically possible. If the student doesn't continue with the immunization schedule, he or she will be sent home.

Emergency Cards

An emergency card must be kept on file for every child enrolled in the Early Childhood Program. Please update this card on a regular basis, including the list of family/friends who are approved to pick up your child or

visit/volunteer in the classroom. Check with the office to complete a change of status card to update your information.

Emergency Disaster Plan

PECC staff have emergency safety and security plans in place for situations such as fires, tornadoes, intruders, evacuation, etc. (BOE policies #6114 and 6115). Exits are clearly visible and emergency exit routes are marked and posted in each room. Fire, tornado, and evacuation drills are conducted in accordance with BOE policy.

Parents are notified of the off-campus evacuation site at the beginning of each school year and are asked to access that site in the event of an emergency. If dismissal must take place from the evacuation site, please be sure to have your identification (e.g., driver's license) with you when you pick up your child.

In the event of a tornado warning, children will be safely evacuated to the designated area within the school building. In order to keep all children and staff safe, children will not be released from school until the tornado warning has expired. Parents will not be able to access the building during the tornado warning and no one will be available to answer the telephone since all staff members will be a safe location with the children.

Illness While At School

The following symptoms, if displayed by children during school, will require temporary exclusion from participation in the program at the discretion of the nurse:

- Temperature of 100.4 degrees or above
- Rash (if accompanied by a fever)
- Live head lice (nits do not require exclusion)
- Severe abdominal pain
- Severe or harsh cough; with thick green discharge from the nose
- Rapid breathing or severe coughing
- Two or more episodes of diarrhea
- One or more episodes of vomiting (not associated with meal time)
- Red eyes with discharge
- Yellow eyes or jaundiced skin (requires immediate care)
- Impetigo, ringworm (if not able to cover)

Health Expectations for Parents

- For families in the program, it is the parent's responsibility to pick up the child within one hour of being notified that the child is ill. Per health regulations, the child may not return to school until the child has been symptom-free, without the aid of medication, for 24 hours. If diagnosed with a contagious illness (e.g., strep throat, pink eye, etc.), the child can return to school after being on antibiotics for 24 hours.

- If a child becomes ill during school hours, appropriate staff will be called. If the decision is made to send the child home, the parent will be notified to pick up the child.

- If the child is brought to the school and staff observes symptoms of illness, appropriate staff may determine that the child cannot be accepted into the classroom.

<u>CRITERIA FOR RETURNING TO SCHOOL AFTER ILLNESS, INJURY, OR SURGERY:</u>

- Sutures or cast—a note from the child's physician is needed before returning to school regarding any restrictions of activities.
- A note from the child's physician should also accompany the child following surgery with any restriction of activities.
- If a child is out with chicken pox, a note is not needed from the doctor as long as all pox are dry (7-10 days.)

Medication

Appropriate paperwork needs to be on file for medications to be administered during school hours. See the Health and Nutrition Manager for these forms.

- Medication must be brought in the original prescription container with date, child's name, name of medicine, amount of medicine/time to be given.
- Medication must be brought in by the parents and given to the Health and Nutrition Manager or teacher. DO NOT SEND IN CHILD'S BACKPACK.
- If your child rides the bus, medication must be given to the bus aide or driver for safe keeping while the child is transported. The bus aide will give the medication to the appropriate person upon arrival.
- Over-the-counter medications are not given at the Plattsmouth Early Childhood Center (i.e. Tylenol, Benadryl, Motrin, cough drops)

Nutritional Services

Every child in our program receives breakfast and lunch. These meals are served family style with children and staff eating together in a relaxed atmosphere. Breakfast includes milk, juice or fruit, and grain. Lunch includes milk, meat or meat alternative, fruit, vegetable, and grain. A variety of foods are provided which broaden the child's food experience. **Food is not used as a punishment or reward and children are encouraged to eat, but never forced to eat.** Menus are created based on federal guidelines for this age group. Children are not to bring in any food from home without special permission from the center director.

Safety

PECC is committed to providing physical environments conducive to learning. Space and materials will be appropriate for the developmental needs of all children enrolled in the program. Classrooms will provide at least 35 square feet of usable space per child and the outdoor playground will provide at least 75 square feet of usable space per child. The center environment will be free from toxins such as cigarette smoke, pesticides, and other air/soil/water contaminants. Potentially hazardous items such as cleaning supplies, medications, etc. are stored in locked areas. Electrical outlets are covered with safety plugs and extension cords are not used in areas utilized by children. The outdoor space will be fenced to prevent any child from leaving the premises.

Indoor and outdoor areas are checked by staff members, prior to use, for the following: area is free from debris, litter, and any hazards; there are no missing components to any pieces of equipment or furniture items; the area is fully enclosed (outdoor play area); and the area is generally free from hazards that could potentially pose a danger to the children's' health, safety or well-being. The playground and classrooms are inspected at least monthly to ensure they meet safety standards. An annual safety inspection of the center is completed to ensure that emergency lighting, ventilation, heat, smoke detectors, fire extinguishers, sprinkler systems, and other systems are consistent with the health, safety, and developmental needs of the children.

Special Dietary Needs

A physician's statement for any child requiring a prescribed therapeutic diet or having a food allergy or intolerance must be on file. Classroom staff and nutrition services staff are notified of any special dietary need.

LOCATIONS AND TIMES OF AREA IMMUNIZATION CLINICS

SARPY/CASS COUNTY IMMUNIZATION CLINIC (P. (402) 593-3222 F. (402) 593-3034)
Free clinic – Donations Accepted
Eligible* children 0-18 years of age
*An eligible child is enrolled in Medicaid, uninsured, underinsured (has health insurance, but vaccines are not covered), or an American Indian/Alaskan Native.
Request an appointment online!
Please visit: https://www.chihealth.com/en/location-search/midlands/immunization-clinic/immunization-clinic-appt.html

PAPILLION – Midlands Medical Building One Phone – (402) 593-3222
First Thursday of the month from 4:00 pm – 7:00 pm
Second and Fourth Thursdays from 9:00 am – 12:00 pm
11109 South 84th Street, 5th Floor Suite 5800
Papillion, NE 68046

AREA HEALTH CARE SERVICES:

Nebraska Department of Health and Human Services: www.accessnebraska.ne.gov
Provides medical insurance benefits to residents of Cass County who are income eligible or have Medicaid

Cass Family Medicine
Provides sliding scale payment options for those uninsured or underinsured
122 S 6th Street
Plattsmouth, NE 68048
(402) 296-2345

WIC Clinic
Herold Hall (next to St. Luke's Episcopal Church)
3rd Street & Avenue A
Plattsmouth, NE 68048
(402) 335-2988 or 877-691-8381

First and Third Mondays By Appointment Only
(8:30 a.m. – 5:00 p.m.)

Sarpy/Cass Health Department
701 Olson Drive, Suite 101
Papillion, NE 68046
(402) 339-4334
Toll Free: 800-645-0134
Fax: (402) 339-4235
After hours health emergencies: (402) 506-1553
Sarpycasshealthdepartment.org

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://dhhs.ne.gov/Pages/reg_t173.aspx (Title 173: Control of Communicable Diseases - Chapter 3; revised and implemented 2011)
Updated 01/26/2018

AREA HEALTH CARE PROVIDERS

Dentistry

Louisville Family Dental
229 Main Street
Louisville, NE 68037
402-234-3000

Weeping Water Dental
105 West Eldora
Weeping Water, NE 68463
402-267-2325

McKnight Family Dental
2302 W 8th Ave Suite 2
Plattsmouth, NE 68048
402-296-2818

Capehart Family Dentistry
2110 Towne Centre Dr
Bellevue, NE 68123
402-885-8990

Main Street Family Dental and Orthodontics
619 Main St
Plattsmouth, NE 68048
402-296-2188

OneWorld Dental
*sliding scale options available

Omaha
4920 S. 30th Street, 3rd Floor
Omaha, NE 68107
402-932-7204

Bellevue
2207 Georgia Ave
Bellevue, NE 68005
402-502-8855

Optometry - Eye Clinic

Dr. John Bateman
Dr. Andrea Carda
2380 W 8th Ave, Suite 4
Plattsmouth, NE 68048
402-296-2200

Physicians/Pediatricians

Methodist Physician's Clinic
203 Main St
Louisville, NE 68037
402-234-2500

Children's Physicians
1938 E Highway 34
Plattsmouth, NE 68048
402-955-7150

UNMC Physicians
1938 E Highway 34
Plattsmouth, NE 68048
402-296-6009

Cass Family Medicine/OneWorld
Plattsmouth
122 South 6th St
Plattsmouth, NE 68048
402-296-2345

Weeping Water Medical Clinic
204 North Randolph St
Weeping Water, NE 68463
402-267-5330

Applicable Board of Education Policies/Procedures

All Board of Education policies can be accessed at the following link, https://www.pcsd.org/Page/19 , or they can be found by going to the Plattsmouth Community Schools website (www.pcsd.org) and clicking on *About PCS*, scroll down and select *Board of Education* and then *Policies*. All of the most current policy updates can be found online.

POLICIES

1000 Community Relations
- 1120 Tobacco Policy
- 1200 Anti-discrimination

2000 Administration
3000 Business Operations
4000 Personnel
5000 Students
- 5104 Drug and Substance Use and Prevention
- 5202 Student Records
- 5306 Safe Pupil Transportation
- 5401 Anti-discrimination & Harassment Policy
- 5410 Students with Disabilities
- 5417 Homeless Students Policy
- 5421 Student Privacy Protection

6000 Instruction
- 6286 Return to Learn From Cancer
- 6370 Multicultural Education
- 6500 Free and Reduced Price Meals

7000 New Construction
8000 Internal Board Policies
9000 By-laws of the Board

Teacher Procedure Manual
2022-2023

PLATTSMOUTH EARLY CHILDHOOD CENTER/
CASS COUNTY HEAD START

Mission

To create a foundation for success through creative, interactive, and intentional experiences that build safe and positive relationships, develop independent problem-solvers, and foster each child's learning potential while displaying empathy, tolerance, and appreciation of differences.

Vision

Students who attend the Plattsmouth Early Childhood program will have effective social skills that allow them to accept others, be cooperative, and appropriately accommodate individual needs and perspectives. Our students will be able to recognize problems as well as identify and persistently work towards solutions. They will be creative, flexible, and critical thinkers who inquire about the world around them. Students will be independent and dedicated to ongoing learning and recognize the importance of doing things to the best of their ability.

Belief Statements

We believe that…

- Each child has the ability to enthusiastically learn and apply knowledge across a variety of new situations to achieve success.
- Promoting independence through developmentally appropriate, structured, safe, and nurturing environments based on children's interests is essential for learning.
- Children learn by and gain independence by exploring with hands-on learning activities that inspire curiosity.
- The collaborative efforts of students' home, family, school, and community are essential for success.
- Approaches to learning should include balanced comprehensive services focusing on the whole child.
- Balancing child-directed and teacher-directed instruction, that includes all domains of learning is important for student learning.
- Children have a variety of languages in which to express ideas and need open-ended materials to express their languages.
- Children are capable by accommodating and accepting individual needs and perspectives while using social skills to solve problems and self-regulate.
- Providing structured opportunities and environments that allow children to make discoveries, solve problems, and challenge creative thinking is essential to an effective early childhood learning experience.
- Intentional, aligned, and systematic learning opportunities provide an effective foundation for children.

- Monitoring of progress and differentiating instruction is important for developing individual students to their full potential.
- It is important for children to develop secure, safe, and trusting relationships through positive interactions.

Welcome to Plattsmouth Early Childhood Center/Cass County Head Start

Welcome to our early childhood program. We hope that this book assists you in the policies and procedures that you need to follow in order to meet the requirements of Head Start and to provide our children and families with a complete early childhood program.

The PECC/Head Start education program offers many opportunities for children to develop socially, intellectually, physically and emotionally in a manner appropriate to their age and stage of development. Our program provides an organized series of experiences that are designed to meet the individual needs of the children and families that we serve.

The Head Start program is unique from any other preschool or childcare setting. Head Start is a comprehensive child development program that serves children ages 3-5 and their families. It is child-focused and family centered. Head Start also provides a range of individualized services in the areas of education and early childhood development, medical, dental, mental health, nutrition, parent involvement, and disabilities.

Head Start is required to follow a set of performance standards. The Head Start Performance Standards are designed to ensure that the Head Start goals and objectives are implemented successfully, that the Head Start philosophy continues to thrive, and that all grantees or delegate agencies maintain the highest possible quality in the provision of Head Start Services. The Plattsmouth Community School District is our grantee agency.

The goal of Head Start is to increase the social competence of young children in low-income families. "Social competence" means the child's everyday effectiveness in dealing with both his or her present environment and later responsibilities in school and life.

Curriculum 1302.32(a)(1)(ii)

The Creative Curriculum® is a comprehensive curriculum for 3-to-5-year-old children which addresses the four areas of development: social/emotional, physical, cognitive and language development. It is project-based and designed to foster the development of the whole child through teacher-led small and large group activities. The curriculum provides information on child development, working with families, and organizing the classroom around 11 interest areas. Child assessments are an ongoing part of the curriculum, and an online program provides record-keeping tools to assist teachers with the maintenance and organization of child portfolios, individualized planning, and report production.

Get Set for School - Handwriting Without Tears (HWT)

Readiness & Writing Program

Get Set for School outlines instruction in developmental order by starting at the level that does not assume prior knowledge or competency. Children are enabled to excel by respecting their present level of development and building from that point. The initial focus is on developing social and school behaviors -- such as how to play and participate in a school environment. Another focus involves preparing children for school. The school world is the world of symbols, where letters and numbers take on meaning and are used for reading, writing, and math. As children enter that world, they are taught letters and numbers, what they are and how to use them. They learn that reading and writing occur from top to bottom, left to right. They learn how to hold crayons and form letters and numbers that are right-side up and made correctly.

The Readiness & Writing Program uses music, movement, and multi-sensory manipulatives to teach all of the core readiness skills including crayon grip, letter and number recognition, number and capital letter formation, and body awareness. The handwriting component of the Readiness & Writing Program is Handwriting Without Tears (HWT) ®. HWT prepares children for writing success starting with utilizing wood piece play to develop vocabulary, concepts, motor, and social skills. Activities with the wood pieces have strong social and class behavior components. Hands-on letter play is next, and children are taught letter formation with wood pieces, dough, magnetic stamps, and the wet-dry-try slate activity. HWT offers a wide range of multisensory ways to teach and review letter formation.

School Readiness

Head Start requires School Readiness goals. These goals are to ensure that students are ready for their next learning environment when they leave the early childhood center program. We have a School Readiness Team that is made up of the Director, Education Coordinator, Family Support Specialist, Health and Nutrition Specialist, a parent from the Policy Council/Parent Committee, and teaching staff from both the preschool and Birth to Three programs. The team meets at least 3 times a year to review student outcomes, progress towards School Readiness goals, and strategize potential ways to improve student success. The school readiness data is shared with Policy Council/Parent committee and the Board of Education at least three times a year. The information is also on the PECC website and in the Annual Report which is also posted on the PECC website.

Assessment Goals and Objectives

There are 38 specific goals and objectives in *Teaching Strategies Gold.* These goals and objectives are offered as a guide for teachers and parents. The *Teaching Strategies Gold Developmental Continuum* shows each child's progress for the Curriculum's 38 objectives. The Continuum follows ages birth-5 so that teachers can build on each student's current stage of development throughout their time in the program.

Experiences that children will have to achieve the Goals and Objectives

- ❖ Established interest areas
    - o Each classroom will have clearly defined, well-equipped interest areas. Shelves will be labeled with a picture and written label of the item. There is a daily "picture" schedule that is interactive and within children's reach in each classroom.
- ❖ Have a scheduled time each day for outdoor play (when weather is appropriate) and large motor development.
- ❖ The 3 school expectations: Be Kind, Be Safe, Be Responsible will be posted in classrooms.
- ❖ Head Start component areas of Health, Nutrition, IMIL, Mental Health, Dental Health and Safety are integrated in daily activities.
- ❖ Children will have the opportunity to participate in learning experiences in both large and small groups.
- ❖ Children will have an individualized curriculum.
- ❖ Transitions are planned with intentional transitional strategies that will involve all students. Transition times can be used to teach new concepts, to practice skills, and to enhance creativity.
- ❖ Children will have multiple free choice times daily. Times can be provided indoors or outdoors if the weather is permitting. During this time children are given opportunities to choose activities that interest them and are able to access independently.
- ❖ Children are given opportunities on a daily basis for developing self-help skills (e.g. tooth brushing, washing hands, bathrooming, feeding themselves during family style meals, dressing themselves, etc).

Lesson Plans

Lesson Plans are completed on the 2022-2023 Lesson Plan Template and need to be placed in the teachers' Education Folder no later than the Friday before the week that the plans are implemented. All classrooms **must** have current lesson plans posted in the classroom for parents and staff to see.

The following information is to be included in Lesson Plans:

- Center time activities--updated regularly to enhance the current study being explored with students
- Handwriting Without Tears daily
- Children should be targeted for individualization a minimum of 1 time per week.
- Learning targets/ Gold objectives listed for intentional teaching times.
- Social/Emotional/2nd Step Lesson daily
- Daily gross motor activities
- Repeated Read/Shared Read/Highlights daily

- Small Group daily
- Plan/Review daily
- Music & Movement daily
- Question of the Day
- Activities for exploration of the current study
- Special Activities:
    - field trips, visitors, food experience, & PACT
    - Pedestrian Safety--1x/mo
    - Multicultural--2x/mo
    - WOW! Experience--1x/mo

Sub Folder

All classroom teachers must create a subfolder that is kept in a place that is easily accessible to a substitute teacher. The folder will include:

- Lesson plans that are up to date and easy to follow
- Where to find the teacher's manuals
- Materials which are prepared ahead of time
- Map of where cots go during nap time
- List of students in classroom
- Pre-made name tags for all students
- Daily schedule
- Morning routine (8:15-8:30)
- Large group/calendar/circle routine
- Rules and routines for centers
- Rules/expectations for the hallway and/or other transitions
- Dismissal routine (who goes to daycare, rides the bus, goes to extended care, etc)
- List of all allergies and medical needs (if not in folder, indicate where it is posted)
- Retrieval code for the phone (if not in folder, indicate where it is posted)
- Who to call if there are behavior problems
- What to do if there are tech issues
- Copy of any individualized schedules or individualized student instructions
- Who to contact with classroom questions or concerns (front office, Diana, Michelle or Pam)
- Infinite Campus info (if not in folder, indicate where it is posted)
- Sub evaluation form to be filled out and turned in to the office

45 day Screening Procedures

1. Teachers will complete the Social/Emotional Checklist portfolio page and submit it to the Classroom Coach by the first Friday in October.
2. Classrooms will have completed a Pedestrian Safety lesson with their students by the first Friday in October.

Assessments

Assessments of the children in the classroom is on-going throughout the school year. We use Teaching Strategies GOLD to create and report our assessments. These assessments are completed three times a year and the information gathered will be used for program planning, reporting and staff development. Checkpoints are to be finalized as follows:

<u>GOLD Checkpoint Periods:</u>

Fall Checkpoint: 1st day of school through October 31st
*September 24th

Winter Checkpoint: November 1st through February 15th
*January 7th

Spring Checkpoint: February 16th through midnight of May 1st
^April 11th
** April 28th

*Children enrolling after these dates will need GOLD data recorded in the subsequent checkpoint (e.g., A child begins preschool on October 2nd, no GOLD data would need to be recorded for the child in the fall checkpoint. Observations and anecdotal data should be collected as soon as the child begins preschool but the data would be entered into GOLD winter checkpoint).

^GOLD data for the spring checkpoint will only be collected for children enrolling prior to April 11th. No new children will be enrolled in Cass County Head Start/PECC Preschool after April 11th (with the exception of children with disabilities for whom the preschool is a special education placement).

** GOLD does not need to be completed for children who are dismissed or leave the program after February 15th and April 28th. For children who leave the program between February 15th and April 28th, please contact the Education Coordinator for instructions. If a child leaves the program on or after April 28th, GOLD data must be completed for all items.

If a child is dismissed or leaves the program prior to the final due date of GOLD Fall checkpoint periods (October 31st), GOLD anecdotes and scores will not need to be recorded and entered for that child for the checkpoint period in which the child exited the program. Contact the Education Coordinator for specific instruction so the GOLD record can be archived.

In order to be able to collect and accurately finalize Gold objectives, a student needs to attend school a minimum of 30 days during a checkpoint period. If a student has not been in attendance for a minimum of 30 days, the Education Coordinator will archive the student for that checkpoint period and then reactivate them for the next checkpoint.

GOLD requires data to be collected for each of the objectives for each child in every checkpoint period (fall, winter, and spring). Anecdotes or portfolio items (e.g., writing samples, photos, videotapes and other artifacts of children's work) should be used as documentation to justify the specific score assigned for each child for each objective. Teachers must have a minimum of 2 anecdotes per objective per student for each checkpoint.

GOLD anecdotes should be collected by all staff members that interact with the child (e.g., teacher, paraeducators, speech/language pathologist, occupational therapist, etc.). Assigning a specific score based upon the anecdote or supporting documentation should be done only by the classroom teacher. Classroom teachers are required to do preliminary scores for all anecdotes. Having the classroom teacher score all anecdotes for each child will assist with fidelity of the scoring system. It is not appropriate to have other staff members score each item and the classroom teacher merely "checks" the scores already assigned. The classroom teacher is responsible for assigning all scores.

The entering of scores and anecdotes or other supporting documentation into the GOLD online system is mandatory and can be done by the classroom teacher or by a classroom paraeducator (only the classroom teacher is allowed to assign the score). Teachers may be required to follow an individualized plan in order to show timely acquisition and entering of anecdotes into TS Gold.

Please ask the Education Coordinator or the Director if you have questions or concerns regarding GOLD documentation.

After the end of each checkpoint, teachers will run the following reports for data analysis unless otherwise instructed:

- Class Profile Report
- Assessment Status Report
- Documentation Status Report
- Snapshot Report

Observations

Children are continually observed and the documentation from these observations will be recorded in Teaching Strategies Gold. Observations for the most part should be stated in a positive manner and reflect the student's growth. All anecdotes are to be recorded in full in Gold (ex. Can not put 'See child portfolio") These observations should address each of the 36 objectives for each checkpoint. Marking "Not Observed" is not an option. Teachers are required to plan for all students to have opportunities to demonstrate their knowledge and skills for all objectives. Teachers should plan accordingly for students who have erratic attendance.

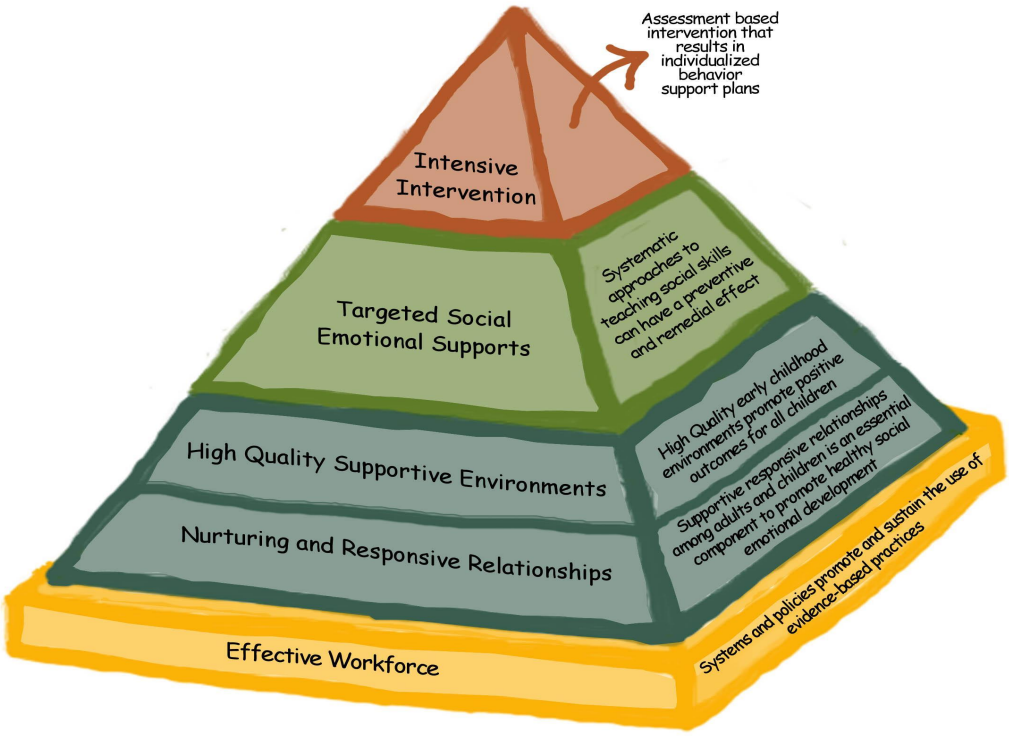
Individualization
Classroom teachers work with parents/guardians to select individual goals for each child. Strategies and plans are implemented to develop and achieve goals at home and at school.

- Teachers document monthly observations of growth that children experience. This information will be kept in each child's file and shared with parents, along with their observations, at conferences and home visits. Information that is shared between parents and teachers enables staff to respond to each child individually, to build strengths and to target skills that need strengthening.
- The classroom environment reflects all of the children's interests.
- All activities are challenging and yet achievable for each individual child.
- Developmentally appropriate activities are planned for children each day.
- Children will have strategic placement during group times and/or transition times.
- Transition times are planned, with needs of individual children addressed.

Positive Behavior Interventions and Support
The Plattsmouth Early Childhood Center/Cass County Head Start uses the PBIS model for classroom supervision & discipline.
CSEFEL's Guiding Principles/Values:

1. Supporting young children's social and emotional development to **prevent** challenging behaviors;
2. **Individualizing interventions** to meet children's and families' unique interests, strengths, and needs;
3. Promoting **skill building with enough intensity** to affect change;
4. **Implementing strategies in the context** of naturally occurring routines and environments;
5. Ensuring fidelity of use through a **systematic change process**;
6. **Modifying strategies** to meet the cultural and linguistic diversity of families and children.

CSEFEL Pyramid Model:
Promoting Social Emotional Competence in Infants and Young Children



Children will learn the rules at the beginning of the school year with frequent practice to support their learning throughout the year. There are also school-wide expectations that all rules support. "Be Kind, Be Safe, Be Responsible."

There are 5 Peer Mediated skills that are taught in each classroom.

1) Getting Someone's Attention
2) Giving/Sharing
3) Asking to Join in with Play
4) Giving a Play Idea
5) Giving a Compliment

Coaching
Classroom teachers work with an assigned coach to identify and implement research-based strategies that will have a positive impact on child outcomes. A research based, practice-based coaching model is used. Coaches can access the school social worker or school psychologist as needed. Please refer to the "Cass County Head Start/Early Head Start Professional Development Plan" for more specific information.

Daily Schedule
A daily schedule must be developed for each classroom. It needs to be posted in the classroom and a current copy sent to parents. Please keep in mind that there are some elements to the schedule that are already in place. An interactive schedule must be posted at children's eye level in the classroom with pictures. Ideas for an appropriate schedule can be found in the *Gold* text. A current classroom schedule needs to be on file with the Nurse, Education Coordinator, Classroom Coach, School Social Worker, front office and Director. Please refer to the "Preschool Components" document for more specific information regarding daily schedules.

A daily schedule must be developed for paras. This will help ensure efficiency, clarity and continuity in the classroom. Teachers are required to create a written daily schedule for each para they supervise. Para daily schedules need to be shared with the Director, Education Coordinator and Classroom Coach.

Required Classroom Bulletin Boards

PARENT BOARD
Welcome Sign
Mission Statement
District Belief Statement
District Vision Statement
Daily Schedule
District Calendar
Current Menu
Upcoming Parent Activities
Community Flyers
Classroom Newsletter
Weekly Lesson Plans

EMERGENCY BOARD (must be located by door)
Tornado Plan
Medical Flipchart
Fire Drill Plan
Allergy Folder
Classroom Safety Checklist
Emergency Preparedness Flip Chart

Toothbrushing
Teachers will follow toothbrushing protocols according to the Procedures for Brushing Teeth instructional reference sheet.

Individualized In-kind:
Throughout the school year, the children are assessed using Teaching Strategies Gold.

Teaching staff will continually take anecdotal notes on the children in the 36 developmental items that fall in the areas of: Social/Emotional, Cognitive, Fine & Gross Motor, Literacy, Language, Math, Science, Social Studies, & Arts. Teachers may be required to follow an individualized plan in order to show timely acquisition and entering of anecdotes into TS Gold.

Three times during the year, the children will receive a score in the 36 developmental items. These scores will show their progress from beginning to end. Parents will receive a report documenting this progress three times a year during parent/teacher conferences.
Based on the children's scores in each of the areas, teachers create Individualized In-Kind Calendars. Teachers look to see where children may be scoring lower or anticipate next steps in development and make goals to improve in those areas. These calendars are sent home with parents each month so that they can help their child progress with their goals.

After Individualized In-kind Calendars are created, the teachers then take each child's individual needs and goals and incorporate them into a weekly lesson plan. An example might be if there was a child who needed to work on sorting--the teacher might plan a nature walk to collect outside items. When they return from their walk, the child could sort the objects they found by their various characteristics.

**Scores and results from both screenings and assessments are utilized to determine children's needs and ensure children are receiving the proper services within our program.

Newsletters
Each classroom must publish a newsletter on the first and third week of each month Sep-May. The information in the newsletter must include the following:

1. Tell about what Creative Curriculum study and skills are being taught in the classroom
2. Names of books that are being read to the children
3. Songs and fingerplays that the children are learning
4. The date and time of the free monthly opportunity to visit with the mental health consultant
5. Opportunities for volunteers and important calendar events

Classroom Transitions
<u>General Guidelines for Transitions:</u>
1. Develop and follow a consistent daily routine.
2. Wait times should be avoided if at all possible – wait time activities should be implemented when there is a wait time for children.
3. Children should be given warnings to prepare them for transitions.
4. Transition strategies, that actively engage children, should be used to move children from one activity to another, fill wait times, and gain children's attention.

Arriving at large-group time:
Often adults tell children that it is time for a large group activity, then wait for everyone to "look ready" or "sit still" before starting the first song or game. Being still is developmentally very difficult for young children, and insisting on it often makes the problem worse. Avoiding this waiting period and getting started right away with an interesting activity can be much more effective – children will want to join the fun.

Wait Times:

If waiting can't be avoided, consider "circling up" rather than lining up.
Plan active experiences for all wait periods.
Post a list of "active waiting" ideas in the areas where children typically wait.
Take a problem-solving approach if difficulties arise when children are waiting or moving in lines.
It is especially important to avoid having children wait while sitting in front of food.
Plan fun ways to move from one space or activity to another.
Vary your transition strategies to keep them fresh.
Post some favorite transition ideas.
Give a warning before the transition and then signal the beginning of the transition.

Playground Safety

1. Prior to students going on the playground, the area must be checked for any safety hazards.
2. Preschoolers are not allowed to leave the playground for any reason without a teacher or paraeducator.
3. Staff/Student ratio must be met at all times on the playground. One staff member to ten children and at least one certified staff member at all times.
4. All playground equipment will be the responsibility of the classroom teaching staff. All equipment will be locked up at the end of each day.
5. Children are to use only the school equipment on the playground. Toys should not be brought from home.
6. Education staff should disperse themselves on the playground so that they can view children at all times.
7. Teachers will have a planned activity/game for children to voluntarily participate in each day with a staff member.
8. Playground safety checklist (located by playground doors) must be reviewed and initialed prior to students being allowed to enter the playground.

These guidelines are subject to review and revision by the staff and the Director at any time during the school year.

General Supervision

Children need a safe environment in which to learn and grow. Supervision plays an important role in keeping children safe, helping them learn, and building relationships. Awareness of what

is happening in the classroom and/or playground requires a systematic development of supervision skills. All teaching staff will supervise children primarily by sight when both inside and outside of the classroom. Children are to be supervised at all times. Children never leave the classroom or playground without an adult and are never left alone, without adult supervision.

The teaching staff incorporates the following developmentally appropriate guidance and supervision skills:

- **Total Area Awareness** is a process that involves using several techniques to ensure that each staff member is aware of where the children are at and what they are doing at all times. They accomplish this by using positioning, scanning, and movement techniques.
    - **Positioning** – Staff position themselves within the classroom or playground in order to be aware of the entire area and see as many children as possible.
    - **Scanning** – Staff regularly glance around the classroom or playground to see children's involvement and what is happening.
    - **Movement** – Staff move around the classroom or playground in order to see all areas and children, closely monitoring areas where children may hide
- **Redirection** is a skill used as an aid in preventing undesirable and unsafe behavior. The staff will attempt to engage a child in an alternate activity in order to focus their attention in a more positive direction.
- **Close Proximity** – Requires that staff position themselves close to a child or group of children that may need extra guidance.

Head counts are to be used on a regular basis throughout the preschool day. Teaching staff are to count all children that are in their group before moving the group from one area to another. Once at the destination, teaching staff will again count the children to make sure all of them are present. A system should be in place to keep track of the counts and to communicate counts to other members of the team. When transitioning from one area to another area, one classroom staff member must be the last person to leave the area and will quickly scan all parts of the area (e.g., bathrooms, closets, sheds, etc.) to ensure that no children are left behind.

General Supervision Guidance:

- <u>In the Bathroom</u>
    - Boys and girls cannot use the restroom together
    - Please close the door when using the changing table so others do not access the bathroom during that time
    - Children should not be sent outside of the classroom to use the restroom – no small groups being supervised by one adult
    - Teachers should avoid taking children to the restroom during outdoor time to ensure adequate supervision by certified staff; if a teacher needs to take a child to the restroom during this time, ensure that the other teacher on duty is aware of the absence (both when you leave and when you return)

- Children should move throughout the building (transitions) in groups supervised by more than one adult – no small groups being supervised by one adult
- Ratios must be maintained at one adult to ten children (or less than 10 per adult) at all times
- Teachers may take their lunch break during rest time, once children are settled, or during outdoor play time when another teacher is available for supervision; other times a teacher is gone requires having a certified staff member available to be in charge of the classroom (short bathroom breaks are fine)
- Teachers are responsible for discussing general supervision plans for the classroom with any support staff assigned to the classroom. Items to be discussed should include the following:
    - Plan for accounting for all children during transitions
    - Plan for transitioning as a group throughout the building – how this will look, the roles of each staff member, etc.
    - Outdoor play/outdoor classroom supervision – who supervises which areas, what supervision looks like, etc.
    - Plans for when a child has a melt-down during transitions – who will stay with the child, how should it be handled, etc. What is the teacher's role?
    - Plans for when a substitute teacher or para is in the classroom – how will the plan for general supervision be communicated?
    - Plans for a staff members needs to "tap out" or how they would indicate when another staff member needs to "tap out" of a situation (due to the situation being overwhelming, out of the staff members "comfort zone", or the staff member has run out of ideas/patience with the situation, etc.)
    - How to communicate with team members when needing to leave areas (e.g., leaving the classroom, outdoor play area, etc. to go to the restroom or take a break)

Classroom Observation Protocol

In the fall and spring, the Education Coordinator and/or Instructional Coach will observe in each classroom and complete CLASS.

1. There will be 3 separate observations that will be 20 minutes in length.
2. The observer will set up a time to review with the classroom teacher. Approximately 30 minutes will be needed for the review process.
3. CLASS results may then be used to develop professional goals for each teacher.

Plants, Pets and other Critters in the Classroom

Due to health concerns, furred and feathered animals, turtles and reptiles are not allowed in the classroom. Pets from children's and staff homes are not allowed in the classroom. You must get

permission from the Education Coordinator and the Nurse to have outside pets in the classroom as visitors. Examples of appropriate pets are various fish and hermit crabs. Plants need to be non-poisonous, labeled and within reach of students so they have the opportunity to independently take care of the plant. See the Health/Nutrition Specialist for a list of non-poisonous plants.

Classrooms are required to have at least one plant or pet in their classroom. The children must be actively involved in the caring of any classroom plants or pets.

Developmental Concerns
Performance Standard 1302.60-1302.61
Teachers will work with the Education Coordinator to address developmental/language concerns utilizing the following protocol:

Articulation Concerns

- Teachers must accomplish the following:
    - Discussed concerns with parent (documented) and inform parents of the following:
        - Tell them we collect data
        - We have SLPs come into the room who give us ideas
        - We like our students to be in preschool for a while before initiating formal evaluation
    - At least one step below WHE on objective 9B on GOLD on last checkpoint
        - If these two items have been verified- ask SLP to do an informal observation and give us a recommendation
            - Parents need to sign a permission form for student to be informally observed; the teacher fills out the sheet listing concerns

Language Concerns

- Teachers must accomplish the following:
    - Discussed concerns with parent (documented) and inform parents of the following:
        - Tell them we collect data
        - We have SLPs come into the room who give us ideas
        - We like for our students to be in preschool for awhile before initiating formal evaluation
    - Two or more steps below WHE on objectives 8a, 8b, 9a, 9c, and 9d, 10a, 10b on Gold on last checkpoint **(at least 3 out of the 7 objectives)**
    - Submit at least 2 weeks of data in the specific area(s) of concern to the Education Coordinator
        - Data needs to reflect teaching, not just assessing
        - Include instructional strategies used to target areas of concern

            - Include language samples
        - If all of the above items have been verified--ask SLP to do informal observation and give a recommendation
            - Parents need to sign a permission form for student to be informally observed; the teacher fills out the sheet listing concerns

Developmental Delay Concerns

- Teachers must accomplish the following:
    - Discussed concerns with parent (documented) and inform parents of the following:
        - Tell them we collect data
        - We have SLPs, Education Coordinator & classroom coach who can come into the room and give us ideas
        - We like our students to be in preschool for awhile before initiating formal evaluation
    - Two or more steps below WHE on Language objectives 8a, 8b, 9a, 9c, 9d, 10a, 10b (below WHE on at least 3 out of the 7);
    - Two or more steps below WHE on Cognitive objectives 11a, 11b, 11c, 11e, 12a, 12b, 13, 14a (below WHE on at least 3 out of the 8)
    - Submit at least 2 weeks of data in the specific area(s) of concern to the Education Coordinator
        - Data needs to reflect teaching, not just assessing
        - Include instructional strategies used to target areas of concern
        - Include language samples if appropriate
        - If all of the above items have been verified --ask SLP and school psych to do informal observation and give a recommendation
        - Parents need to sign a permission form for student to be informally observed; the teacher fills out the sheet listing concerns

Social/Emotional Concerns

Bring concerns to your classroom coach and school social worker.

Dual Language Learners

Students will qualify for EL services based on the district language survey that families fill out prior to starting at PECC. When a student is designated as EL, they will participate in the Spanish portion of Teaching Strategies Gold (objectives 37 & 38). A translator will be utilized as needed and as they are available.

Parent Handbook

A Parent Handbook is available to each family as they enter the program. Important parent reminders should be highlighted for parents at the beginning of the year.

Employee Handbook
Certified employees are provided access to the PCSD Certified Employee Handbook. The employee is responsible for all of the information that is contained in this handbook.

Classroom 'Theme' Days
Classroom theme days (pajama day, super hero day, etc) can be used to enhance a current unit of study. In order for teachers to be able to hold a theme day for their classrooms, they will need to fill out a PECC Learning Experience Request Form form and submit it to the Director or Education Coordinator at least one week prior to the event/activity. The information must also be present in lesson plans and reflect which day it will be held on and how it will be used during the day to support the current learning.

Classroom Celebrations
Classrooms are encouraged to hold classroom "celebrations" and to have parents participate in events throughout the school year. When inviting parents to a classroom celebration -- such as an end of the school year picnic or classroom event -- please complete the PECC Learning Experience Request Form and submit it to the Director or Education Coordinator at least one week prior to the event. This will allow for planning in regards to staffing, parking, and other program issues.

Bringing in a Presenter
BOE Policy 1015: Background checks may not be required when outside vendors are hired to perform services for hire. Generally, employees of these outside vendors are vetted by their employers and they have little direct contact with the students. Governmental agencies, such as police, fire, EMS, and emergency management personnel may not be required to have background checks when performing their duties due to their having been previously been checked since their positions or certifications require a background check.

Teachers will fill out a PECC Learning Experience Request Form and submit it to the Director or Education Coordinator at least one week prior to the event.

Walking Field Trips
Any time students are away from school property is considered a field trip. Teachers will fill out a PECC Learning Experience Request Form and submit them to the Director or Education Coordinator at least one week prior to the proposed field trip. Teachers must **print out a map** of the expected route of travel to and from the final field trip destination and attach the map to the PECC Learning Experience Request Form.

Para Professional Development Goals
In October, all paras will create a professional development goal. The goal will be based on impacting student learning. They need to be specific and written so that they are measurable (ex. "I will ask 5 different students "wh" questions each day in order to encourage students in

analysis and reasoning. I will do this for each student in the class by the end of each week. I will keep a chart to track which students I have asked.") Goals and tracking sheets will be given to their supervising teacher for approval and then submitted to the Education Coordinator. The classroom teacher will meet with their paras to review progress. A summary of their progress will be submitted to the Education Coordinator 2 times during the school year (Feb & April/May). Goals may be changed and/or updated as needed with the approval of the supervising teacher.

Parent-Teacher/Home Visits and Conferences:
Parent-teacher meetings are held four times per year: August, November, February, and May. Over the course of the school year, the teacher will complete 2 home visits and 2 center visits. If a student starts after the beginning of the year, at least 2 of the visits have to be done in the home (ex. If there are 3 visits throughout the year, 2 of them need to be home visits.) If a student begins after the beginning of the year, a home visit must occur **before** the students can start.

Teachers work with their FSA to arrange their home visit/conference schedule. All original, signed Education paperwork goes to the Education Coordinator. During the visit, the teacher will review student progress per Gold and any student portfolio items, create/review any goals the parents would like to have their child work on both at home and at school, and review any concerns the teacher or the parent may have. Before the end of the visit, next steps will be determined between the parent and the teacher.

Meeting with FSA's
Teachers need to meet with their FSA at a minimum of once a week to discuss students and their families. Meetings will be logged and tracked by the Education Coordinator and Family Support Specialist.

Student Pick-Up Procedure

- Only a parent/guardian or an adult listed on the student's emergency card is allowed to pick up students
- If the staff member does not know the adult who is picking up, the child will not be released to the adult until they show photo ID to the staff member
- If parents want to add/delete an adult to the emergency card, they need to go to the office and fill out a Change of Status form
    - **ONLY THE OFFICE STAFF OR AN FSA CAN FILL OUT THIS FORM WITH PARENTS**
    - If a parent calls the building to give permission for someone to pick up, they need to talk to the office or the FSA, NOT the classroom staff

        - The office will let classroom teacher, FSA, extended care if applicable, and nurse know of the update
    - If a parent sends a note giving permission for someone to pick up, the note needs to be sent to the office. Office staff/FSA will call to verify information
        - The office will let classroom teacher, FSA, and nurse know of the update

Early Dismissal
This note is to remind teachers to have parents have a plan for picking up their child in the event of an early dismissal. Should school be dismissed early because of snow, extended care **will not** be available. Students will need to be picked up at the time of the early dismissal. TV and radio stations will carry school closing messages as soon as any decision is made. Announcements will be made over KFAB 1110 AM, WOW 590 AM OR 94.1 FM and 89.7 FM: TV Channels 3, 6, 7, and 42. School staff may not be able to contact parents directly. Thank you for taking the time to develop an alternate plan for early dismissal.

Late Student
If a student is dropped off after the classroom has finished breakfast, classroom staff will check with parents/adult dropping off if the child has had breakfast. If they have not, classroom staff will give the child an opportunity to eat right away. Children are not to be dropped off after 12 pm.

Transition Protocols and Procedures
Transitioning IN to Our Programs:
Although transition is most often referenced in connection with a child's transfer to kindergarten, our Early Childhood programs try to view transition more broadly to include many changes – large and small- that impact the development of the child and their family.

If a child is transferring from the Birth to 3 Program or Part C program, there is specific information that is gathered to be shared with preschool staff. Transitions will be individualized based on each child's needs. The Birth to 3 staff will provide support as necessary.

Children and families are invited to visit our classrooms during Open Houses or by pre-arranged tour. Families can make appointments to meet with staff at mutually convenient times.

Transitioning OUT of Our Programs
If children are leaving our program to go to kindergarten in one of our districts, the transition information, such as health, curriculum and birth date is shared with the school as permission is given from the family. Each of our programs have a protocol that they follow to encourage families to participate in this transition process. We encourage families to attend kindergarten transition programs that are sponsored by the school in their district. Teachers from all sites participate as requested by each individual school system. We are also involved with other

activities that are designed by each district as they prepare to welcome the children in our programs.
If a child is transitioning out of the program to another Head Start or Early Childhood program, the parent will need to sign a release form for any information that they want sent to the next program.
The Education Coordinator will archive the student out of Gold.

Kindergarten Transition Plan
The transition to kindergarten is a process that begins with discussions with parents at parent/teacher conferences in February. The discussions could include both parent and teacher expectations for the transition of the child. The process doesn't end until parents understand the process and kindergarten teachers have all questions answered about incoming students.

Students are able to visit the kindergarten classrooms with their parents during Kindergarten Round-up. Kindergarten Round-up is planned and hosted by the elementary school.

Students with disabilities- transition plans will be coordinated as necessary with each individual student/family. Individual and ongoing transition plans will be determined on a case-by-case basis.

In the fall, preschool teachers are available to meet with kindergarten teachers to pass on information about incoming students. Preschool staff is available throughout the school year to answer any questions kindergarten teachers have about new students coming from the preschool.

Toddler to Preschool transition plan:
The Education Coordinator and the classroom teacher/resource provider work with the Birth to 3 teacher when transferring students from IFSP to IEP. This gives the classroom teacher an opportunity to meet parents and the student.

The Birth to 3 (Sixpence & Early Head Start) teachers hold socializations at various locations within the Plattsmouth community, including the Early Childhood Center, over the summer to familiarize parents and children with the program. They meet with the preschool teacher and family before the student begins preschool in order to share information about the student and to review all strategies used to ensure the success of the student in the preschool classroom.

Birth to 3 staff are available at the beginning of the school year to help support students make the transition into their preschool classroom.

Procedures for Hand Washing: Code # 4033-R5
Always Wash Your Hands:
* After you use the bathroom or help a child to use the bathroom.

* Before you handle food or cooking utensils.
* Before you eat. We also recommend washing hands after eating.
* After you change a diaper.
* After you handle any items that may be soiled with body fluids or waste, such as blood, drool, urine, stool or discharge from the eyes and nose.
* After handling pets or other animals.
* After coming in from outside playtime.
* After coming up or down the stairs—children have been holding the handrail.

How to Wash Hands:
* Turn on water to a warm temperature.
* Wet hands.
* Soap up with liquid soap and rub hands together for 20 seconds. Rubbing hands together loosens germs and dirt and allows germs to be washed away. If hands are very dirty, soap up and rub hands together for at least 40 seconds.
* Rinse hands well under running water.
* Dry hands with paper towels or hot air blow dryer. Do not use a common cloth towel because the towel can spread germs.
* Turn off water with the used paper towel(s) before throwing towel(s) into the wastebasket.
* Use hand lotion if parent or guardian has given consent.
* Clean fingernails daily or when hands have become very dirty.

Head Start Legal Reference:
Head Start Performance Standards Administration for Children and Families—1304.22 Child Health and Safety (f) Hygiene.
Date of Adoption: 1/27/93; Revised on 10/20/98; Reviewed in 2004, 2005, 2006, 2007, 2008
Universal Precautions Regulation: Code #4033-R4

Medical Emergency (Rapid Response) Procedure
Use the intercom **(#5505)** to announce "***MEDICAL EMERGENCY "RAPID RESPONSE" – AVAILABLE PERSONNEL TO THE SITE***", and name the location. All available managers and emergency response team members will respond.

In absence of the health aide, the first competent person on the scene should take charge and be prepared to tell others what assistance is needed. This is a routine part of the CPR training. If you are not trained in CPR, call for help or help to manage traffic and children.

Weather Related Emergency Procedure
The weather radio is located in the 2nd floor office and is portable with backup batteries. If children are kept indoors due to inclement weather, i.e. after school care, please take the radio to the playroom so staff can stay abreast of weather warnings or "all clear" announcements.

Definition of a "Regular" Head Start Volunteer
A regular volunteer is an individual who upon completion of the Volunteer Training assists with program activities a minimum of twenty (20) hours a week. Those who qualify for this title will be trained per the Volunteer Handbook of Policies and Procedures. Required paperwork includes an emergency card, completion of a background check including the child abuse registry, and a brief health physical.

PECC Building Jobs

Newsletter
The newsletter is the program-wide newsletter that the Administrative Assistant publishes. Every month a classroom teacher is assigned to submit a short article on a pre-assigned PBS topic . The article is due to the Adm Asst on the 25 th of the month prior to the month it is due.

Indoor/Outdoor Playground
Physical activity is important to learning and integrates intentional movement and physical activity in ways that support health and learning.
The first classroom outdoors each morning will take the gross motor items out of the shed – tricycles, balls, etc. The last classroom assigned to use the outdoor area each day will put the gross motor items back in the shed and lock the door.
All classroom staff are responsible for scanning the indoor and outdoor areas prior to each use to check for hazards and to ensure safety for the children – including picking up debris and other materials that might pose a hazard to children. Physical activity will **never** be used as a reward or punishment.

Bulletin Boards
Post display on bulletin board at the beginning of the assigned time frame. Remove display on the last day of the assigned time frame. Please stay away from holiday themes. Seasonal items are fine.

Resource Room
All staff are expected to put items back where they belong when returning them to the Resource Room area. All staff are expected to clean up after themselves when using the work area in the Resource Room. Only specified staff members are allowed to use the lamination machine – check with Adm Asst regarding who is allowed to use the laminator.

Break Room
On a weekly basis: Clean/sanitize tables, Discard outdated materials/food, Clean coffee/ microwave area.

Cleaning Vehicles
Take vehicle to Hy-Vee Gas for a car wash, Vacuum vehicle, Wipe down inside of vehicle

Close Down and End of the Year Procedures
At the beginning of the last month of children's attendance (May) all classrooms will receive information that will assist them in closing down their classroom for the summer months. The Check Out Procedures form will need to be turned in to the Director by the last certified staff work day. All toys belonging to the resource room must be sanitized before returning them.

Staff Absences
Teachers:
If you have a planned absence (professional, personal, sick), go to www.aesoponline.com in order to fill out a leave form and request a sub prior to the date of your absence. If it is a same-day, unplanned absence the leave form on Aesop must be filled out prior to 6:00 a.m. of the date of your absence. A message also needs to be left on the PECC voicemail to let the administrative assistant know that you will be gone and why.

Para-Educators: For planned paid leave, fill out a leave form online at pcsd.org and let your classroom teacher/direct supervisor know when you'll be gone. For an unplanned absence, call PECC and leave a message stating you'll be gone and why. You will also need to contact your classroom teacher/direct supervisor and let them know you'll be gone. All phone calls need to be done prior to 7:00 a.m. The online leave form needs to be filled out as soon as possible.

Personal leave may not be granted during August 17- September 2 and May 8-26. Exceptions may be made for once-in-a-lifetime events (i.e. son or daughter's wedding or graduation). These types of events will be pre approved by the building principal. Emergency Personal Leave for an event, which is beyond the control of the employee, may be used during these periods when personal leave is not allowed.

Personal Day requested on a Professional Development Day has to be approved by the building principal and Dr. Hasty. The information missed will need to have a plan for makeup.

Extended Care Protocol for Student Pick-Up
The Plattsmouth Early Childhood Center closes at 5:30 PM Monday-Friday. All children must be picked up no later than 5:30 PM. If a student is not picked up by 5:30, staff are instructed to contact all of the child's emergency contact numbers. If the emergency contact people cannot be reached, the staff shall call a manager to inform them of the situation. If the extended care staff are not able to stay past 5:30, they are to call the sub list and arrange for a sub to come stay with the child until they are picked up.

Protocol for working with a Family/Child in Crisis

In response to a staff member who needs assistance in working with a family/child in crisis: Staff are encouraged to call an emergency meeting with the FSA. This should be done as soon as staff are available to meet and discuss the situation in a confidential setting.

There are times when it will be appropriate to include a member of Leadership Team, a District liaison or counselors in the meeting. When a family has children within multiple schools in the district, various building staff should be made aware of the situation as is appropriate. The Confidentiality form has been signed off by parents at the start of current school year and includes all of these institutions and their representatives.

A plan to address the problem should be discussed and agreed upon with appropriate staff assigned to follow through. A meeting by email or Google can also be accomplished if getting a group together is not possible. If a subsequent meeting is necessary this can also be requested by a staff member to assure the situation has been dealt with satisfactorily.

Sick Student

I have a sick student and the nurse is not here. What should I do?

**If you, the classroom staff, feel that the student meets the criteria to go home (please refer to the parent handbook and see below), you must:

1) Page the School Social Worker to come to the nurse's office and do a **second assessment** on the child. If the School Social Worker is not available, page the Education Coordinator. The next options are the Family Support Specialist or Director.

2) The school social worker or member of the leadership team will make the decision about whether to send the student home or keep them at school.

3) The school social worker or member of the leadership team will make the phone call to the parent to let them know of the situation. (Please let the parent know where to pick their child up and if the child has to wait 24 hours to return to school.) Amber has been the back up person when all leadership members are gone.

4) The student can wait to be picked up with either the FSA, teacher, school social worker or leadership team member, depending on the circumstances and severity of symptoms.

Reasons to send a student home (at the discretion of the nurse, school social worker or leadership team member if the nurse is not available):

**Temperature of 100 or greater
**Rash (ONLY IF accompanied by a fever)
**Live head lice or at the nurse's discretion
**Severe abdominal pain (doubled over, crying in pain. Do not send home if just complaining of a tummy ache unless accompanied by other symptoms)
**Severe/harsh cough and unable to get cough to stop after drinking water and/or taking medication if the student has it at school
**Two or more episodes of diarrhea
**One or more episodes of vomiting (not associated with meal time)

**Red eyes with discharge
**Yellow eyes or jaundiced (yellow) skin
**Impetigo/ringworm (if unable to cover)

Cleaning and Sanitation Protocol for PECC/Head Start

One of the most important steps in reducing the spread of common infectious diseases or conditions among children and child care providers is cleaning and sanitizing or disinfecting objects and any surface a child comes in contact with, including floors, that could be contaminated and spread disease to children and staff.

Safety/cleaning checklists will be turned in to the Health/Nutrition Specialist monthly by the custodians and weekly by the kitchen staff.

2022-2023
PLATTSMOUTH COMMUNITY SCHOOLS
CERTIFICATED STAFF HANDBOOK

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2022-2023 PLATTSMOUTH COMMUNITY SCHOOLS
CERTIFICATED STAFF HANDBOOK

FOREWORD

Section 1 Intent of Handbook

Welcome to Plattsmouth Community School District. This handbook is intended to be used by teachers and other certificated staff to provide general information about the Plattsmouth Community School 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 "teachers" are intended to apply to all certificated staff. This includes administrative staff to the extent the handbook deals with professional expectations and conduct.

Each teacher is responsible for becoming familiar with the handbook and knowing the information contained in it. Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise. This handbook is intended to supplement other documents that deal with your employment, including your employment contract, the negotiated agreement between the Plattsmouth Community School District and the Plattsmouth Education Association, and the policies and regulations of the Board of Education. In reading this handbook, please understand that where a direct conflict exists, state or federal law, the negotiated agreement, and Board policies and regulations will control.

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 the teacher tenure laws may be ended or changed on an "at will" basis notwithstanding anything in this handbook or any other publication or statement, except for a contract approved by the Board of Education.

The administration will be responsible for interpreting the rules contained in the handbook and shall have the right to make decisions and make rule revisions at any time. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon applicable school District policies, state and federal statutes and regulations, and the best interests of the District. This handbook will be in effect for the 2010-2011 and subsequent school years, unless replaced by a later edition.

Section 2Information About Plattsmouth Community School District

The first publicly funded school in Plattsmouth opened in 1857 with an enrollment of about 100 students. In 1861, the Territorial Commissioner of Education reported to the Legislature that, "Cass County has the most perfect school organization in the territory." The community has a long-standing tradition and expectation of educational excellence.

In 2020-2021, the District's PreK-12 enrollment was about 1,437 students. These students reside in a District that covers approximately 63 square miles. Students are served by an early childhood center, K–4th grade elementary school program, a 5th–8th grade middle school program, a 9th–12th grade high school program, Plattsmouth Universal Learning and Support (PLUS) Center, Plattsmouth Academic Curriculum and Equipment (PACE) Complex. The District also serves as the fiscal agent for the Cass County Head Start program, which addresses the needs of children from birth to school age. A General Equivalency Diploma (GED) program is also available.

The District employs approximately 130 teachers, eleven administrators, and approximately 110 support personnel, with a total budget of approximately 20 million dollars. The high school and elementary facilities were built in 1996 and the middle school was renovated in 1997.

Section 3District Mission Statement

The mission of the Plattsmouth Community School District is to provide students with challenges and opportunities in a safe and caring environment, to enrich their lives, and to assist them to realize their potential and become responsible members of society. Specifically, we are **working in partnership with the community to ensure academic achievement, responsible behavior, and civic engagement for all students**.

The Plattsmouth Community School District will provide its students with equitable opportunities for an essential education in an efficient manner. An essential education is one that enables students to be:

- Proficient in meeting the State's academic content standards and essential learning's as established by the Board of Education
- Successful at each educational level and in transitioning between those levels from early childhood through postsecondary education and/or career entry
- Effective in functioning in and contributing to our culturally diverse democratic society

The District seeks to provide an essential education by developing and maintaining:

- Qualified and competent administrative, teaching, paraprofessional, and operational staff
- Integrated, planned curriculum that prepares students to achieve state standards and such additional standards as are established by the Board of Education and to reach the student outcomes identified above
- Comprehensive support programs and services that meet the diverse needs of students
- Safe, clean and supportive facilities and learning environments;
- Implementation of a curriculum that:
    - Is based on state standards in reading, writing, speaking, listening, mathematics, science and social studies/history and essential learning's in visual and performing arts, world languages, technology, health and physical education, and career and technical education and such additional standards; as are established by the Board of Education

- ✓ Is appropriate for the developmental level of the students
- ✓ Addresses diverse learning needs
- ✓ Instills a passion for learning and the importance of life-long learning
- ✓ Develops problem solving and critical thinking skills, decision making skills, data gathering, and critical use of information
- ✓ Develops expected work ethics, as well as group participation and leadership skills
- ✓ Incorporates character education and multicultural education, including respect for diversity
- ✓ Provides for application of technology in all learning areas;
- ✓ Provides access to advanced courses
- ✓ Is organized in a schedule that is functional and meets student needs in all curriculum areas
- ✓ Supportive learning environment which includes:
- ✓ A welcoming and inviting environment that is emotionally safe, nurturing, supportive, and disciplined; that promotes respect, trust, integrity, and regard for self and others; and that honors diversity
- ✓ Learning as the central purpose with students engaged in meaningful, relevant, and productive learning experiences
- ✓ Implementation of policies and practices that result in an orderly environment with emphasis on consistent school-wide positive behavior

Section 4Members of the Board of Education

Steve Barr - President	
Max Muller - Vice President	Brian Harvey- Secretary
Nolan Siemonsma - Treasurer	Karen Tesarek-Parsons
Matt Glup	Cory Wehrbein
Bob Fuller	Ken Winters

Section 5 Administrative Staff and Other Supervisors/Directors

Name	Position
Dr. Richard E. Hasty	Superintendent
Dr. Cherie Larson	Director of Instructional Services
Amber Wright	Special Education Administrator
Todd Halvorsen	High School Principal
Kim Caniglia	Assistant High School Principal
Tina Harvey	High School Career Academy Assistant Principal
Luke Chadwell	High School Activities Director
John Campin	Middle School Principal
Claude Michel	Assistant Middle School Principal/ Activities Director
Dr. Amber Johnson	Elementary Principal
Troy Niehus	Elementary Dean of Students
Juliana Beck	Early Childhood/Head Start Director
Jennifer Serkiz	Business Manager
Gene Konkler	Buildings and Grounds Director
Barb Baker	Office / Data Manager
Chris Hudson	Payroll Clerk
Zach Schroeder	Systems Administrator

Plattsmouth Community Schools
2022-2023 Calendar

AUGUST 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August

8-10 PD New Teachers
11-16 PD All Staff/No Students
17 First Day of School 1st-9th; PM Kind.
18 First Day of School for AM Kind., 10th-12th
17-22 Early Childhood Home Visits
23 First Day for Early Childhood

September

5 No School - Staff & Students
9 No School – Teacher PD
14 P/T Conferences: MS 4:30 PM-7:30 PM, HS 5-8 PM

October

12 End of 1st Qtr.=39 student days
12 P/T Conferences: ES/MS 4:30 PM-7:30 PM, HS 5-8 PM
13 No Students-PD for All Teachers
13 P/T Conferences: ES 4:30 PM-7:30 PM
14 No School for Staff & Students- Teacher Comp. Day

November

9 EC P-T Home Visits: 4:30 PM-7:30 PM
10 EC P-T Home Visits: 8 AM-7:30 PM, No classes
11 EC P-T Home Visits: 8 AM-4 PM, No classes
23 No School for Staff & Students
24-25 No School for Staff & Students
28 No Students – Teacher Planning

December

21 End of 2nd qtr.=44 student days, End of 1st semester Student days=83, Teacher days=90 (Oct. 14 is a comp. day)
22-30 No School- Staff & Students

January

2 No School- Staff & Students
3 No Students-PD for All Teachers
4 First Day of Second Semester
16 No School for Staff & Students

February

8 P/T Conferences: MS 4:30 PM-7:30 PM, /HS 5-8 PM
20 No Students-PD for All Teachers
22 & 23 P-T Conferences: EC 4:30 PM-7:30 PM
24 P-T Conferences: EC All Day, No classes at EC

March

8 P/T Conferences: ES/MS 4:30 PM-7:30 PM, HS 5-8 PM
9 P/T Conferences: ES 4:30 PM-7:30 PM
9 End of 3rd Qtr.=45 student days
10 No Students – PD for All Teachers
13-17 No School-Spring Break (3/17 is a Teacher Comp. Day)

April

7 & 10 No School - Staff & Students

May

10 & 11 PT Conferences: EC 4:30 PM-7:30 PM
12 P-T Conferences: EC 8 AM-4 PM, No classes at EC
15 EC Comp. Day, No classes at EC
21 High School Graduation
25 Half Day for Students – End of 4th Qtr.=46.5 student days, End of 2nd Semester=91.5 student days
26 No Students-PD for All Teachers, Teacher days=96 (Mar. 17 is a comp. day)
25-26 Inclement weather make-up days, PD

JANUARY 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY 2023						
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARCH 2023						
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5	6	7	8	9	10	11
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19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL 2023						
S	M	T	W	T	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY 2023						
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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			

	Professional Development (PD)- New Teachers
	Professional Development (PD)-All Teachers-No Students
	Half Day - Students
	Parent/Teacher Conferences
	No School for Staff & Students
	Planning day – No students
If necessary, the Board will revisit the calendar.	

EARLY CHILDHOOD SCHOOL SCHEDULE

Classes begin at 8:00 am. School dismisses at 2:30 p.m. Monday through Friday.

ELEMENTARY SCHOOL SCHEDULE

Classes begin at 8:10 a.m. School dismisses at 2:50 pm.

MIDDLE SCHOOL SCHEDULE

Classes begin at 8:08 a.m. School dismisses at 3:00 p.m.

HIGH SCHOOL SCHEDULE

Classes begin at 8:05 a.m. School dismisses at 3:00 pm.

PROCEDURES AND REGULATIONS SUBJECT TO CHANGE

The information contained is current and in effect at the time of finalization. Therefore, the procedures and regulations set forth in the handbook may be altered or revised as dictated by necessity. Changes will be announced and published in newsletters and/or on the District website. Some of our procedures and regulations may be altered as we work within the frameworks of our building, the new staff members, parent response, student input, as well as new Board of Education policy, and as State and Federal laws change. The teacher handbook does not form a contract; the school reserves the right to change or modify the handbook whenever necessary.

Section 1 Severe Weather and School Cancellations

The Superintendent is authorized by the Board of Education to close public schools in case of severe weather. Representatives of the Superintendent's staff will send a message via the district's instant messaging system (currently Infinite). News media also broadcast the information regularly. Each building may activate a calling tree to disseminate information. DO NOT call the Principal or Superintendent to ask if there will be school. Their telephone lines need to be free for the decision-making process among administrators.

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 9:30 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 via the district's instant messaging system. News media will also broadcast the information when schools will be closed.** In some instances, schools will be open, but certain services may be cancelled (bus transportation, student activities, etc.). Administrators are typically on duty during school closing days. Some staff may be designated as being 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. 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 be marked absent. You should treat the absence like any other absence for legitimate causes provided parents properly notify the school of their decision. Parents may pick up their children in inclement weather (except in case of a tornado) at any time during the school day. Students will not normally be dismissed from school during severe weather on the basis of a telephone request.

Emergency Conditions. Plattsmouth Community School District has a signal which, when activated, indicates 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 responses in our safety plan. **School officials are not permitted to release students from the school building during a tornado warning.** In the event of an emergency exit alert or tornado warning, you should implement the school's established safety procedures.

Section 2 Contract Days

Teachers are contracted for 186 days for the school year (hereinafter referred to as the "contract year"). Such contract days shall be served by individual teachers on varying schedules as established by the Board of Education and administration.

Section 3 Make-Up Days

In the event teachers are not required to report for duty due to inclement weather conditions or other circumstance whereby a duty day is canceled, such days shall not be credited as a contract day served. Make-up days will be scheduled by the administration during the contract year, as needed, to allow all teaching staff to serve the full number of contract days.

Article 2 – EQUAL OPPORTUNITY EMPLOYMENT, COMPENSATION, & BENEFITS

Section 1 Employment

It is the policy of Plattsmouth Community Schools to employ the best qualified applicant for each position without regard to race, color, religion, sex, age, marital status, physical or mental disability or national origin, and to not fail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to his compensation, terms, conditions, or privileges of employment, because of such individual's

race, color, religion, sex, age, marital status, disability, or national origin. There shall be no discrimination by school officials against any employee because of membership or activity in an employee organization or because of protected free speech activities.

A teacher is employed by Plattsmouth Community School District 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 the date designated in the notice. It is important for teachers to respond to the request to signify acceptance, as failure to signify acceptance of employment by the designated date shall constitute cause for amendment or 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 June 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. §79-820.

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 with the approval of the Board of Education. 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, a teacher may be assigned "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 extracurricular 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 in 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

Regular Salary and Extra-Duty Compensation. Compensation is paid only as authorized by the Board of Education. Teachers are paid a salary based on placement on the salary schedule set forth in the collectively-bargained, negotiated agreement between the District and the collective bargaining agent for the certificated teaching staff (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. The provisions of the negotiated agreement shall govern changes in a teacher's placement on the salary schedule. 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 with payment beginning on or about September 20. 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. 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. Teachers new to the District may elect to distribute their salary over thirteen equal installments, receiving their first payment on or about August 20.

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. All claims for reimbursements shall be pre-approved by administration

and submitted for payment using proper District forms within 30 calendar days of occurrence.

Section 6 Extended Contract Pay

Extended contract pay for any teacher, beyond the number of contract days established by the Board of Education for the school year, shall be paid at 100 percent of schedule placement on a per diem basis for such teacher's extended contract.

Section 7 Benefits

Teachers are provided benefits in accordance with the negotiated agreement, group health insurance plan requirements, and the 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 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

Reimbursement for authorized mileage will be paid to teachers that drive their own vehicles during their regularly scheduled working hours between two or more work sites, if a District vehicle is not available. 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. Staff members shall use district vehicles (and not personal vehicles) to transport students while performing duties as an employee of PCS.

The District provides materials necessary for instruction. If teachers need additional materials for instruction or school-related purposes, the request for such items should be made to the Principal.

Reimbursement for the 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 athletic 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. Under no circumstances will alcoholic beverages be reimbursed. **(All claims for reimbursements shall be submitted using designated District reimbursement forms within 30 calendar days of occurrence.)**

Section 10 403(b) Salary Reduction Agreements

The District will cooperate with any teacher who chooses to participate in an investment program under the 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 is on the District's list of approved vendors and 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. A publication provided by the federal government that provides more information about the FLSA is attached as Appendix "B" to this handbook.

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 1 1/2 times the employee's regular rate of pay for hours worked in excess of the 40-hour workweek. Employees with two or more non-exempt positions may be eligible for overtime pay based upon the total number of hours worked in one workweek. If applicable, the employee and the 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 1/2 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. The

Superintendent must approve any accumulation of compensatory time over 40 hours. 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 - Sick and Personal Leaves

Teachers are provided with paid sick and personal leaves (professional leaves, bereavement leaves, etc.) in accordance with the negotiated agreement. During such paid leaves, teachers shall continue to receive all salary and fringe benefits called for by the negotiated agreement.

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.

Requests for Leave (Requests for leave are submitted through Aesop which is located at www.pcsd.org. Staff will log in there and request a sub).

Advance reporting of the need to take a leave and having effective lesson plans and materials prepared and readily available for the substitute are important. A teacher who becomes ill and is unable to work is to use Aesop and request a sub **before 6:00 a.m.** Before the end of the school day on the first day of the sick leave, and on each subsequent day of absence, a report should be made to the Principal as to whether the teacher will be able to return to duty on the next duty day. For illnesses or medical

situations where the need for the leave can be determined in advance, the teacher is to make such advance report of need for leave to the Principal as soon as possible.

For personal and other leaves, a Request for Leave form is to be submitted to the building Principal or to the immediate supervisor if the teacher is not assigned to the early childhood center, elementary, middle school or high school at least five school days prior to the leave or such other advance notice as is practicable under the circumstances.

Return from Leave

Upon returning from leave, teachers are to review information supplied by the substitute teacher as to progress made in the class and any student behavior concerns. The substitute should be contacted directly if the written information supplied is not adequate.

Leave forms must be filed with the building Principal or immediate supervisor **prior to** taking planned leave. Unplanned leave forms must be filed with the building Principal or immediate supervisor within 48 hours of returning from leave. Failure to file the appropriate forms is considered neglect of duty as it interferes with the accuracy of payroll accounting system.

A teacher who is absent for any period of time because of injury requiring care from a physician or health care provider or for a period of one week or more due to illness must present a written statement to the Principal or immediate supervisor from the teacher's physician or health care provider stating that the teacher is physically able to return to duty. This statement is to be presented in person before the teacher returns to duty in order that the present stage of convalescence can be observed and discussed.

Section 2 Payroll Deductions for Absences in Excess of Paid Leave

Should a teacher be absent from work in excess of the teacher's accumulated sick leave or other paid leaves called for in the negotiated agreement, the teacher's salary and fringe benefits (including the cost of premiums for group health insurance) shall be reduced by the day or days or 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 = 1/186 of total salary and fringe benefits).

Section 3 Leaves of Absence

A teacher who has been employed by the District for four years may apply to the Board of Education for a leave of absence from the teacher's duties. The Board of Education will consider such requests on a case-by-case basis. No leave of absence shall extend beyond one school year. A teacher granted leave of absence shall notify the Superintendent of intent to return or resign by March 1. All leaves of absence shall be without pay except for the payment of health insurance benefits as may be required under applicable state or federal laws.

Section 4 Jury Duty

A teacher who is summoned for jury service shall promptly notify the Principal of such summons. The teacher's salary will continue during time spent in jury service, and no

deduction of leave time shall occur, except that the District may reduce the pay by an amount equal to any compensation, other than expenses, paid by the court for jury duty. Teachers are to notify the Principal of the amount received for such jury duty.

If a teacher, upon reporting for jury duty in the morning, is dismissed from jury duty for the remainder of the day, the teacher is to report for duty and resume duties for the balance of the day. When a teacher is entirely dismissed from jury duty, the teacher is directed to report for duty and the substitute will be dismissed.

Teachers are expected to promptly notify the Principal of any other form of legal summons that may require an absence from duty. In the event the summons involves a school-related matter, the matter shall be treated like a jury duty absence. In the event the summons involves a personal matter, the teacher will be required to use available leave days.

Section 5 Military Leave and Military Family Leave

Military leave and military family 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 District leave request form when they prepare the request for military leave.

Employees requesting to take military family 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, consult with their supervisor to schedule the leave so as to not unduly disrupt operations of the school, and for leaves of less than 5 days, notify the Superintendent of the leave request as soon as practicable.

Military family leave under the Family and Medical Leave Act (FMLA) will be provided in accordance with that law and subject to the provisions of the Board policy pertaining to FMLA leave. More information about military family leave is included in Appendix "C."

Section 6 Family and Medical Leave Act

The Family and Medical Leave Act (FMLA) provides for 12 weeks of job-protected unpaid leave in a 12-month period to eligible employees in specified circumstances. A publication provided by the federal government which provides more information about FMLA leaves is attached as Appendix "C" to this handbook. Some specifics regarding FMLA leave at Plattsmouth Community School District:

a. The plan year for FMLA is a rolling year. A rolling year is a 12-month period measured backward from the date an employee last used any FMLA leave.

b. Employees will be required to substitute remaining applicable paid leave prior to using unpaid leave. In other words, the total of job-protected paid and unpaid leave is 12 weeks.

If you need to take an FMLA leave, or have any questions regarding an FMLA leave, you should contact the Superintendent.

Article 4 – DUTIES AND RESPONSIBILIITES

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 and 15 minutes on site, inclusive of a 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 and 15 minutes. 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, Principals, department heads and team leaders, except those meetings that are designated for optional attendance.

Section 2 Arrival to Duty Assignments

It is understood and agreed that the District shall determine the daily work schedule of instructional staff members. The workday may be varied as necessary by the District to meet the District's requirements. The normal workday shall consist of eight and one/fourth (8 1/4) hours and normally will be from 7:30 a.m. to 3:45 p.m. Staff members will confer with their principal for a variance from the normal schedule. On days when school is dismissed because of inclement weather or other emergencies or on days immediately preceding scheduled holidays, the instructional staff member's day may end 10 minutes after the end of the pupil's school day.

Teachers and other certificated employees who are part-time or work on adjusted schedules are to be in the building at least 15 minutes before their class or assigned duty begins, and to be in their classroom or assigned duty area at least 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 reason 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

Teachers will prepare written lesson plans that cover at least five days of advance instruction. The plans must be submitted to the Principal and kept in a plan book or folder. Please keep the plan book or folder, including lesson plans, class rosters, etc. in the top right hand drawer or corner of the teacher's desk. If that is not possible, the plan book or folder should be kept in a place in which the plan book will be readily available in the teacher's absence.

The lesson plans must be sufficiently clear in establishing objectives and related activities so that a substitute teacher or other staff member not familiar with previous classroom activities or progress can easily use them. The plan book or folder must give specific reference to other instructional sources immediately available which will enhance the instructional lesson. See Appendix F for building specific lesson plan requirements.

Section 5 Daily Class Record Books

Every teacher is required to keep a complete and easily understandable written record of the attendance and achievement of every student. Plattsmouth Community School District requires teachers to use Infinite campus to create and maintain these records. Teachers must print a paper copy backup of grades and attendance weekly. This record must be kept current and include the following minimum information in a readily understandable fashion:

1. The names and any assigned student numbers of all students enrolled in the class at the beginning of the semester
2. The name and date of entry for each student who enrolls after the semester opens
3. The date of withdrawal for each student who withdraws from the class previous to the close of the semester--dropouts or early withdrawals
4. A complete record of the attendance of each student enrolled showing
   A. Days on which the student was tardy
   B. Days on which the student was absent, with a differentiation between excused and unexcused absences

5. A complete report of all recorded grades for each student. There is no minimum requirement for the frequency of recorded grades (or for the giving of written lessons or examinations). Be sure that you assess and record grades frequently enough to readily and realistically justify the term and final grades reported to parents

Upon request, a student's individual record in the teacher's class record book shall be made available for review or copying. Confidentiality of student information shall be maintained. Teachers will ensure that students or parents of students will not see the grade reports of classmates as teachers show students their grades during parent-teacher or student-teacher conferencing.

Because the entries in Infinite Campus constitute a source of original entry for information which may be needed in the absence of the teacher, teachers are required to complete all student records on Infinite Campus at the close of the school year for filing in the permanent records. Any additional original entry records that a teacher may complete on a student such as assessment data, IEPs, 504 Plans, anecdotal behavioral observations, etc. that are required for permanent records must be turned in to the Principal at the close of the school year.

Section 6 Classroom and School Procedures

Teachers are expected to adhere to the following classroom and school procedures in the performance of their duties:

1. Bulletin Boards

Each teacher shall be responsible for completing appropriate bulletin boards regarding curriculum related matters in their primary classroom.

2. Textbook and Room Inventory

All school purchased materials must be inventoried with the building Principal. Textbooks are to be numbered and either have cards in pockets or a form for writing the name of the student to whom the book is assigned. Teachers should keep good records of who has which book. At the start of the year, note 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 as prescribed by District policies and procedures. Encourage students to put cover their books by the end of the first week after receiving them.

3. Use of Cell Phones

Teachers shall not use personal cell phones for any non-school purpose during teacher duty time.

4. Use of Teacher Associates

Teacher associates provide valuable assistance in the educational process and allow teachers to carry out their responsibilities in a more efficient and effective manner. A teacher associate must not, however, assume teaching responsibilities.

The teacher must maintain the role of leadership and responsibility for the students, with the teacher associate in a supportive role. Teacher associates 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. Teacher associates are to work only on their assigned workdays and within their assigned workday. If the teacher desires the associate to work hours other than the assigned work hours or assigned workday, contact the administration for prior approval.

5. 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.

6. 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 without written permission of the Superintendent. If equipment use is granted, you will be responsible for repair or replacement of damage.

7. Requisition of Equipment and Supplies

Books and supplies 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.

8. E-mail

Each teacher will be assigned a school e-mail address for purposes of intra-school and inter-school e-mail correspondence. Teachers should check for e-mail throughout the day, and should respond to e-mails requiring a response in a timely manner, but should not check or respond to e-mails 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.

9. Teacher MailBox

Each teacher will be assigned a mailbox. Teachers should check for mail each morning and also later in the school day. If something requires an answer, teachers are responsible for responding promptly. Teacher mailboxes are to be limited to communications regarding school business.

10. Scheduled Meetings

ALL teachers are expected to be present for meetings, unless they are absent from school for good cause or have made prior arrangements with their Principal.

Section 7 Supervision of Students

Proper supervision of students is an important responsibility of teachers and other adults. 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 students unattended; the need to make a copy is not greater than the need to supervise 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 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 Plattsmouth Community School District. 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. You shall not use profanity or abusive language. Be a good role model for students. If a student uses such language, you are expected to 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). Notify your principal and or your building maintenance person. 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.

3. 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 cannot be immediately located, call 911 if the problem appears to be of immediate and serious concern
- a report or a suspicion that a student has a weapon or other dangerous item or drugs, alcohol, or other illegal substances
- presence of an intruder (a non-student or staff member who refuses to go to the office)

Student Searches

Administrators will perform searches of students or their belongings. If a staff member suspects a student is in possession of an item in violation of the law or school rules, the staff member shall contact an administrator. 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 members** are responsible for **all students** in the hallways, in the rest rooms, at assemblies, at pep rallies, and during lunch. Consequences for inappropriate behavior may include, but are not limited to, 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, rules and procedures. 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 approved reporting procedures and forms. 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. The consequence often includes an apology. You are expected to professionally accept the apology.
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 that 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 that would reasonably result in abuse or neglect. According to Nebraska State Law, abuse or neglect means knowingly, intentionally, or negligently causing or permitting a minor child to be:

(a) Placed in a situation that endangers his or her life or physical or mental health;
(b) Cruelly confined or cruelly punished

(c) Deprived of necessary food, clothing, shelter, or care
(d) Left unattended in a motor vehicle if such minor child is six years of age or younger
(e) Sexually abused; or
(f) 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. 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 using the District's child abuse reporting forms. These forms are available in the Principal's office, the Superintendent's office and in each library's Board Policy book. Timeliness in making a report will assist in minimizing further risk to the child by allowing the police or Child Protective Services employees 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.

Article 5 – PERSONAL AND PROFESSIONAL CONDUCT

Section 1 Professional Ethics Standards

The Plattsmouth Community School District expects its certificated employees to adhere to the professional ethics standards established by the Nebraska Department of Education as such standards may be modified from time to time. The professional ethics standards, which certificated employees, are expected to adhere 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, creed, sex, marital status, age, national origin, ethnic background, or handicapping condition.
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 that 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.

Section 4 Relationships

It is important for teachers to maintain an effective working relationship with the administration and all colleagues, 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.

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 Plattsmouth Community Schools. Uncivil behaviors are prohibited. Employees may be subject to disciplinary action up to and including termination for engaging in uncivil behaviors.

Uncivil behaviors are any behaviors that are physically or verbally threatening, either overtly or implicitly, as well as behaviors that are coercive, intimidating, 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, no later than the next business day, report the conduct to the employee's immediate supervisor and the Superintendent. There will be no retaliation against a person for making such a report.

However, any employee that is aware of another employee's uncivil behavior and fails to report the conduct to the employee's immediate supervisor and the Superintendent by the next business day may be subject to disciplinary action up to and including termination. Prompt reporting of uncivil behavior is necessary for maintaining a safe and healthy learning environment for students and staff.

Section 6 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 Plattsmouth Community Schools;
        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 Plattsmouth Community Schools, 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 described herein, may subject the employee to disciplinary action, up to and including termination.

Section 7 Professional Attire

It is important for teachers to project a professional image to students, parents and co-workers. Appropriate attire and grooming project 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 8 Private Tutoring

Teachers are encouraged to provide individual assistance to students as a part of their duties. Teachers who engage in private tutoring for pay (compensation of any kind from a source other than the District) are subject to the following rules:

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

Section 9 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 10 Code of Ethics Policy No. 8272

Please go to https://www.pcsd.org/domain/11 and read Policy 8272 Code of Ethics.

Article 6 – ACADEMIC MATTERS

Section 1 Purpose and Goals of Academic Achievement

The Plattsmouth Community School District Board of Education is committed to providing a quality education for all Plattsmouth Community 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 educational model implemented by the District and reflected in the teacher evaluation instrument adopted by the Board of Education. Teachers are responsible for familiarizing themselves with the instructional model and the principles of instruction set forth in the evaluation instrument. 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 maps, guides and materials, adopted and implemented by the Board of Education and as directed by the administration.

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 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. GRADES MUST BE RECORDED FOR ALL CURRICULAR AREAS.

Recording Grades. Each teacher shall record grades in Infinite Campus and print a paper copy backup weekly. A sufficient number of grades must be recorded in the grade book to justify all grades for each student.

Grading System. Teachers are to use the grading scales as described in Board Policy 5204. The Principal must approve any deviation from the approved grading system.

Reconsideration of Grades/Marks

Questions raised concerning duly assigned grades will be resolved cooperatively in a conference that includes the teacher(s) involved and the Principal. In the event parents or students question a grade, 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 Superintendent will not change the grades designated by teachers unilaterally, unless the Superintendent determines that the grade is not consistent with the requirements of law, Board policy, or the best interests of the District.

Transfer Grades. A student transferring into Plattsmouth Community School District at the fifteen-to eighteen-week time period will have all grades on transcript from an accredited school accepted for semester credit. The Principal must approve grades for credit.

Reports to Parents. Grades and credit are assigned on a mester (7 weeks), quarter (9 weeks) or semester basis (18 weeks). The grade reports are produced from information supplied by teachers and distributed to students at school, parents at parent-teacher conferences, or are mailed to parents.

All term or mid-quarter grades are calculated on a cumulative basis; i.e., the grade given at the end of the first quarter represents an evaluation of work done during that quarter, and the grade given at the close of the semester represents an evaluation of all the work done during the entire eighteen weeks.

The end-of-quarter and end-of-semester 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 that are sent to parents.

Please accept, cooperatively and professionally, the responses that parents may make subsequent to the distribution of term or mid-quarter 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.

Continuous Progress Reports To Parents. Continuous progress reports are available to parents and students. In addition, progress reports may be mailed to all parents from time to time to accommodate households without easy access to the Internet and PowerSchool.

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. Parent-Teacher Conferences are scheduled for each building, as noted on the 2021-2022 District Calendar. Teacher attendance at Parent-Teacher conferences is mandatory. The Superintendent or Principal may excuse a teacher from attendance at Parent-Teacher Conferences.

Teachers are expected to be prepared for such conferences. Being prepared includes having completed grade reports, which include all student assignments, work or tests completed by students prior to five (5) days of the date of the Parent-Teacher conference.

Section 6 Special Education Policy No. 6600

Section 7 Return to Learn Policy No. 6286

Article 6 Academic Standards Policy No. 6212

Please go to https://www.pcsd.org/Page/25 and read Policy No. 6600 Special Education, Policy No. 6286 Return to Learn and Policy No. 6212 Academic Standards.

Section 9 Record Management Policy No. 3560

Please go to https://www.pcsd.org/Page/22 and read Policy No. 3560 Record Management.

Article 7 – USE OF SCHOOL FACILITIES AND EQUIPMENT

Section 1 Drug-Free Workplace Policy No. 4009
Section 2 Alcohol and Drug Testing Policy No. 4009
Section 3 Smoke and Tobacco-Free Workplace Policy No. 4010

Please go to https://www.pcsd.org/Page/23 and read Policy No. 4009 Drug- Free Work place, Alcohol and Drug Testing. Policy No. 4010 Smoke and Tobacco-Free Workplace.

Section 4 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:

a. 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
b. The frame or receiver of any object described in the preceding example
c. Any firearm muffler or silencer
d. Any explosive, incendiary or gas (a) bomb, (b) grenade, (c) rocket, (d) missile, (e) mine, or similar device
e. Any bludgeon, club, metal knuckles, or throwing star
f. 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

g. Any electronic device designed to discharge immobilizing levels of electricity, commonly known as a stun gun

h. A teacher may possess mace or other similar chemical agents in quantity and/or concentration typically designed for individual personal defensive purposes shall not be considered as possession of a weapon. 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 possession of mace or other similar chemical agents will be subject to disciplinary action.

i. A teacher may possess an item which may be considered a weapon where such item is used for instructional purposes and 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.

j. 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 5 Use of District Computer Network and Internet

It is the policy of Plattsmouth Community Schools to comply with the Children's Internet Protection Act (CIPA). With respect to the District's computer network, the District shall: (a) prevent user access to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) provide for the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) prevent unauthorized access, including so-called "hacking," and other unlawful activities online; (d) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (e) implement measures designed to restrict minors' access to materials (visual or non-visual) that are harmful to minors.

1. Definitions. Key terms are as defined in CIPA. "Inappropriate material" for purposes of this policy includes material that is obscene, child pornography, or harmful to minors. The term "harmful to minors" means any picture,

image, graphic image file, or other visual depiction that: (1) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (2) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (3) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

2. Access to Inappropriate Material. To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the CIPA, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

3. Inappropriate Network Usage. To the extent practical, steps shall be taken to promote the safety and security of users of the District's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

4. Supervision and Monitoring. It shall be the responsibility of all members of the District staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and CIPA. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Superintendent and the Superintendent's designees.

5. Social Networking. Students shall be educated about appropriate online behavior, including interacting with others on social networking websites and in chat rooms, and cyber bullying awareness and response. The plan shall be for all students to be provided education on these subjects. The Superintendent or the Superintendent's designee shall be responsible for identifying educational materials, lessons, and/or programs suitable for the age and maturity level of the students and for ensuring the delivery of such materials, lessons, and/or programs to students.

6. Adoption. This Internet Safety Policy was adopted by the Board at a public meeting, following normal public notice.

A. Computer Acceptable Use Policy

This computer acceptable use policy is supplemental to the District's Internet Safety Policy.

1. Technology Subject to this Policy. This Computer Acceptable Use Policy applies to all technology resources of the District or 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 technology resources is a privilege and not a right. The Superintendent or designee shall develop appropriate user agreements and shall require that employees, students (and their parents or guardians), and others to sign such user agreements as a condition of access to the technology resources, as the Superintendent determines appropriate. Parents and guardians of students in programs operated by the District shall inform the Superintendent or designee in writing if they do not want their child to have access.

   The Superintendent and designees are authorized and directed to establish and implement such other regulations, forms, procedures, guidelines, and standards to implement this Policy.

   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.

Occasional use that the Superintendent or designee determines to ultimately facilitate the mission of the District is not prohibited by this provision. Examples of occasional use that may be determined to ultimately facilitate the mission of the District: sending an e-mail to a minor child or spouse; sending an e-mail related to a community group in which an employee is a member where the membership in the community group facilitates the District's mission.

This occasional use 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; nor may students do so during instructional time.

The occasional use exception also does not permit use of the technology resources for private business, such as searching for or ordering items on the internet for non-school use; or sending an e-mail 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 nomination or election of a candidate or the qualification, passage, or 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 Superintendent 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, any school rules to which a student user is subject, or any applicable law. Without limitation, this means that technology resources may not be used:

1. to access any material contrary to the Internet Safety Policy; or to create or generate any such material.
2. to engage in unlawful harassment or discrimination, such as sending e-mails that contain sexual jokes or images.
3. to engage in violations of employee ethical standards and employee standards of performance, such as sending e-mails that are threatening or offensive or which contain abusive language; use of end messages on e-mails 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 e-mails that divulge protected confidential student information to unauthorized persons.
4. to engage in or promote 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 Superintendent. 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 insure 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. All technology equipment shall be used under the supervision of the Superintendent and the Superintendent's designees.

8. Sanctions. Violation of the policies and procedures concerning the use of the District 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.

ADMINISTRATORS, FACULTY AND STAFF AGREEMENT

In order to make sure that all members of Plattsmouth Community Schools community understand and agree to these rules of conduct for use of the e-mail and Internet systems of the school district, the District asks that you, as an administrator, faculty member, or staff member user, sign the following statement:

I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by the Plattsmouth Community Schools, and I understand and will abide by those district guidelines and conditions for the use of the facilities of Plattsmouth Community Schools and access to the Internet. I further understand that any violation of the district guidelines is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges will be revoked. School disciplinary action and/or appropriate legal action will be taken.

I agree not to hold the Plattsmouth Community Schools, any of its employees, or any institution providing network access to [Plattsmouth Community Schools responsible for the performance of the system or the content of any material accessed through it.

Section 6 Technology Safety **Policy No. 6800**

Please go to https://www.pcsd.org/Page/25 and read Technology Safety Policy No. 6800

Section 7 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. Use of school supplies (paper, staples, etc.), school equipment (copiers, fax machines, telephones, etc.), and school postage is to be used 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 8 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 9 Use of Telephone

Personal telephone calls shall not be made during duty time except in the event of an emergency. Long distance calls on school telephones must be made from the office.

Section 10 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 their workplace during instructional time in lieu of taking them to childcare.

Section 11 Volunteers
It is the desire of the Plattsmouth Community Schools to provide a safe environment for our students and staff. In order to ensure this, all individuals providing volunteer services to the District shall have a background check performed prior to volunteering. The intent of this policy is not to interfere or inhibit a parent's ability to observe their child in a classroom setting on an individual basis or meet with teachers or staff regarding their child's education or needs, but to ensure that reasonable steps are taken to provide a safe environment for our students and staff. For additional information, refer to Board Policy 1015.

Section 12 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 8:00 a.m. and 4:00 p.m. on all days' school is in session. If you are required to be at work earlier than 8:00 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 13 Security of Desks and Lockers
Offices, teacher desks, lockers, file cabinets and other such 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 brief case, 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 14 Video Surveillance
The Board of Education has authorized the use of video cameras on School District property to ensure the health, welfare and safety of all staff, students and visitors to

District property, and to safeguard District facilities and equipment. Video cameras may be used in locations deemed appropriate by the Superintendent.

Notice is hereby given that video surveillance may occur on District property. In the event a video 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 15 Bulletins and Announcements

Bulletin boards and display cases 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 are not to be attached to any painted wall surfaces. 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 16 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 course work, 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 statue 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
- 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.

Section 17 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 18 Personal Property

Plattsmouth Community School District is not responsible for personal property brought to school by any employee.

Section 19 Safety

Safety Program and Safety Committee

The District has established a Safety and Security Management Plan that 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 work place 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 teacher's association. Teachers can make suggestions and/or report concerns to the safety committee in the following ways: (1) contact the teacher's association representative of the safety committee, (2) contact the president of the teacher's association, or (3) contact the Safety Committee in care of the Superintendent.

Safety Practices

Guidelines for safe work practices that teachers should follow include the following:

1. 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.
2. Always wear protective equipment (i.e., goggles, aprons, gloves, and ear protection).
3. Wipe up spills or report promptly to appropriate personnel. DO NOT assume someone else will do it.
4. No open e.g., candles
5. Be aware of your surroundings. Pick up clutter, keep your work area or room clean and free of clutter, debris, etc.
6. 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.
7. Do not use equipment if you are not familiar with it or operate machinery without proper training.
8. Do not carry heavy or bulky objects. Get a cart, dolly or assistance. Know how to properly lift.

9. Report any injuries or medical problems to your supervisor immediately and complete the employee accident report.
10. Wear seatbelts when in vehicles where provided.
11. 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 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 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 shall be given instruction on emergency evacuation and first aid. Teachers should not transport students in their personal vehicles. Teachers are responsible for following safe driving practices, including use of seat belts by all occupants, and are responsible for any injury or accident. Cell phones and other handheld wireless communication devices shall not be used while the vehicle is in motion.

Accidents

Every accident that 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.

Section 20 Safe Pupil Transportation Plan Policy No. 5506

Please go to https://www.pcsd.org/Page/25 and read Policy No. 5506 Safe Pupil Transportation Plan.

Section 21 Fire drills and Crisis Plan Policy No. 6115

Please go to https://www.pcsd.org/Page/25 and read Policy No. 6115.

Article 8 – STATE AND FEDERAL PROGRAMS

Section 1 Notice of Nondiscrimination

Anti-discrimination, Anti-harassment, and Anti-retaliation (Employees and students)

A. Elimination of Discrimination.

The Plattsmouth Community 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 Plattsmouth Community School District does not discriminate on the basis of race, color, national origin, sex, disability, religion, age 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: Dr. Richard E. Hasty, Plattsmouth Community School District Superintendent/Special Education Director, 1912 Old Hwy. 34, Plattsmouth, NE 68048, (402) 296-3361, rhasty@pcsd.org.

Employees and Others: Dr. Richard E. Hasty, Plattsmouth Community School District Superintendent/Special Education Director, 1912 Old Hwy. 34, Plattsmouth, NE 68048, (402) 296-3361, rhasty@pcsd.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 8930 Ward Parkway, Suite 2037, Kansas City, Missouri 64114, (816) 268-0550 (voice), or (877) 521-2172 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

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

1. Purpose:

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

Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's race, color, national origin, religion, disability, age, sex, or other protected category, 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 race, color, national origin, religion, disability, age, sex, or other protected category, 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 included in Appendix E and is available in the office of each District building, on the District's website, and from the designated coordinators.

District employees, supervisors and administrators must immediately report any complaints, reports, observations, or other information of alleged discrimination to the designated coordinator, even if that District employee is investigating the alleged discrimination as part of the District's student or employee disciplinary process, and provide the complainant with information for filing a complaint of discrimination, including a complaint form if requested, and contact information for the District's designated coordinator. If the District uses its disciplinary procedures to investigate and resolve an alleged discrimination complaint, those disciplinary procedures will comply with the District's standards for a prompt and equitable grievance procedure outlined in section B.2., below.

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 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 complete its investigation within **ten (10) working days** after receiving a complaint or report, unless extenuating circumstances exist. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional time needed because of the complexity if the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. Extenuating circumstances do not include summer vacation, and if a designated compliance coordinator or investigator is unavailable, another coordinator or trained employee will be designated to conduct the investigation. If extenuating circumstances exist, the extended timeframe to complete the investigation will **not exceed ten (10) additional working days without the consent of the complainant.** Periodic status updates will be given to the parties, if necessary.

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. An analysis of the appropriate legal standards applied to the specific facts,
c. Findings regarding whether discrimination occurred, and
d. If a finding is made that discrimination occurred, the recommended remedy or remedies necessary to eliminate discrimination, including harassment and retaliation, prevent its recurrence, and remedy its effects, if applicable.

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 (see the Remedies section, below, for additional information about remedies). The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings and any subsequent determinations, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings.

The District will send concurrently to the parties written notification of the decision (findings and any remedy) regarding the complaint within **ten (10) working days** 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 to a student who was discriminated against or harassed (victim), information about the sanction imposed upon a student who was found to have engaged in discrimination or harassment (student who discriminated) when the sanction directly relates to the victim. This includes an order that the student who discriminated stay away from the victim, or that the student who discriminated is prohibited from attending school for a period of time, or transferred to other classes.

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 **ten (10) 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 ten (10) working days** after receiving the Superintendent's determination. The Board of Education will review the appeal, the Superintendent's determination, the investigative documentation and decision, and allow the party to address the Board at the next scheduled Board meeting to present his or her appeal. The Board will issue a written determination about the appeal **within thirty (30) working days** after receiving the appeal. 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. Remedies:

If the District knows or reasonably should know about possible discrimination, including harassment or violence, the District will take immediate, interim action or measures to protect the alleged victim, ensure the safety of the school community, and prevent further potential discrimination, harassment, or retaliation during the District's pending investigation. These interim measures will be prompt, age-appropriate, effective, and tailored to the specific situation, and may include a change in the student's seating assignment or class, a change in an employee's work area, prohibiting the alleged harasser from having any contact with the alleged victim pending the result of the District's investigation, and other remedies, such as those listed below.

The District will minimize any burden on the alleged victim when taking interim measures. For instance, the District generally will not remove the alleged victim from his or her class or work area and allow the alleged harasser to remain. In addition the District will ensure that the complainant is aware of his or her Title IX rights, including a strong prohibition against retaliation for reporting discrimination or harassment or cooperating with any investigation or proceeding, and any available resources, such as counseling, health, and mental health services, and the right to file a complaint with local law enforcement, if applicable.

If the District determines that unlawful discrimination or harassment occurred, the District will take prompt and effective action to eliminate the discrimination or harassment, prevent its recurrence, and remedy its effects on the complainant and others, if appropriate. The remedies will be tailored to the specific allegations and facts of each situation, including, but not limited to, the following remedies:

a. Providing an escort to ensure the complainant can move safely between classes and activities.
b. Ensuring the complainant and alleged harasser do not attend the same classes.
c. Moving the alleged harasser to another school or work area within the District.
d. Providing counseling services or reimbursement, if appropriate.
e. Providing medical services or reimbursement, if appropriate.
f. Providing academic support services, such as tutoring.
g. Arranging for the complainant to re-take a course or withdraw from a class without penalty, including ensuring that any changes do not adversely affect the complainant's academic record.

The District may provide remedies for the broader student population as well, including but not limited to:

a. Offering counseling, health, mental health, or other holistic and comprehensive victim services to all students or employees affected by sexual harassment or sexual violence, and notifying students and employees of campus and community counseling, health, mental health, and other student services.

b. Designating an individual from the District's counseling center to be "on call" to assist victims of sexual harassment or violence whenever needed.

c. Providing additional training to the District's designated compliance coordinators and other employees who are involved in addressing, investigating, or resolving complaints of discrimination, harassment, and retaliation, to better respond to specific types of harassment and violence.

d. Informing students and employees of their options to notify proper law enforcement authorities, including school and local police, and the option to be assisted by District employees in notifying those authorities.

e. Creating a committee of students or employees and District officials to identify strategies for ensuring that students and employees:
   i. Know the school's prohibition against discrimination, harassment, and retaliation.
   ii. Recognize acts of discrimination, harassment (including acts of violence), and retaliation when they occur.
   iii. Understand how and to whom to report any incidents of discrimination.
   iv. Know the connection between alcohol and drug abuse and harassment or violence based on sex or other protected characteristics.
   v. Feel comfortable that District officials will respond promptly and equitably to reports of discrimination, harassment (including violence) and retaliation.

f. Conducting periodic assessments of student or employee activities to ensure that the practices and behavior of students or employees do not violate the District's policies against anti-discrimination, anti-harassment, and anti-retaliation.

g. Conducting in conjunction with students or employees, a "climate check" to assess the effectiveness of efforts to ensure that the District is free from discrimination, harassment (including violence), and retaliation, and using the resulting information to inform future proactive steps that will be taken by the District.

In addition to these remedies, the District may impose disciplinary sanctions against the student or employee who discriminated, harassed, or retaliated against the complainant, up to and including possible expulsion or termination or cancellation of employment.

5. <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,

At the same time, the District will evaluate a confidentiality request in the context of its responsibility to provide a safe and nondiscriminatory environment for all students. Thus, the District may weigh the confidentiality request against factors such as: the seriousness of the alleged harassment, the complainant's age; whether there have been other harassment complaints about the same individual and the alleged harasser's rights to receive information about the allegations if the information is maintained by the District as an "education record" under FERPA. In some cases, the District may be required to report alleged misconduct or discrimination, such as sexual harassment involving sexual violence, to local law enforcement or other officials, and the District may not be able to maintain the complainant's confidentiality. The District will inform the complainant that it cannot ensure confidentiality, if applicable.

6. **Training:**

The District will ensure that 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. This training will include, at a minimum, the following areas:

a. The current legal standards and compliance requirements of anti-discrimination, anti-harassment, and anti-retaliation federal, state, and any local laws and regulations, including several specific examples of discrimination, harassment (including acts of violence because of a person's sex or other protected characteristics), and retaliation.

b. The District's current anti-discrimination, anti-harassment, and anti-retaliation notice, policies, grievance procedure, and discrimination complaint form, including the specific steps and timeframes of the investigative procedures, and the District's disciplinary procedures.

c. Identification of the District's designated compliance coordinators and their job responsibilities.

d. Specific examples and information regarding how to report complaints or observations of discrimination, harassment, or retaliation to appropriate District officials or employees. In addition, the District will emphasize that employees, students, third parties, and others should not be deterred from filing a complaint or reporting discrimination. For instance, if a student is the victim of sexual violence, a form of sexual harassment, but the student is concerned that alcohol or drugs were involved, school staff should inform the student that the District's primary concern is student safety, that any other rules violations will be addressed separately from the sexual violence allegation, and that the use of alcohol or drugs never makes the victim at fault for sexual violence.

e. Potential consequences for violating the District's anti-discrimination, anti-harassment, and anti-retaliation policies, including discipline.

f. Potential remedies, including immediate, interim remedies, to eliminate the discrimination, harassment, and retaliation, prevent its recurrence, and remedy its effects.

g. A description of victim resources, including comprehensive victim services, to address acts of discrimination and harassment, including acts of violence because of a person's sex or other protected characteristics, and a list of those resources for distribution to trainees.

In addition, the District shall ensure that employees designated to address or investigate discrimination, harassment, and retaliation, including designated compliance coordinators, receive additional specific 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.

7. <u>Designated Compliance Coordinators</u>:

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.

8. <u>Preventive Measures</u>:

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.

Section 2 Anti-Discrimination Policy No. 1200

Please go to https://www.pcsd.org/Page/20 and read Policy No. 1200 and 1200a Anti-Harassment

Section 3 Equal Opportunity Policy 5401

Please go to https://www.pcsd.org/Page/20 and read Policy No. 5401 Equal Opportunity

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 of the Complainant. 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, and shall be deemed to have accepted the proposed resolution unless the Complainant rejects the proposed resolution within such time period. In the event the complainant rejects the proposed resolution, the complainant shall be given the opportunity to file a request for reconsideration within the 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. The Coordinator shall consider any additional information provided in the request for reconsideration and make a decision on the request for reconsideration within 10 (ten) days after the request for reconsideration was filed.

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 No Child Left Behind Act of 2001 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 No Child Left Behind Act of 2001 gives parents/guardians the right to get 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:

1. Whether the teacher has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under an emergency or provisional teaching certificate.
3. 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.
4. 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 the NCLB.

Section 8 Student Privacy Protection

The No Child Left Behind Act of 2001 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 NCLB and related Board policy, as follows:

1. 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
2. Student surveys that 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:

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

3. Instructional materials—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
4. 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

General - Parental/Community Involvement in Schools

Cass County School District #13-0001, Plattsmouth Community Schools, after having conducted a public hearing concerning parental involvement and participation in the school District herewith declares that it shall be the policy of the District to provide access to parents to all textbooks, tests, curriculum materials, and any other instructional materials used by the school.

It shall further be the policy of the District in the event any parent has a complaint or objection to any such materials to make such provision for personal conferences with the parent and appropriate school personnel to discuss such concerns as the Superintendent or his/her designee may deem appropriate. The Superintendent or his/her designee shall prepare a complaint form that 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.

It shall further be the policy of the District to upon reasonable advance request by a parent to attend and monitor courses, assemblies, counseling sessions, and other instructional activities, to permit such parent to be in attendance at such activities unless such attendance

would substantially interfere with a legitimate school interest.

It shall further be the policy of the District to encourage communications from the parents concerning when a parent believes it to be appropriate for his/her student to be excused from testing, classroom instruction, and other school experiences that the parent may find objectionable. The Superintendent or his/her designee shall make a provision on the complaint form hereinabove referred to 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.

It shall further be the policy of the District to provide full access to the records of the students to a parent or guardian all as set forth in Section 79-2,104, the Federal Education Right To Privacy Act, and other applicable law during regular business hours of the school at the school headquarters or wherever the student's records may regularly be maintained by the District.

It is the further policy of the District to notify a parent or parents of any student who may be subjected to a standard norm referenced or criterion referenced test or standard tests such as but not limited to the Iowa Test of Basic Skills or the California Achievement Test, to notify the parent when reasonable to do so, 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 his/her resident student.
Prior to any school sponsored survey being administered to the students of the District, it shall be the duty of the Superintendent or his/her designee to notify the parent or parents of each student involved in the survey of the nature of the survey, the date and time when such survey shall be administered, and the purpose for which and the uses of which survey exist from the school's perspective.

It shall be the policy of the District as a general matter to leave substantive decision making processes to the professional staff, administration and 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 all activities of the school as it relates to the student of the District.

Title I Parental Involvement

The District has a separate policy established pursuant to the No Child Left Behind Act of 2001 relating to parental involvement applicable to parents of children enrolled in Title I programs. The policy requires that parents of Title I children been given the opportunity to participate in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring–(A) that parents play an integral role in assisting their child's learning; (B) that parents are encouraged to

be actively involved in their child's education at school; (C) that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and (D) the carrying out of other activities, such as those described in the parental involvement policy. Employees are expected to comply with the Title I parental involvement policy.

Section 10 Homeless Students

The No Child Left Behind Act of 2001 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. Bill Fitzpatrick, the Family School Liaison, 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.

Section 13 Employee Anti-discrimination Policy No. 4003

Please go to https://www.pcsd.org/Page/23 and read Policy No. 4003, 4003a and 4003b

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 Plattsmouth Community School District 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. 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 and to other members of your family who are covered under the Plan when you would otherwise lose your group health coverage. **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.** This notice gives only a summary of your COBRA continuation coverage rights. For more information about your rights and obligations under the Plan and under federal law, you should either review the Plan's Summary Plan Description or get a copy of the Plan Document from the Plan Administrator.

The Plan Administrator is Dr. Richard E. Hasty, Superintendent, 1912 Old Highway 34, Plattsmouth, NE 68048 (402) 296-3361. The Plan Administrator is responsible for administering COBRA continuation coverage.

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. COBRA continuation coverage must be offered to each person who is a "qualified beneficiary." A qualified beneficiary is someone who will lose coverage under the Plan because of a qualifying event. Depending on the type of qualifying event, employees, spouses of employees, and dependent children of employees may be qualified beneficiaries. Under the Plan, qualified beneficiaries who elect COBRA continuation must pay for COBRA continuation coverage.

If you are an employee, you will become a qualified beneficiary if you will lose your coverage under the Plan because either one of the following qualifying events happens:

1. Your hours of employment are reduced, or
2. 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 will lose your coverage under the Plan because any of the following qualifying events happens:

1. Your spouse dies;
2. Your spouse's hours of employment are reduced;
3. Your spouse's employment ends for any reason other than his or her gross misconduct;
4. Your spouse becomes enrolled in Medicare (Part A, Part B, or both); or
5. You become divorced or legally separated from your spouse.

Your dependent children will become qualified beneficiaries if they will lose coverage under the Plan because any of the following qualifying events happens:

1. The parent-employee dies;
2. The parent-employee's hours of employment are reduced;
3. The parent-employee's employment ends for any reason other than his or her gross misconduct;
4. The parent-employee becomes enrolled in Medicare (Part A, Part B, or both);
5. The parents become divorced or legally separated; or
6. The child stops being eligible for coverage under the plan as a "dependent child."

Sometimes, filing a proceeding in bankruptcy under title 11 of the United States Code can be a qualifying event. If a proceeding in bankruptcy is filed with respect to the employer and that bankruptcy results in the loss of coverage of any retired employee covered under the Plan, the retired employee is a qualified beneficiary with respect to the bankruptcy. The retired employee's spouse, surviving spouse, and dependent children will also be qualified beneficiaries if bankruptcy results in the loss of their coverage under the Plan.

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, commencement of a proceeding in bankruptcy with respect to the employer to the extent retiree health coverage is provided, or enrollment of the employee in Medicare (Part A, Part B, or both), the employer must notify the Plan Administrator of the qualifying event within 30 days of any of these 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. The Plan requires you to notify the Plan Administrator within 60 days after the qualifying event occurs. You must send this notice to the Plan Administrator. Any additional Plan procedures for this notice must also be 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. For each qualified beneficiary who elects COBRA continuation coverage, COBRA continuation coverage will begin on the date of the qualifying event.

COBRA continuation coverage is a temporary continuation of coverage. When the qualifying event is the death of the employee, enrollment of the employee in Medicare (Part A, Part B, or both), your divorce or legal separation, or a dependent child losing eligibility as a dependent child, COBRA continuation coverage lasts for up to 36 months.

When the qualifying event is the end of employment or reduction of the employee's hours of employment, COBRA continuation coverage lasts for up to18 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 at any time during the first 60 days of COBRA continuation coverage and you notify the Plan Administrator in a timely fashion, you and your entire family can receive up to an additional 11 months of COBRA continuation coverage, for a total maximum of 29 months. You must make sure that the Plan Administrator is notified of the Social Security Administration's determination within 60 days of the date of the determination and before the end of the 18-month period of COBRA continuation coverage. This notice should be sent to the Plan Administrator. Any additional Plan procedures for this notice must also be provided.

Second qualifying event extension of 18-month period of continuation coverage

If your family experiences another qualifying event while receiving COBRA continuation coverage, the spouse and dependent children in your family can get additional months of COBRA continuation coverage, up to a maximum of 36 months. This extension is available to the spouse and dependent children if the former employee dies, enrolls in Medicare (Part A, Part B, or both), or gets divorced or legally separated. The extension is also available to a dependent child when that child stops being eligible under the Plan as a dependent child. In all of these cases, you must make sure that the Plan Administrator is notified of the second qualifying event within 60 days of the second qualifying event. This notice must be sent to the Plan Administrator. Any additional Plan procedures for this notice must also be provided.

If You Have Questions

If you have questions about your COBRA continuation coverage, you should contact the Superintendent or Plan Administrator or you may contact the nearest Regional or District Office of the U.S. Department of Labor's Employee Benefits Security Administration (EBSA). Addresses and phone numbers of Regional and District EBSA Offices are available through EBSA's web site 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
Fair Labor Standards Act Notice

EMPLOYEE RIGHTS

UNDER THE FAIR LABOR STANDARDS ACT

THE UNITED STATES DEPARTMENT OF LABOR WAGE AND HOUR DIVISION

FEDERAL MINIMUM WAGE

$7.25 PER HOUR

BEGINNING JULY 24, 2009

OVERTIME PAY At least 1½ times your regular rate of pay for all hours worked over 40 in a workweek.

CHILD LABOR An employee must be at least **16** years old to work in most non-farm jobs and at least 18 to work in non-farm jobs declared hazardous by the Secretary of Labor.

Youths **14** and **15** years old may work outside school hours in various non-manufacturing, non-mining, non-hazardous jobs under the following conditions:

No more than

- **3** hours on a school day or **18** hours in a school week;
- **8** hours on a non-school day or **40** hours in a non-school week.

Also, work may not begin before **7 a.m.** or end after **7 p.m.**, except from June 1 through Labor Day, when evening hours are extended to **9 p.m.** Different rules apply in agricultural employment.

TIP CREDIT Employers of "tipped employees" must pay a cash wage of at least $2.13 per hour if they claim a tip credit against their minimum wage obligation. If an employee's tips combined with the employer's cash wage of at least $2.13 per hour do not equal the minimum hourly wage, the employer must make up the difference. Certain other conditions must also be met.

ENFORCEMENT The Department of Labor may recover back wages either administratively or through court action, for the employees that have been underpaid in violation of the law. Violations may result in civil or criminal action.

Employers may be assessed civil money penalties of up to $1,100 for each willful or repeated violation of the minimum wage or overtime pay provisions of the law and up to $11,000 for each employee who is the subject of a violation of the Act's child labor provisions. In addition, a civil money penalty of up to $50,000 may be assessed for each child labor violation that causes the death or serious injury of any minor employee, and such assessments may be doubled, up to $100,000, when the violations are determined to be willful or repeated. The law also prohibits discriminating against or discharging workers who file a complaint or participate in any proceeding under the Act.

ADDITIONAL INFORMATION

- Certain occupations and establishments are exempt from the minimum wage and/or overtime pay provisions.
- Special provisions apply to workers in American Samoa and the Commonwealth of the Northern Mariana Islands.
- Some state laws provide greater employee protections; employers must comply with both.
- The law requires employers to display this poster where employees can readily see it.
- Employees under 20 years of age may be paid $4.25 per hour during their first 90 consecutive calendar days of employment with an employer.
- Certain full-time students, student learners, apprentices, and workers with disabilities may be paid less than the minimum wage under special certificates issued by the Department of Labor.

For additional information:

1-866-4-USWAGE

(1-866-487-9243) TTY: 1-877-889-5627

WHD U.S. Wage and Hour Division

WWW.WAGEHOUR.DOL.GOV

U.S. Department of Labor | Wage and Hour Division

WHD Publication 1088 (Revised July 2009)

Appendix C
Military Family Leave Notice

NOTICE

Military Family Leave

On January 28, President Bush signed into law the National Defense Authorization Act for FY 2008 (NDAA), Public Law 110-181. Section 585(a) of the NDAA amended the FMLA to provide eligible employees working for covered employers two important new leave rights related to military service:

(1) **New Qualifying Reason for Leave.** Eligible employees are entitled to up to 12 weeks of leave because of "any qualifying exigency" arising out of the fact that the spouse, son, daughter, or parent of the employee is on active duty, or has been notified of an impending call to active duty status, in support of a contingency operation. By the terms of the statute, this provision requires the Secretary of Labor to issue regulations defining "any qualifying exigency." In the interim, employers are encouraged to provide this type of leave to qualifying employees.

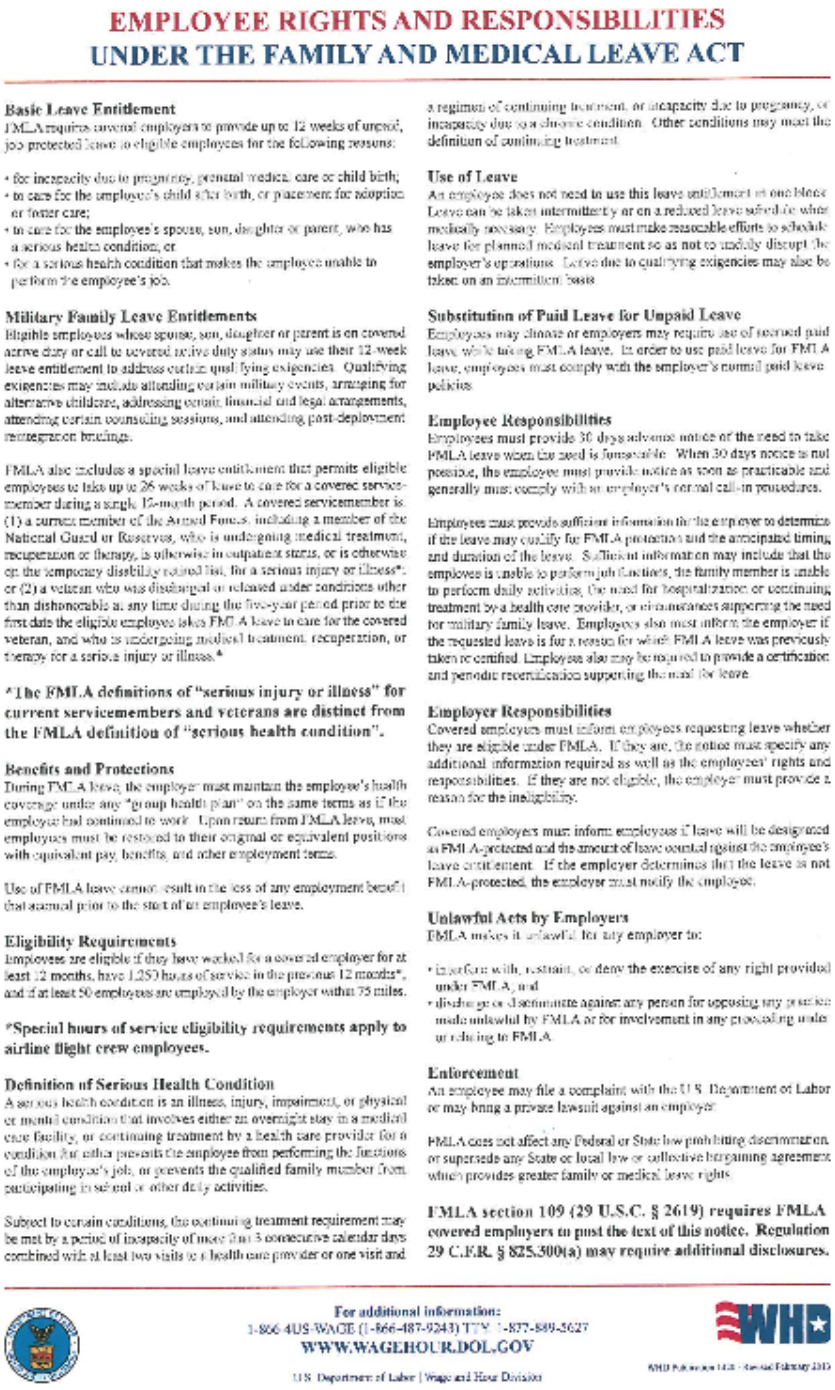
(2) **New Leave Entitlement.** An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered servicemember who is recovering from a serious illness or injury sustained in the line of duty on active duty is entitled to up to 26 weeks of leave in a single 12-month period to care for the servicemember. This provision became effective immediately upon enactment. This military caregiver leave is available during "a single 12-month period" during which an eligible employee is entitled to a combined total of 26 weeks of all types of FMLA leave.

Additional information on the amendments and a version of Title I of the FMLA with the new statutory language incorporated is available on the FMLA amendments Web site at http://www.dol.gov/esa/whd/fmla/NDAA_fmla.htm.

WHD
U.S. Wage and Hour Division

U.S. Department of Labor | Employment Standards Administration | Wage and Hour Division

Appendix D
FMLA Notice



EMPLOYEE RIGHTS AND RESPONSIBILITIES
UNDER THE FAMILY AND MEDICAL LEAVE ACT

Basic Leave Entitlement
FMLA requires covered employers to provide 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 the employee's child after birth, or placement for adoption or foster care;
- to care for the employee's spouse, son, daughter or parent, who has a serious health condition; or
- for a serious health condition that makes the employee unable to perform the employee's job.

Military Family Leave Entitlements
Eligible employees whose spouse, son, daughter or parent is on covered active duty or call to covered active duty status 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 servicemember during a single 12-month period. A covered servicemember is: (1) a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness*; or (2) a veteran who was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran, and who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness.*

***The FMLA definitions of "serious injury or illness" for current servicemembers and veterans are distinct from the FMLA definition of "serious health condition".**

Benefits and Protections
During FMLA leave, the employer must maintain the employee's health coverage under any "group health plan" on the same terms as if the employee had continued to work. Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms.

Use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee's leave.

Eligibility Requirements
Employees are eligible if they have worked for a covered employer for at least 12 months, have 1,250 hours of service in the previous 12 months*, and if at least 50 employees are employed by the employer within 75 miles.

***Special hours of service eligibility requirements apply to airline flight crew employees.**

Definition of Serious Health Condition
A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's 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 3 consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Use of Leave
An employee does not need to use this leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the employer's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

Substitution of Paid Leave for Unpaid Leave
Employees may choose or employers may require use of accrued paid leave, while taking FMLA leave. In order to use paid leave for FMLA leave, employees must comply with the employer's normal paid leave policies.

Employee Responsibilities
Employees must provide 30 days advance notice of the need to take FMLA leave when the need is foreseable. When 30 days notice is not possible, the employee must provide notice as soon as practicable and generally must comply with an employer's normal call-in procedures.

Employees must provide sufficient information for the employer to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that the employee is unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. Employees also must inform the employer if the requested leave is for a reason for which FMLA leave was previously taken or certified. Employees also may be required to provide a certification and periodic recertification supporting the need for leave.

Employer Responsibilities
Covered employers 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 employer must provide a reason for the ineligibility.

Covered employers 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 employer determines that the leave is not FMLA-protected, the employer 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; and
- 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.

FMLA section 109 (29 U.S.C. § 2619) requires FMLA covered employers to post the text of this notice. Regulation 29 C.F.R. § 825.300(a) may require additional disclosures.

For additional information:
1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627
WWW.WAGEHOUR.DOL.GOV

U.S. Department of Labor | Wage and Hour Division

WHD Publication 1420 · Revised February 2013

Appendix E
Complaint Form-Discrimination, Harassment or Retaliation

The Plattsmouth Community School District does not discriminate on the basis of race, color,

national origin, sex, disability, religion, age 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.

Contact the applicable coordinator, if you have questions about filling out this form:

Students: Dr. Richard E. Hasty, Plattsmouth Community School District Superintendent/Special Education Director, 1912 Old Hwy. 34, Plattsmouth, NE 68048, (402) 296-3361, rhasty@pcsd.org.

Employees and Others: Dr. Richard E. Hasty, Plattsmouth Community School District Superintendent/Special Education Director, 1912 Old Hwy. 34, Plattsmouth, NE 68048, (402) 296-3361, rhasty@pcsd.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):

_____

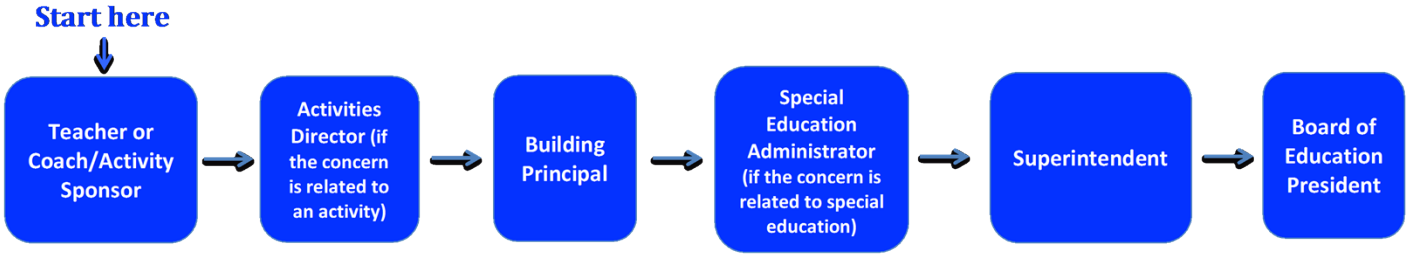
_____

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: _____

Appendix F

PROTOCOL FOR ADDRESSING CONCERNS
(Chain of Command)



Going directly to the source of a concern will, in many cases, clear up misunderstandings and resolve the issue. If the issue cannot be resolved at the school level, please contact the Superintendent. If you contacted the teacher/coach, activities director (if the concern is related to an activity), principal, special education administrator (if the concern is related to special education), Superintendent, and the issue was not resolved, please contact the Board President.

The purpose of the protocol is to provide an avenue for concerns to be considered by the individuals identified above and determine whether or not there is a necessity for action. The protocol is not intended to guarantee that the identified individuals will implement all desired actions.

*Rev. July 11, 2022

Appendix G
RECEIPT OF 2022-2023 PLATTSMOUTH COMMUNITY SCHOOLS CERTIFICATED STAFF HANDBOOK

This signed receipt acknowledges receipt of the 2022-2023 Certificated Staff Handbook of Plattsmouth Community School District. 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 and that I understand that the handbook includes the District's policies of child abuse reporting, 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. I further understand that any subsequent Board policies or information in the Negotiated Agreement supersede the related content contained herein.

Date: _____

_____
Certificated Staff Member's Printed Name

_____
Certificated Staff Member's Signature

Return to:

Chris Hudson, Payroll Clerk
Plattsmouth Community School District
Administration Center
1912 Old Highway 34
Plattsmouth, Nebraska 68048
402-296-3361

Plattsmouth High School Activity Sponsor Handbook

2022-2023

Influence of Coaches

"I have come to a frightening conclusion. I am the decisive element on the playing field. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a coach, I possess the tremendous power to make an athlete's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides if a crisis will be elevated or de-escalated, and an athlete humanized or dehumanized."

— Tom Crawford

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PLATTSMOUTH HIGH SCHOOL CONTACT INFORMATION

Plattsmouth High School		1912 Old Hwy 34
		Plattsmouth, NE 68048
Main Office Telephone		402-296-3322
Activities Office Telephone		402-296-3322
Activities Director's Cell Phone		402-212-9672
Fax		402-791-0027
Website		PHS Homepage
School Mascot		Blue Devils
School Colors		Blue/White
Conference Affiliation		Trailblazer
High School Activities Director		Mr. Luke Chadwell
Superintendent		Dr. Richard Hasty
High School Principal		Mr. Todd Halvorsen
High School Assistant Principal		Mrs. Kim Caniglia
High School /AP Academy Facilitator		Mrs. Tina Harvey
High School Secretary		Mrs. Jeannie Hardy
High School Secretary		Mrs. Michele Quinn
High School Guidance Counselors		Mrs. Sabrina Ayala & Jim Knierim
High School Athletic Trainer		Mrs. Lindsey Norton
High School Strength & Conditioning		Mr. Connor Dukes
Middle School Principal		Mr. John Campin
Middle School AP/AD		Mr. Claude Michel

INTRODUCTION

This handbook is intended to be used by staff as a guide to rules, regulations, and general information about the Activities Program at Plattsmouth High School and the Plattsmouth Community School District. Although the information found in this handbook is detailed and to the point, it is not intended to be all encompassing or to cover every situation that may arise during the school day or year. The administration reserves the right to make decisions or rule revisions at any time that reflect the well-being of all students that may or may not be covered in this document or of which may be impacted by the enactment of a new state or federal law. Should a situation arise that is not specifically covered in this handbook, the administration will make a decision based on school law, public law, Plattsmouth Community School District Board Policy, Nebraska School Activities Association (NSAA) policies and procedures, and the common good of the students and staff of Plattsmouth High School.

If you have any questions regarding this handbook or any of the enclosed information, please contact the Plattsmouth High School Activities Director.

Mr. Luke Chadwell
lchadwell@pcsd.org

Jeannie Hardy
jhardy@pcsd.org

Section 1: Notice of Nondiscrimination

The Plattsmouth Community School District does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. This complaint form is to be used when a person has a complaint related to discrimination, harassment or retaliation on such bases in regard to employment or the programs and activities of the school district.

Refer to Board Policy 4003 and/or 5401 for the particulars of the complaint and grievance process.

The applicable coordinator may be contacted if you have questions about filling out this complaint form:

Students: Richard E Hasty, Superintendent, 1912 Old Hwy 34 Plattsmouth, NE 68048,

(402) 296-3361, rhasty@pcsd.org

Employees and Others: Richard E Hasty, Superintendent, 1912 Old Hwy. 34 Plattsmouth, NE 68048, (402) 296-3361, rhasty@pcsd.org

VISION & MISSION

Plattsmouth Vision Statement
All Plattsmouth students will develop the skills, knowledge, and attitudes necessary to be successful.

Plattsmouth Mission Statement
Working in partnership to ensure academic achievement, responsible behavior, and civic engagement.

Plattsmouth Activities Core Values

ACTIVITIES CODE

The Plattsmouth Community School District Activities Program is before the public eye throughout the school year. The activities program functions on an extracurricular basis; therefore, student participation is completely voluntary.

People judge the school system by the way participants in the various activities conduct themselves. It is imperative that quality standards of conduct, dress, grooming, and training are established as part of the activities program.

The administration and staff of the Plattsmouth Community School District feel that it is very important that our groups are portrayed in a positive way, and will work to promote an image that is highly regarded and respected. To produce these ideals, in addition to this handbook, the enclosed guidelines and standards are in effect: Plattsmouth Sponsor Code of Conduct and Plattsmouth Student Handbook

ACTIVITIES & ATHLETIC PROGRAMS

Student organizations have an important place in the educational program of the Plattsmouth Community School District: Student organizations, as a vital part of the total education program, should accomplish the following criteria:

1) Extend and reinforce the instructional program.
2) Give students practice in democratic self-government.
3) Develop student morale and support for the school.
4) Honor outstanding student achievement.
5) Provide wholesome social and recreational activities.

The following student organizations and groups are approved and sanctioned by the Plattsmouth Community School District and are a part of the Activities program. Membership in these groups is

open to all students of the district who meet the specific membership requirements of the group as set forth in their constitution and/or by-laws. This information is available from the sponsors of the groups or in the office of the Activities director.

PLATTSMOUTH HIGH SCHOOL ACTIVITIES

ORGANIZATION	SPONSOR
Art Club	Meri Sedlak
Broadcast Club	Zachary Schroeder
Spirit Squad	Jeannie Hardy & Charlotte Urbauer
Dance Team	Sabrina Ayala
DECA	Jana Shuey
Destination Imagination	Ashley Classen
FCCLA	Carmen Hall
FFA	Lane Kelley
Freshman Class Officers	Laura Phillips
Journalism	Christine Knust
Junior Class Officers	Charlotte Urbauer
Math/Science Club	Ashley Classen
Marching Band	Jeremy Haupt
National Honors Society (NHS)	Janel Schweitzer
One Act Play	Michelle McKnight
Student Council	Megan Poppen
Senior Class Officers	Sabrina Ayala & Todd Halvorsen
Skills USA	Ethan Scholting
Sophomore Class Officers	Brynn Jobman
Speech	Michelle McKnight
Vocal	Chris Work
Jazz Band	Jeremy Haupt
Concert Band	Jeremy Haupt
Quiz Bowl	Kyle Graves
Yearbook	Christine Knust

PLATTSMOUTH HIGH SCHOOL ATHLETICS

FALL SEASON	COACH
Softball	Rick Titus
Girl's Golf	Dan Oatman
Cross Country	Chris Wiseman
Volleyball	Ashley Classen
Football	Curtis Larsen
WINTER SEASON	**COACH**
Boy's Basketball	Kevin Tilson
Girl's Basketball	Rick Titus
Wrestling	Jerrod Nielsen
SPRING SEASON	**COACH**
Boy's Track	Chris Wiseman
Girl's Track	Megan Poppen
Boy's Golf	Dan Oatman
Boy's Soccer	Dusty Nielsen (Co-op with Platteview)
Girl's Soccer	Trey Cossel
Baseball	Jim Olsen

ATHLETIC TRAINING SERVICES

Athletic Training Room

- Plattsmouth Community School District partners with Witte Physical Therapy who provides one Certified Athletic Trainer (Lindsey Norton), who coordinates our sports medicine program. The primary responsibility is the prevention and care of school-related athletic injuries. Injuries resulting from participating in non-school activities should be referred to their personal physician. Some of the areas in which the Athletic Trainer is proficient are:

Emergency procedures	Use of therapeutic modalities
Evaluation of injuries	Nutrition
Treatment of injuries	Protective Equipment
Injury rehabilitation	Conditioning techniques
Exercise prescription	Concussions

- In the event that an athlete is injured, the athletic trainer or coach will administer emergency first aid if needed. Every effort will be made to contact the parent/guardian as soon as possible following an injury.
- All injuries should be reported to a coach immediately, who will in turn contact the Athletic Trainer for diagnosis. A decision will then be made as to the next course of action.

- If you have any questions in regards to injuries or the Athletic Training Department, feel free to contact the Athletic Trainer.

The athletic trainer's responsibilities would be but not limited to the following:

- Administer therapeutic treatment, and implement preventative, rehabilitative, and progressive reconditioning programs for flexibility, strengthening and conditioning of the musculoskeletal system following athletic injury, and for specific athletic injury conditions in clinical patients and high school athletic population.
- During athletic practices and event coverage, render basic first-aid to injured athletes such as wound care, preventative and protective taping, wrapping, and splinting of athletic injuries, artificial respiration, cardiopulmonary resuscitation, stabilization and immobilization of athletic injuries until appropriate medical care is obtained.
- Obtain medical history and physical data on athletic participants through a documentation system for tracking and reporting athletic injuries to school and clinic. Review athlete records while maintaining athlete/family confidentiality.
- Make independent decisions to return to athletic participation criteria, medical emergencies, medical referral, and appropriate rehabilitation and treatment prescription for athletic injuries and conditions to high school athletes.
- Staff school training room and provide athletic training coverage at athletic events according to guidelines established by Witte Physical Therapy and School Staff Coordinator.
- Recruit, train, and supervise student athletic trainers.
- Conduct evaluation and assessment procedures, rehabilitation and treatment regimens, and provide activity level recommendations and restrictions of athletic injuries and conditions.
- Assist school in developing guidelines for implementing an athletic health care delivery system.
- Provide consultation and educate athletes, coaches, and parents as to appropriate management and disposition of athletic injuries and conditions.
- Comply with all state statutes and regulations, and National Athletic Trainer's Association standards of practice regulating the practice of Athletic Training, including maintaining sufficient continuing education units for state licensure and national certification.
- Develop educational materials for presentation at school to coaches, athletes, and parents regarding athletic health care, and athletic development.
- Attend school staff meetings and Sports Medicine Outreach staff meetings, and continuing education and professional development seminars.
- Assist School Staff Coordinator in establishing budgetary guidelines for managing inventory, requisitioning, and the procurement of sufficient athletic training and sports medicine supplies.

CPR/First Aid

All sponsors are encouraged to be certified in CPR/First Aid.

Concussion/Heat Illness/Cardiac Arrest

All coaches must be certified through the NFHS in concussion, heat illness and cardiac arrest training.

LB 260 – Concussion Awareness Act

Plattsmouth Community Schools complies with and meets all requirements of LB 260 including Return to Learn and Return to Play Initiatives. Sponsors are required to complete periodic free online training regarding the Concussion Awareness Act. Amy Anderson and Dr. Stephanie Snell are the Return to Learn and Return to Play coordinators

Training Room and Whirlpool

- Training facilities and supplies are provided for the express purpose of preventing and rehabilitating sports-related injuries.
- Emergency kits are to be checked out from the Athletic Trainer at the beginning of the season and then returned to the Athletic Trainer at the completion of that sports' season.
- When athletes use the whirlpool and/or training area, they have to be under the supervision of our certified Athletic Trainer or another adult staff member.

AWARDS FOR STUDENTS IN ACTIVITIES

Academic Nomination Protocol

The High School Office will email a form with a list of potential candidates to the Head Sponsor for their review. It is the Head Sponsor's responsibility to complete the form and return it to the Secretary. Plattsmouth High School will have an internal due date approximately a week in advance of the above deadlines to ensure all paperwork is done properly and turned in on time to the respective organizations.

Collegiate Signing Day:

Student-Athletes who plan to sign with a college for their post-secondary plans should coordinate with the Activities Director. The Activities Department and athlete will arrange a date and time to have a signing event.

Trailblazer Academic Conference Awards

Criteria

- A student must be a contributing member of the Varsity team.
- A student must be a junior/senior varsity letterwinner who shall be nominated by the coach of the sport for which they are nominated.
- A nominated student must have a minimum cumulative grade point average of 3.5 through the end of the preceding semester.

- The nominated students will receive a Trailblazer Conference Certificate.

    - Fall Deadline is Friday, October 14, 2022
    - Winter Deadline is Friday, February 17, 2023
    - Spring Deadline is Friday, April 28, 2023

Trailblazer Conference Awards

The High School Secretary will email a form with a list of potential candidates to the Head Sponsor for their review. It is the Head Sponsor's responsibility to complete the form and return it to the High School Secretary. Plattsmouth High School will have an internal due date approximately a week in advance of the above deadlines to ensure all paperwork is done properly and turned in on time to the respective organizations. The selections will be done per Trailblazer Conference Bylaws. All Conference Honorable Mention Awards are at the discretion of the Head Sponsor. The nominated students will receive a Trailblazer Conference Certificate.

Lincoln Journal Star Academic All-State Awards

Criteria

- A nominated student must be a regular varsity starter and either a junior or senior.
- One individual per sport who contributes significantly at the Varsity Level may be nominated.
- A nominated student must have a minimum cumulative grade point average of 3.6 or better on a 4.0-point scale or the equivalent.
- Be selective with your nominations, respecting the rules that all schools are asked to follow.
- Students may be nominated in more than 1 activity.
- The GPA for all sports must reflect an individual's standing THROUGH THE FIRST SEMESTER of the current academic year.
- **The Lincoln Journal Star Deadline is TBD**
- The nominated students will receive a certificate.

Omaha World Herald Academic All-State Awards

Criteria

- Every Nebraska school automatically has two nominees – the two highest-ranked students in the senior class. If your school ranks, list your No. 1 and No. 2 students. If your school doesn't rank,
  you can list your two students with the highest GPAs. (But remember, only two total in this category.)
- Schools also may nominate up to 3 seniors who scored at least a 32 on the ACT or at least 1450 on the SAT.

NSAA Believers & Achievers

Student Nominees are given to the Activities Director who in turns selects two students involved in activities to represent Plattsmouth High School. Visit Believers & Achievers for additional information. The application is due by September 15, 2022.

A complete list of NSAA Awards can be found here.

NCPA Academic All-State Awards

Criteria

- A nominated student must be a varsity player or an organizational leader who has played a significant role on the team or in the organizational activity during the seasons for which nominations are accepted.
- A nominated student must have a minimum cumulative grade point average in all curricular areas of 93% or 3.7 on a 4.0-point scale or the equivalent.
- NSAA high schools or their cooperative sponsorship may nominate a maximum of two students per NSAA activity program.
- Students who meet these requirements and are nominated by their school administration shall be awarded the NCPA Academic All-State Award for that activity.
- Students may be nominated in more than one activity.
- There are not any age or year-in-school restrictions for students as long as they meet NSAA eligibility requirements.
- The nominated students will receive a certificate.

Visit NCPA Academic All-State Awards for additional information.

- **NSAA Fall Deadline is Tuesday, December 14, 2021**
- **NSAA Winter Deadline is Tuesday, March 22, 2022**
- **NSAA Spring Deadline is Monday, May 2, 2022**

Plattsmouth High School Activity Department Awards

- **All State Awards**
    - Super State and All State Award Winners (1st, 2nd, or 3rd) will receive a medallion. All State Honorable Mention Award Winners will receive a certificate.

BOOSTER CLUBS

Athletic Boosters

The Athletic Booster Club meets as needed throughout the academic year. The Activities Director is the liaison between the Booster Club and Plattsmouth High School.

Music Boosters

Mr. Jeremy Haupt is the liaison between the Booster Club and Plattsmouth High School for Band and Mr. Chris Work is the liaison between the Booster Club and Plattsmouth High School for Music.

COLLEGE ATHLETIC ELIGIBILITY

NCAA

The National Collegiate Athletic Association (NCAA) has established guidelines that Division I and II member schools must follow before awarding scholarships and granting eligibility to high school students who wish to compete as freshmen on college athletic teams after completion of high school.

Student athletes who wish to participate in NCAA Division I or Division II sports during the college year following high school graduation - MUST BE CERTIFIED by the NCAA Initial-Eligibility Clearinghouse, which will analyze your academic information to determine if you meet NCAA initial eligibility requirements. The three steps for being certified are clearly explained in a booklet entitled "Making Sure You Are Eligible to Participate in College Sports." Obtain a copy of this booklet (available on-line) early 'in the first semester of your senior year. Don't delay this process--if you are uncertain about participation in Division I or II it is best to complete this process anyway. This process does not bind you to participate, however, it is a necessary procedure should you elect to participate.

Failure to be certified may affect visitations to colleges regarding athletics, and college coaches may be reluctant to make commitments to athletes who have not completed the NCAA Initial-Eligibility certification. Students who have questions should see their counselor regarding items such as whether a college is a Division I or II institution in the sport in which they are interested. Students interested in participating in athletics at NCAA Division III colleges or NAIA institutions should obtain the appropriate athletic guidelines that pertain to them. Athletes or their parents are encouraged to obtain additional references pertaining to student athletes. The best single reference is: NCAA Guide For the College Bound Student Athlete.

You are encouraged to visit with your counselor or obtain the most recent NCAA booklet to review the policies, which will affect you. Those student athletes first entering collegiate institutions must follow NCAA Bylaw 14.3 requires that they:

- Graduate from high school
- Register online
- For more information, please visit: www.eligibility center.org.

NAIA

- The National Association of Intercollegiate Athletics requires a participant in athletics during the first year in school to meet two of three basic education requirements:
    - Attain a composite score of 18 on the ACT or 860 on the SAT, and/or Have an overall high school grade point average of 2.0 on a scale of 4.0 and/or Graduate in the top half of his/her high school class.
    - Students must now register with the NAIA at http://www.playnaia.org.

NJCAA

- The National Junior College Athletic Association allows a student immediate eligibility if:
    - Are a high school graduate having received a high school equivalency test, such as a G.E.D.
    - Non high school graduates can establish eligibility by completing one term of college work, and passing 12 credits with a 1.75 grade point average or higher.

DISTRICT LEAVE POLICY

Sponsors Leaving On School Time

It is the sponsor's responsibility to coordinate, as soon as the activity is confirmed, with the High School Secretary and Principal for their own substitute teachers. The Principal must approve sponsors' leave.

State Tournament Leave

The following information deals only with state tournament leave when Plattsmouth is not involved as a participant:

- The Coach(es) must get prior approval from the Principal.
- The Principal has the right to reject or approve any request.

Students' Release From Class

It is the fundamental policy of the Plattsmouth Community School District to keep to the very minimum the number of times an athlete is given permission to leave class for activity and athletic participation. The time that athletes are to be dismissed for activity and athletic events will be decided by the Principal and Activities Director conferring with the Head Sponsor.

Sponsors are to submit a student release list to the Main Office/Staff at least 48 hours in advance of the activity.

EQUIPMENT

Equipment

- The school will furnish equipment and lockers needed for each program, with the exception of shoes and items of a personal nature.
- Each Head Coach is responsible for the distribution and collections of all uniforms and equipment. It is very important to keep accurate inventory records and provide this information to the Activities Director and Principal.
- All equipment checked out to a participant is their responsibility. All equipment and clothing checked out is the property of Plattsmouth High School and shall be checked back in at the completion of the season. If equipment is lost, stolen or damaged, the student will be charged the cost of replacing the item.
- Equipment requests are to be made through the office of the Activities Director. These requests for the following season are turned into the Activities Director at the Head Sponsors' end of the season meeting.
- Purchasing of equipment can only be done with a purchase order. The purchase order has to be approved by the Activities Director and Principal. Sponsors cannot purchase equipment or pick up equipment without a purchase order. Follow all Activity Account Guidelines.

Purchasing of Apparel with Fundraising Funds

- Sponsors purchasing clothing for students must:
    - Receive approval from the Principal and Activities Director and collect money in advance, order clothing, and make payment of approved clothing purchases.
    - Follow all Activity Account Guidelines.

Sponsors Clothes

- Equipment of a personal nature will not be furnished for sponsors.

EVALUATION

Evaluation Instrument

- Links to the enclosed documents can be found here:
    - Head Coach Evaluation Process
    - Plattsmouth Evaluation Rubric
    - Plattsmouth Evaluation Instrument

Protocol

- The evaluation is a season-long process.
- There will be a beginning of the season meeting with each Head Sponsor.

- At the End of the Season, each Head Sponsor will evaluate their assistants. The Principal and Activities Director will evaluate the Head Sponsor.
- The Activities Director in conjunction with the Principal will set up a time and date to begin the Evaluation process. The end of the season process will take place within two weeks after the completion of the season and typically includes two separate meetings.
- A final, signed copy of the evaluation is given to the sponsor and a copy is kept on file in the Activities Director's Office.

FINANCES

District Funds and Purchase Orders
Any items requested during the school year must be put on an online purchase order by the building principal or principal designee. **Ordering by staff will not be allowed without first securing that approval from the building principal for non-NSAA activity purchases and the athletics/activities director for all NSAA** activity purchases. The following procedures need to be followed:

- Find the item you wish to purchase and the vendor (must have a W-9 on file)
- Give information to the administrator and the administrator will enter the data from the proper account (anything over $400 will require a separate form for superintendent approval)
- Once all necessary information is entered and the requisition has been approved, you will be given the requisition number to place the order

If anything is purchased without a proper school issued requisition order, it will be the responsibility of the individual purchasing it. This applies both to ordering items from an outside vendor and to requesting reimbursement for items purchased by a staff member.

Most businesses in Plattsmouth allow school employees to charge items with a valid purchase order. In addition, with the correct charge cards from the Administration Center, Walmart in Bellevue, Nobbies, Menard's, Amazon, and Office Depot (on line) will accept a purchase order.

When you charge purchases at a business, you need to obtain a detailed receipt showing the items purchased, and within 24 hours turn in a purchase order for the charged item with the ticket attached. YOU MUST HAVE A CHARGE TICKET FROM THE BUSINESS WITH THE PURCHASE ORDER. **If you choose an out-of-town vendor, you must submit the form 3180 which can be found online, showing the cost savings from an out-of-town vendor versus a local vendor.**

Activity Accounts
At the high school level, an administrative assistant from the administration office is in charge of receiving and depositing activities money into the district's activity fund account on a timely basis. As a backup, office personnel from the building may be required to also count money turned in each day. A spreadsheet is forwarded to the business manager at the end of each month for entry into the accounting system and reconciliation of deposits. A detailed description of each deposit shall be provided on the spreadsheet (e.g., shirts sold, fundraising sales, etc.).

Depositing shall be made at least weekly and more frequently if large sums of money are collected. Staff members in each building are required to turn in money collected from students and patrons for

fundraising and other activities to the school office daily. **Money is not to be taken home or away from school premises for any reason. There are no exceptions. Money collected is also not to be kept overnight in a classroom, but is to be turned in to the office each day.**

If the building administrator finds that faculty members are holding money longer than one day in their classroom or any other location, especially away from school premises, the building administrator must address the situation with the faculty member and advise the superintendent.

Any event or activity that is associated with Plattsmouth High School, or sponsored by an organization within Plattsmouth High School, must process all receipts through the activity account. A monthly report is available on all financial activity in your organization's account. Any discrepancy with your records should be noted and brought to the principal or principal's designee's attention immediately.

All requests for money disbursed through the activity account must be accompanied by a purchase order. The purchase request should be legibly written with proper spelling. The principal or principal's designee must approve before you purchase items or services for which you will expect the school to pay. **Sponsors and coaches are financially responsible for their organization's funds.**

Any violation of the procedures in this handbook regarding money and the collection of money can result in a written reprimand and any other additional disciplinary action that may be necessary.

Procedure for Purchasing with Activity Funds

1. Obtain activity purchase order number from the building principal or designee.
2. Place your order.
3. Mail, email or phone in your purchase then turn in the copies of invoices and receipts to the office. Check the box that indicates mailed, called, or faxed. NO ONE ELSE WILL PLACE THIS ORDER.
4. Occasionally, a check must accompany your order. In this case, attach an addressed envelope to your purchase order when you turn it in for authorization, as well as the order form, filled out completely. The check will be written and sent on with your order. This is the only time a purchase order will be mailed by someone else.
5. Even though you phone in your order, you are reminded that authorization is needed prior to ordering. Be sure to mark on your purchase order "Confirmation Order - Order Phoned In."
6. If you are picking up the order yourself and need the purchase order returned, please note this on the purchase order.
7. All activities money should be turned in to the office immediately upon receiving them.

Sales Tax

We must pay sales tax on all things the school purchases if the school is not the ultimate consumer of the goods. The only exception to this are food items sold in connection with school activities on the school premises. In other words, we must pay sales tax on uniforms, t-shirts, books, magazines, lumber, metal, fabric, car parts, etc.that are used in projects which are taken home. The sales tax collected should be equal to the prevailing rates. Be sure to add enough to the cost of products to cover sales tax and transportation.

Fundraising
All fundraising activities must be scheduled and approved in advance with the high school principal utilizing the proper Plattsmouth Community Schools Request For Fundraising or Camp Activity form. Only one fundraiser per organization will be approved for each semester.

Due to the negative impact fundraising has in school public relations with the community, fundraising is discouraged. If fundraising is to be done, service-oriented fundraising is preferred versus sales. All fundraising should be approved using a request form through the office. Adherence to the following procedures when conducting fundraising activities may be useful to you:

1. All students must be made to follow definite deadlines in the deposit of money or return of unsold items. Establish the expectation that all students will meet the deadline and follow up immediately with the parents of any students who do not meet the deadline.
2. Students must be made to understand that any products they are given must be accounted for when the fundraiser ends. Any unsold merchandise must be returned, if applicable, and if the items are lost or stolen, the student is responsible for replacement of the missing items.
3. All money must be turned into the office in a timely manner. Receipts will be issued for all deposits. Keep those receipts in order to check on any errors that may occur.
4. Profits from the fundraisers may not be spent until all bills have been paid. Activity accounts will not be allowed to have a negative balance. Purchases made with the profits from the fundraiser may be expended only with the authorization of the principal, assistant principal, or activities director.
5. The only fundraisers that will be authorized are those that benefit the school or the involved organization as a whole. No fundraisers will be authorized which result in only personal gain for the individual student.

A copy of the fundraising form can be downloaded here.

Solicitations
Participation in any fund or charity drive by either students or employees shall be entirely voluntary so far as each individual is concerned. There shall be no cause for embarrassment for those who do not or cannot participate or contribute.

Organization Dues, Material Costs, Fines
When it comes to organization dues, material costs, fines, etc., the following procedure should be followed:

1. Students should turn in all money for fines directly to the office.
2. All money for materials, such as shop, clothing, and art materials should be turned into the teacher. The teacher should issue the student a receipt. The teacher then turns in the money to the office with the envelope clearly marked, “Material money for _____.”
3. Any dues turned in by activity sponsors must be counted by the sponsor, placed in the appropriate type of envelope with a completed deposit slip.
4. Students enrolled in courses requiring payment of a fee must be continually reminded of their need to pay their fees. If the student has not paid the fee within two weeks of the beginning of the course, contact the administration. Also check with the principal to see if the student is "WAIVED" from paying for consumable items. **Always refer to the state law about student fees**. **Remember that students cannot be required to pay for any projects, or to furnish paper, pencils, etc.** The State Student Fee policy is in the Appendix.

5. Discretion must be used in allowing students to accumulate materials bills beyond a minimal level. Parents should be contacted and written verification of parental approval should be obtained before students begin a project. Timely payment must be made by students to keep their bill to a minimal level. Unless payment in full has been received for a project, the project should be held and not released to the student.
6. If assistance is needed in the collection of an account, please contact the administration as soon as the problem arises.
7. Sponsors of fundraisers must establish methods to collect all money and/or sale items from students. Students must not be allowed to hold money for an extended period of time. Accountability for all money must be expected. Sponsors are responsible for ensuring that all of the money is accounted for. Once the sponsor has received money, turn it into the office immediately after counting it.

Money Collection

Money collected should be turned into the office on a daily basis. Rhonda Salazar or her designee will pick up the money and deposit it. The school is not responsible for thefts or loss of money. Teachers who collect money must turn the money into the office at the end of the school day. School district money (which includes activity money) is not to be taken off school premises at all. Any violation of the procedures in this handbook regarding money and the collection of money can result in a written reprimand and any other additional disciplinary action that may be necessary.

Purchase Order Procedure

- Purchase Orders must be used for all expenditures.
- These orders must be filled out completely and given to the Principal and Activities Director to sign.
    - When an invoice comes from a particular company, the Purchase Order and invoice will be sent to the Business Office to debit from the correct account.
    - An itemized original receipt for all reimbursement requests (including meals) must be accompanied by an expense claim form and should be turned in immediately following the event.
- Sales Tax will not be reimbursed on any item.

Vendor List

- A vendor list is available through the Principal and Activities Director via Web Link.

GENERAL INFORMATION

Academic Participation Policy

- Plattsmouth High School has an academic participation policy in place that prohibits students from participation in a particular sport due to poor performance in the classroom. Academic Eligibility can also be found in the Student Handbook. Each Head Sponsor can submit their policy, if more restrictive to the Principal and Activities Director, in writing, for review before the season starts. Once the Principal and Activities Director approves it, the Head Sponsor and their assistants will communicate these expectations to the students and their parents.

- Head Sponsors will receive grade reports from the High School Office every week. This is in conjunction with the grading cycle already established by Plattsmouth High School. Guidance Counselors and the High School Administration will also receive these reports.

Activities Department Meetings

- 2022 Fall Sponsor Meeting will be held Friday, August 12th at 2pm in the CTE Gallery.
- 2022-23 Winter Sponsor meeting will be held TBD.
- 2023 Spring Sponsor meeting will be held TBD.

BSN

- BSN and Plattsmouth High School partner to provide all apparel for the Athletic Teams. Sponsors, when selecting apparel for their programs, must utilize the BSN Apparel line. Catalogs are available in the Activities Director's Office or online at BSN Sports.

Activities Registration

- All students must have completed his/her registration in the High School Office before he/she participates in a sport. This includes student managers and student trainers. The High School Secretary will facilitate the process.
- Each Head Sponsor must submit a team roster by the due date the Activities Director designates. A separate letter of instruction will be sent to the Head Sponsors outlining the specific process. The roster must be approved by the Activities Director and signifies:
    - Students are academically eligible.
    - Students have a current physical taken after May 1, a $85.00 Activity Pass, a signed NSAA parental consent form, and a signed concussion form on file with the school. English click here, Spanish click here.
    - Student has met all financial obligations to the high school.

Student Fees

- Students who choose to participate in **Activities** will be required to purchase an activity pass from the school for $85.00. This ticket will be good for the entire school year and will admit the student to most Plattsmouth High School Activities.

Admissions to Playing Fields and Athletic Areas

- Only certified personnel and those designated by the school administration to act as officials, or to have specific assignments at athletic practices or contests, are to have access to dressing rooms, athletic training rooms, equipment rooms, and other athletic rooms or playing areas. It shall be the responsibility of the coach or school employee in charge of practice or contest to exclude unauthorized persons from the areas designated.
- At scheduled games, adult personnel on the team bench shall be limited to coaching personnel, those persons who are officially assigned to the sports squad, and the team trainer/doctor.
- It is important that all coaches respect each other's work/storage areas and at all times keeping them clean and secure. This includes the training room.

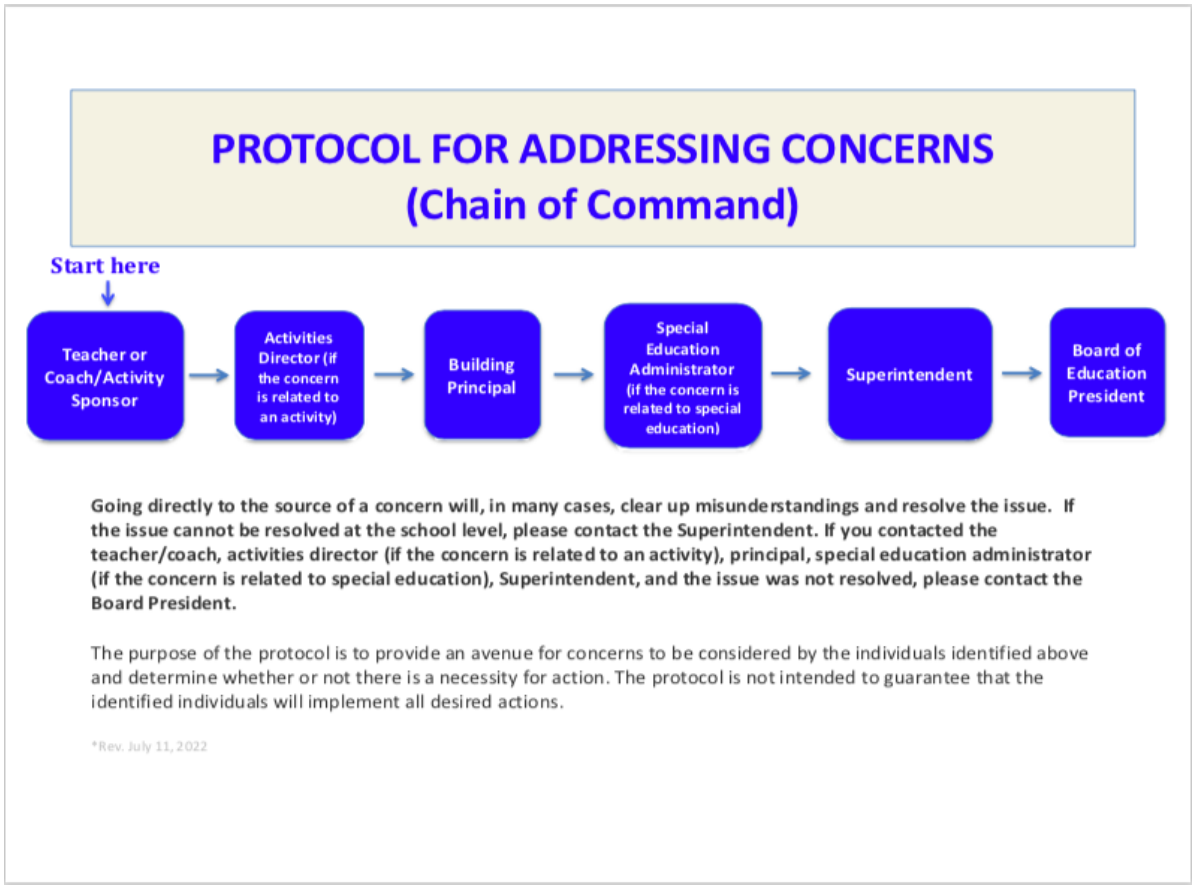
Announcements

- Announcements for Activities first need to be approved by the Principal and Activities Director and then submitted to the Main Office. The Main Office only accepts announcements via email. Posters/Advertisements will need a stamped signature from the High School Office, see Mrs. Caniglia.

Calendar

- The Activities Department and rSchoolToday partner together to provide Athletic Schedules for Plattsmouth Middle School and Activity Schedules for Plattsmouth High School. Links to the calendars are enclosed: https://www.trailblazerconference.org/
- This is the only calendar that is updated, verified, and recognized by the schools. Please contact the Activities Director if you have any questions about an event that is scheduled or would like to schedule an event.

Chain of Command



Clinics

- Sponsors in Plattsmouth Community School District are encouraged to grow professionally. This can be accomplished by attending clinics for their particular sport or activity. Requests to attend clinics will be made with the Activities Director in the previous year's End of Season Meeting. The Activities Director and Principal will make the final determination of whether or not sponsors may attend a particular clinic. Sponsors requesting attendance at clinics that interfere with instructional time must request substitutes with the High School Administration well in advance of the clinic. Attendance may depend on time of year and available substitutes.
- The Activities Department will only pay for the cost of registration. If sponsors would like to attend additional clinics, the fees associated with the clinic could be paid for out of the program's individual (camp) activity account.
- All sponsors are strongly encouraged to attend the Nebraska Coaches Clinic in the summer. Head coaches are able to complete their rules meeting at the clinic. The rules meeting can also be completed online. If a head coach does not complete the rules meeting by the deadline. He/She will be responsible for paying the late fee.
- All sponsors must submit their NCA registration form by June 15th each year in order to meet the dues and clinic deadlines.

Coaches Aides

- Coaches Aides are defined as a non-certified person employed by the school district, or a volunteer, who is helping with the athletic program.
- It is important that all Head Coaches communicate with these people what our expectations of them are and what parameters that they are to work under.
    - At no time are these individuals to be the only supervisor of students.
    - Coaches aides shall not initiate nor change instructions given by the Head Coach and must carry out specific directions given by the Head Coach.
    - The aide may assist in starting, executing, and completing the specific plan of the learning experience as defined and directed by the Head Coach.
    - No keys will be checked out to volunteer coaches aides.
    - All volunteer coaches must complete a Plattsmouth School District volunteer application.

Background Checks

- Volunteers helping the program and are around students in activities are required to have a background check completed prior to helping the program. Background checks can be obtained by contacting Rhonda Salazar at rsalazar@pcsd.org.

Facilities

- In season programs will have first priority when scheduling facility usage. The next priority will be programs in the next season (Example: during the fall season, winter programs will have second priority when scheduling facilities). Finally, the season recently concluded will have the lowest priority. Strength and Conditioning venues are the exception to this philosophy.
- Facility requests are to be made to the Activities Director.

- Sponsors can begin scheduling Activity Dates for the 2023-2024 academic year on January 1st, 2023. An annual meeting is held with the Sponsors of all Plattsmouth Community School District Activity Groups in May. These dates, along with back-up dates, must be given to the Principal and Activities Director in writing.
- Staff wanting to make an improvement to the Plattsmouth Community Schools facilities should provide a written request to the Activities Director. The Activities Director will meet with the Principal and/or Superintendent to discuss the requests. Examples could be adding shelving in an office/classroom, painting a room, etc. One approved request will be placed on School Dude Maintenance and/or submit a request to the operations committee.

Filming

- A sponsor who wants to have a contest filmed must provide a volunteer/student manager to film.

Game Day/Practice Preparations

- Each Sponsor should check daily on the aspects of safety on the field, track or gym, etc. as well as the overall health of players. Any hazard should be brought to the attention of the Activities Director.
- Each sponsor should check with the Activities Director to be sure all final arrangements have been made for game day competition. All sponsors are expected to help the Activities Department and Custodial Department get their field, gym, facility, etc. set up for their contests according to their needs. The Activities Director will oversee all preparations and will help assist with preparation as they are needed for events.

Hosting Tournaments

- The Activities Director will be assigned the tournament director for any tournaments at Plattsmouth High School. The Sponsor(s) of that particular sport will assist the Activities Director.
- Plattsmouth High School will seek to host multiple tournaments (regular season, conference, district) throughout the school year.

Hudl

- Each Head Coach is responsible for using the Hudl program for their respective sports (if applicable).

Inclement Weather

- If school must be canceled or dismissed early because of inclement weather, practices and contests will be postponed as a general rule.
- Information regarding the cancellation or postponement of an event will be announced as soon as the information becomes available or can be found under the Plattsmouth Community Schools website www.pcsd.org along with a district wide message via Infinite Campus.
- Coaches are directly responsible for all students under their supervision at any school sponsored activity. When severe weather strikes, staff members will determine in their best

judgment, what action will be in the best interest for the safety of the students.

- Coaches will make every effort to keep school officials and parents informed of any changes from the normal routine if weather becomes an issue.
- If a contest must be postponed due to weather or any other factor not conducive to good game conditions the following procedures will be followed:
    - The Activities Director will confer with the Superintendent, Principal, maintenance personnel, and sponsor.

    Factors considered in the decision:
        - Playing condition of field
        - Safe travel for opponents
        - Safe travel for game workers and officials
        - Safe travel for the students and fans
        - Damage to playing surface
        - Damage to equipment
        - Safety to the spectators in or on the school grounds, gym or field
    - After considering all factors, including input from the head sponsor, it will then be up to the Principal and Activities Director to play the contest or postpone the contest. If postponed, the contest will be rescheduled as per Conference, District, and/or State rules or the next possible playing date.

Keys

- If a sponsor needs access to a particular area, that sponsor will request a key from the Activities Director. If the request is approved, the sponsor and Secretary will coordinate the checkout of the keys.
- A sponsor should never give a student his/her keys for any reason.

Locks

- All students involved in Athletics or Physical Education classes are highly recommended to use a school issued lock. A lost lock provided by Plattsmouth Community School District will be assessed a fine and must be paid before final grades are issued.
- Students will be responsible for keeping their combinations private.
- Sponsors are responsible for overseeing and maintaining the locks assigned to their respective locker rooms which includes; checking locks out to students, maintaining a list of assigned lockers/locks and providing a check-in process at the end of the season.
- Any lost lock information must be forwarded to the front office for collection of fines.

Locker Room Supervision

- The locker room is the responsibility of the in-season sponsors. Since the sponsors are responsible for the students, he/she should always be the last one out of the locker room to ensure its security and should never have students in the locker room without proper adult supervision. Head Sponsors are responsible for the supervision of their students and/or creating a supervision schedule of the students in collaboration with their assistants.

Professional Development

- NFHS offers a variety of Professional Development opportunities online. Sponsors can register and pay for the course if there is a fee involved. The Activities Department will reimburse the cost of the course upon completion of the course. Please visit the following link: NFHS.
- All Nebraska high school coaches will be required to take the following NFHS courses every three years: (1) Concussion in Sports; (2) Heat Illness Prevention; and (3) Sudden Cardiac Arrest.

Officials

- The Activities Director or designee (particularly activity groups) hires all officials. Sponsors are encouraged to provide feedback to the Activities Director regarding officials.

Off-Season Workouts

- Coaches are encouraged to conduct off-season programs to promote increased athletic skills, however these programs are not to interfere with programs which are currently in-season. Nothing will ever be done by any coach or athlete to take away from the sport that is in-season. All coaches should encourage athletes to participate in sports that are in-season.
- All off-season activities must be properly supervised at all times and follow all NSAA guidelines regarding the organized practice rule. Communication between coaches of Plattsmouth High School athletic and activity programs is expected at all times.
- Pre-season/post-season conditioning programs and activities may not begin for the upcoming season until 30 days removed from the first practice (Spring sports recommended to start after the first of the year). As stated above, if there is a conflict regarding the use of facilities the in-season sport has precedence, then the pre-season sport, with the out-of-season sport having the last preference in use of facilities.
- Off-season activities that involve the use of the hallways should not begin until 3:45 PM.
- All Off-season l promotional posters are to be placed in the hallways and not the locker rooms.
- Sweats and workout gear may be checked out for conditioning programs, if necessary. School uniforms and meet gear are not to be checked out for conditioning. Work-out gear is not to be worn by students as their personal attire.
- Coaches whose athletes compete for AAU, YMCA, Club, or other competitive teams in the off-season will contact the various groups to limit over practicing and coordinate activities with in-season coaches.

Parent Meetings

- Each Head Sponsor is required to have a beginning of the season parents' meeting. A sheet for the parents to sign to verify attendance is required as well.

Personal Use of Building

- When a sponsor uses the building for private use, he/she is responsible for the activities of the group and should get approval from the Activities Director. The sponsor is also required to be present at all times during private use.

Pictures

Pictures are held at Plattsmouth High School. Sponsors are responsible for communicating to their team members and having them organized for the pictures.

- Fall Pictures are Wednesday, August 10th starting at 1pm.
- Winter Pictures are TBD
- Spring Pictures are TBD

Practice Schedules

- The Activities Director should be aware of all practice times. In the case of the spring sports season having to practice indoors, the Activities Director and/or Head Sponsor (s) will help set up the designated indoor practice times.
- Each coach may have specific attendance requirements or procedures for athletes to follow. This should be included in your handbook.
- Practices held when school is not in session (vacations, snow days, holidays, etc.) must be approved in advance. All doors must be locked and everyone out when leaving. Coaches leave last!!
- Every coach must know the legal aspects involved with negligence and liability. Be prudent in all you do and make sure that you or an assistant is always supervising all phases of your locker facilities, practices, and games.
- If changes are made, the Activities Director should be made aware of the change.

Profanity

- Any sponsor who uses profanity during a school activity or on school grounds will receive a written letter of reprimand. If this behavior continues it may result in a suspension or removal from his/her sponsorship assignment. The Head Sponsor is responsible for the behavior of their assistants.

Reports

- All sponsors must submit reports to the Activities Director or directly on the NSAA website. Initial reports include program information, rosters, and eligibility reports. These reports must be submitted by the dates set by the Activities Director. Sponsors will need to update this list as rosters change throughout the season. The Activities Director will complete and forward all eligibility forms to the Nebraska Schools Activities Association.
- Sponsors will also be responsible for turning in end of the year reports and inventories to the Activities Director. These reports include, but not limited to: students' names completing the season, next year's priority resource requests, names of letterwinners and participants, summary of the season, suggestions for improvement, a complete and accurate inventory, the next year's transportation requests, and evaluation of assistants.

Recruiting

- With the growth and expansion of the activity programs in the school district, many students will feel like they must make decisions as to which activities they will participate in. This could also lead to problems among sponsors. It is in bad taste to recruit a boy or girl to go out for your program rather than another program. Do not get caught in this predicament. It should also be noted that since there are so many events scheduled for young people, we would, at times, be faced with conflicts.

Scheduling of Contests

- Schedules are made by the Activities Director in cooperation with the Head Sponsor. Sponsors are not to schedule any event without first getting authorization from the Activities Director. Input and ideas will be welcomed before any decisions will be made.

Scouting

- The sponsors of all athletic programs are expected and allowed to scout the opponent's' contests. School vehicles, if available, should be used.

Senior Night

- Senior Night Activities should be scheduled to honor the Senior participant for all the time and effort they have put into the season and their contributions to Plattsmouth High School. Flowers, gifts, etc., that may be ordered are the responsibility of that program's activity account or parent account. The Activities Director will work in cooperation with the Head Sponsor and/or parent representative of that sport in planning for these events.

Storage Areas

- Sponsors have their own storage area at Plattsmouth High School. Sponsors are responsible for making sure the equipment is locked up and secure at all times. Storage areas should be organized and kept clean.

Student Assistants

- Student Assistants are to have their duties and responsibilities set by the Head Sponsor of that particular activity

Summer Clinics

- A team may organize a camp/clinic after the first Tuesday after Memorial Day through July 31. A schedule will be developed by the coaches with input and approval from the Activities Director.

Supervision

- No student is to be in the building without being supervised by either a coach or teacher.

Suspension

- Any sponsor suspending an athlete should turn in a written report to the Principal and Activities Director explaining the circumstances for the suspension. Any area involving this suspension should be a part of the sponsor's rules explained to students and their parents prior to the beginning of the season. Communication with the parents of the suspended student is also an expectation of the sponsor.
- The Principal and Activities Director will make independent investigations of any violations that may result in suspension from activities.
- If it becomes necessary to enforce the suspension rule, the student shall be notified in writing of the offense and the student and his or her parents are entitled to a hearing with the school authorities upon request.
- They should contact the Principal and Activities Director who shall act as the hearing officer and shall notify the student and the parents in writing of the decision.
- In the event that the student and his or her parents are not satisfied with the results of the initial hearing and decision, they may appeal the decision to the Superintendent of Schools.
- Any further appeal would have to come through judicial process.
- Students who are in In-School Suspension will be permitted to practice but will not be permitted to compete in competitions until the student is off suspension and back in the regular school setting. Students who are in Out-of-School Suspension status will not be permitted to practice or compete in competitions until they are off suspension, back in a regular school setting and follow the behavior contract that has been agreed upon between the student, parent/s and building principal.

Title IX

- Any person having concerns or needing information about the District's compliance with anti-discrimination laws or policies should contact the District's designated Coordinator for the applicable anti-discrimination law.

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

- The Coordinator may be contacted at: Plattsmouth Community School District
  1916 East Hwy 34
  Plattsmouth, NE 68048
  Phone: 402-296-3322

Wednesday & Sunday Practices

- Practices and/or meetings on Wednesday evenings, Sundays or on holidays are discouraged. In special circumstances and with the Principal and Activities Director's approval, practices may be held if a conference, district or state contest is scheduled for early the following week.

Weight Room

- Any student can lift weights in the school weight room. No one is to be lifting weights without the sponsor present.

TRAILBLAZER CONFERENCE

Trailblazer Conference

- The Trailblazer Conference was formed in 2020 and includes the following schools in its membership: Beatrice, Malcolm, Nebraska City, Platteview, Plattsmouth, Ralston, and Wahoo.
- Due to a shortage in passes, each head sponsor will receive a Conference Pass. Assistant coaches will check out a pass from the office. The pass will need to be returned the following day.

GUIDELINES, REGULATIONS, & REQUIREMENTS

Activity Requirements

- Each activity shall have written guidelines/standards for membership, participation and lettering (if applicable).
- Requests for letters and certificates are to be made with the Activities Director.
- These guidelines/standards will be subject to approval by the administration to assure compliance with the Plattsmouth Community School District and State of Nebraska policies.

Activity Conflicts

- With students participating in multiple activities, there are bound to be conflicts which arise when two events are scheduled on the same day. The Activities Department recognizes that each student should have the opportunity for a broad range of experiences in the area of extracurricular activities, and to this end, will attempt to schedule events in a manner to minimize conflicts. Students also have a responsibility to do everything they can to avoid

continuous conflicts. While the Activities Department tries to avoid this whenever possible, it still may happen, therefore it is important that the student communicate with all coaches and sponsors involved regarding potential conflicts well in advance.

- In determining which event takes priority, State, District, and Conference tournaments or performances shall take precedence as to where the student shall compete.
- When two regularly scheduled events, or non-priority events, take place on the same day, the two sponsors shall attempt to work out an agreement. If no mutual agreement can be reached, the Activities Director will make the determination based on relative importance of each event to the student, relative contribution the student can make, how long each event has been scheduled and after discussing the situation with all stakeholders.
- Parents should not interpret this rule and there may be consequences when students choose to not follow the rule with an activity, particularly in activities that have academic grades involved in the participation.
- Once the decision has been made and the student has followed that decision, the sponsor will not 'penalize' him/her. If it becomes obvious that a student cannot fulfill the obligation of a school activity, he/she should withdraw from that activity.

Addressing Concerns

- Parents and/or students may have questions or concerns that may arise during the season. We stress open communication of these concerns, as long as they follow the appropriate channels. Should a question or concern arise, the following steps should be taken:
    - The student should communicate with his/her sponsor.
    - The parent/guardian may call the school to set up an appointment with the sponsor of that particular activity level. Please do not attempt to contact the coach before or after a practice or contest as the coaches first priority is to be with the students.
    - If resolution is not found in steps #1 or #2, call and set up an appointment with the Activities Director. At this meeting, the appropriate next steps can be determined.

Attendance / Classroom Assignments

- On the day of a contest, performance or other activity, a student must 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 activities director.
- There may be circumstances where students will miss school due to unexpected circumstances, appointments, etc. If a student must be absent on the day of a contest, please call the Principal for clearance. Do not try to interpret the rule yourself.
- Many athletic/activity events take students out of school during the school year. It is the student's responsibility to make certain that all assignments are made up prior to or as soon after the activity as possible.

Pre-Practice Requirements

All students must meet the following requirements before they begin practice:

1. Students participating in athletics must have a physical form signed by their physician turned into the Activities Director.

2. Return the NSAA Student and Parental Consent, Student Handbook Acknowledgement Form, and Concussion Form.
3. Athletes must purchase an activity ticket for $85.00.
4. Follow and complete any other procedures or requirements as directed by the respective head coaches or sponsors.

Team Selection

- It is the philosophy at Plattsmouth High School to involve as many students as possible in our Activities. In some instances, space restrictions, ability to schedule competition and limitations on the number of team members may require competitive tryouts to be held to determine the team makeup. A sponsor should also take time out to explain to the individual why they are being cut. **THIS IS VERY IMPORTANT. TAKE THE TIME TO ADDRESS THIS WITH THE STUDENT**.
- Placement on competitive teams will be made with regard to ability first and grade in school second.
- Students need to be aware that this does not mean they are guaranteed a uniform at any level. Suiting up for games must be earned and will be up to the discretion of the coaching staff.
- Students will be given at least three practices for evaluation before final selections are made. Students wishing to try out after the three-practice evaluation period may be allowed to try out with permission from the Head Coach and Activities Director.
- Make sure beforehand that all athletes and parents are aware of the selection procedure that will be used and the criteria that will be used.
- Following the evaluation, students will be informed of the final selection. The final selection will be made by the Head Coach with input from Assistant Coaches. There are three options available to a student who is not selected for a team:
    - The student may try out for another activity with permission from the new Head Sponsor.
    - The student could volunteer to remain with the team in another capacity.
- Please keep the Activities Director informed of the number of student-athletes kept each year.
- No individual will be allowed to change sports during a season unless both coaches involved agree that changing sports is for the benefit of the student involved.
- NSAA sit-out period (7 days) are also to be followed and that the Activities Director is made aware of the change so that eligibility forms can be sent in.

INSURANCE

Student Insurance

- The Plattsmouth Community School District provides no insurance coverage and is not responsible for any such expenses. **All students participating in extracurricular activities should be covered by medical insurance.**
- It is the responsibility of the parent/guardians to provide adequate insurance to cover any medical expenses that may be incurred while a student is participating in a school-sponsored activity. This insurance may be under a family plan. .

JOB DESCRIPTIONS

The Interscholastic Athletic Administrator

- Strives to develop and maintain a comprehensive athletic program which seeks the highest development of all participants, and which respects the individual dignity of every athlete.
- Considers the well-being of the entire student body as fundamental in all decisions and actions.
- Supports the principle of due process and protects the civil and human rights of all individuals.
- Organizes, directs, and promotes an interscholastic athletic program that is in harmony with, and contributes to, the total school program.
- Cooperates with the staff and school administration in establishing, implementing and supporting school policies.
- Acts impartially in the execution of basic policies, and the enforcement of the conference of league, and state high school association rules and regulations.
- Fulfills professional responsibilities with honesty and integrity, and holds true the honor of the profession in all relations with students, colleagues, coaches, administrators and the general public.
- Avoids using the position for personal gain or influence.
- Seeks to improve the professional status and effectiveness of the interscholastic athletic administrator through participation in local, state and national in-service programs.
- Is committed to high standards of ethics, sportsmanship and personal conduct on the part of the administrator, members of the coaching staff and the athletes representing their school.

Nebraska Coaches Creed

All Coaches will follow the Nebraska Coaches Creed, which reads:

I BELIEVE

- Interschool sports have an important place in the general educational scheme and I pledge myself to cooperate with others in the field of education to administer them so their values shall never be questioned.
- The other coaches of interschool sports are earnest in their desire to keep the inter school program high on the plane of citizenship training and I shall do all that I can to further their efforts.
- My own actions should be so regulated as to reflect credit to this profession.

I SHALL

- Abide by the rules of the games in letter and in spirit.

I BELIEVE

- In the exercise of all the patience, tolerance, and diplomacy at my command in my relations with all players, coworkers, game officials, and spectators.

- Proper administration of all sports offers effective laboratory methods for development of high ideals of sportsmanship, qualities of cooperation, courage, unselfishness and self-control, desires for clean, healthful living and respect for wise discipline and authority.
- These admirable characteristics, properly instilled by me through teaching and demonstration, will have a long carryover and will aid each one connected with the sport to become a better citizen.
- In and will support all reasonable moves to improve athletic conditions, to provide for adequate equipment, and to promote the welfare of an increased number of participants.

Characteristics Expected of a Plattsmouth Blue Devil Sponsor

Common Sense	Cooperation	Dedication
Dignity	Enthusiasm	Accountability
Initiative	Competitive	Public Relations
Good Judgment	Responsibility	Self Confidence
Persistence	Sense of Humor	Trustworthiness
Unselfishness		

Plattsmouth Community School's Sponsor Job Description

Specific Job Descriptions for Plattsmouth Community Schools' Sponsors can be provided by the Activities Director and/or the Human Resources Department. A copy of the job description will be sent with the extra duty contract on an annual basis. In general, the function of a sponsor is to educate students through participation in extracurricular activities with competitive success being desirable. The PHS Coaches Code of Conduct is enclosed here. Additional Job Responsibilities are included for your review as well: PHS Sponsor Responsibilities. The primary objectives, however, are to:

- Enhance the student participants' academic achievement
- Promote the physical, mental, moral, social and emotional well-being of the student participants
- Promote appreciation of discipline and good sportsmanship
- Promote an extracurricular activity program that represents the school community in a positive manner.
- Sponsors are to be an exemplary role model and maintain the highest standard of conduct at all times.

MEDIA RELATIONS

Game Programs

- Coaches need to provide an updated roster for upcoming contests that require programs. If there are changes that occur during the year, please inform the Activities Director so that these changes can be made before the programs are printed.

Logo

- Beginning in the 2022-2023 academic year, the following is the official logo that can be used for apparel, promotional materials, handbooks, etc.

Media

- All coaches and sponsors are expected to work with the media in reporting results from activities.
- Each Head Sponsor is responsible for getting material to the papers, preferably every week to the Max Preps, LJS and Omaha World Herald for statistics updates.
    - Sell your program; provide pictures and article ideas to the paper. All stakeholders like to know what is going on with our Activity Programs.
- Following contests, each head coach/sponsor or assigned assistant should report scores and other necessary information.
- It is also the sponsor's responsibility to provide contest reports to the newspaper as well in the event that they are not present at the contest.
- Always remember that we are representing ourselves, our athletes, and the school, therefore, good judgment should be used in what we say. The Sponsor, Activities Director or Principal can clear student interviews.

Social Media

- Sponsors are encouraged to use various platforms to communicate with all stakeholders. Twitter, Facebook, Remind, SportsYou, Google Sites and Google Classroom are all acceptable platforms. Please make sure to follow all Plattsmouth Community School District guidelines regarding the use of technology. Sponsors must send to the Activities Director the username and passwords for their respective programs.
- No personal account and/or personal information should be used or shared on the specific Activity Social Media page.

Squad Pictures

- The Activities Department sets up pictures for the Media, Game Programs and Yearbook. All other photos are arranged by the Head Sponsor.

- Every squad member is to be included in the group picture as these pictures are used for the yearbook. Individual pictures are optional. If you wish to have an individual picture taken, the money must be paid in advance. The group pictures may be purchased by anyone, but must be paid for before the order is sent.

NEBRASKA SCHOOL ACTIVITIES ASSOCIATION

Constitution and Bylaws

- Plattsmouth High School is a member of the NSAA, Class B Classification, and is subject to and governed in part by the rules and regulations for activities sponsored by that organization. These rules and regulations include but are not limited to such subjects as eligibility, entry fees, awards, seasons, practices, summer activities, out-of-state contests, statewide contests, Sunday contests, physical examinations, participation on non-high school teams in non-school competition, all-star events, amateur rules, assumed names, prohibited activities, playing rules, and equal opportunity for participation.
- These NSAA rules and regulations are available in the office of the Principal and Activities Director. The NSAA has a due process appeal procedure for alleged violations of their rules and regulations.
- A Summary of NSAA Rules as to eligibility of Participants is referenced below. A full set of requirements can be found on pages 18-27 of the 2022-2023 NSAA Constitution and Bylaws Manual.

Eligibility Requirements

In order to represent a high school in interscholastic athletic competition, a student must abide by eligibility rules set forth by the Nebraska School Activities Association. If you do not understand any of the rules stated below, consult the high school principal or activities director.

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

school days. If a student has participated on a high school team at any level as a seventh, eighth, or ninth grade student, he/she has established his/her eligibility at the high school where he/she participated. If the student elects to attend another high school upon entering ninth or tenth grade, he/she shall be ineligible for ninety school days.

- If the change in domicile by the parents occurs during a school year, the student may remain at the school he/she is attending and be eligible until the end of the school year or transfer to a high school located in the school district where the parents established their domicile and be eligible.
- If the parents moved during the summer months and the student is in grade twelve and the student has attended the high school for two or more years, the student may remain at the high school he/she has been attending and retain eligibility.
- If a student has been attending the same high school since initial enrollment in grade nine, he/she may remain at that high school and retain eligibility, or he/she is eligible at a high school located in the school district where his/her parents established their domicile.
- If the parents of a student change their domicile from one school district that has a high school to another school district that has a high school, the student shall be eligible immediately in the school district where the parents established their domicile.
- Transfer students who have their Enrollment Option applications signed and filed prior to May 1 shall be eligible immediately in the fall. Those students who do not have their Enrollment Option applications signed and filed prior to May 1 shall be ineligible for ninety school days, with such transfers being subject to hardship waiver guidelines.
- Other non-enrollment option transfer students must have signed and delivered all forms necessary to make such a transfer to the school in which he/she intends to enroll for the upcoming school year prior to the preceding May 1st. For the student to be eligible, the school to which the transfer is being made must have notified the NSAA office in writing, postmarked not later than May 1st of the preceding school year. The student would, however, become ineligible for ninety school days the next fall if the student were to change his/her mind and decide not to transfer. If such student were to transfer to the new school, but later decides to return to his/her former district before 90 school days have elapsed, such student will be ineligible in the former district for 90 school days, with the ineligibility period commencing at the start of the fall semester. Those students, who did not have their enrollment forms signed, delivered and accepted prior to March 15th, shall be ineligible for ninety school days, with such transfers being subject to hardship waiver guidelines.
- Once the season of a sport begins, a student shall participate in practices and compete only in athletic contests/meets in that sport, which are scheduled by his/her school. Any other competition will render the student ineligible for a portion of, or all of, the season in that sport. The season of a sport begins with the first date of practice as permitted by NSAA rules.
- During the season of a particular sport, athletes participating in that sport for a high school may attend, but may not physically take part, either as an individual or as a member of a team, in the sport activity in which instruction is being offered in the clinic, camp or school.
- A student shall not participate on an all-star team while a high school undergraduate.
- A student must maintain his/her amateur status.
- Plattsmouth high school students MUST HAVE A CUMULATIVE 2.O GPA OR A 2.0 GPA IN THE MOST RECENT GRADING PERIOD.

General Information

- Use the following link when finding resources regarding student opportunities within our State Association: www.nsaahome.org.
- Each Head Sponsor is provided a password for access to their respective webpage. This password is kept on file in the High School Office.

Moratorium

- The NSAA has adopted a 5 day moratorium in December. During these five days, the following rules are to be followed by all levels of activities:
    - All high school facilities and/or any other facilities used by high schools for competitive or practice purposes are not to be used by high school students or coaches/sponsors for competitive or practice purposes.
    - There shall be no staff members present for any interscholastic activity practice in activities under the jurisdiction of the NSAA.
    - There shall be no group interscholastic activity practice or competition either on or outside school premises under the supervision of school employees or anyone who has been associated with the school team or group as a volunteer coach or coach's aide.
    - All Plattsmouth Community School District facilities are closed in coordination with the December Moratorium.
    - Any questions on interpretation should be directed to the Activities Director.
    - Dates for the 2022-2023 academic year are December 23 - December 27.

Organized Practice Rule

No organized practice in any sport shall be held during the school year between the close of season of a sport and the opening day of practice for that sport the following school year. An organized practice shall be defined as follows:

- Football and Soccer - an organized practice shall mean more than **SEVEN** players under the direct supervision of a sponsor.
- Basketball, Baseball, Wrestling, Softball, Tennis and Volleyball - an organized practice shall mean more than **FOUR** players under the direct supervision of a sponsor. If more than one group is practicing at the same time it shall be called an organized practice.
- Track and Field, Golf and Cross Country - an organized practice shall mean more than **THREE** players under direct supervision of a sponsor. If more than one such group is practicing at the same time it shall be called an organized practice.

Rules Meetings

- Head sponsors are reminded that they must attend one of the NSAA sponsored rule meetings for your particular activity, or complete the online rules meetings. Head sponsors are asked to relay any information on to their assistants.
- The district will not pay for fees incurred for failure to complete the rules meetings as required.

Sportsmanship Bylaws

2.11 Penalties

2.11.3 Participant Ejections from Athletic Contests

- Participant Ejections from Athletic Contests. Any participant ejected from a contest for unsportsmanlike conduct shall be ineligible for the next athletic contest at that level of competition and all other athletic contests at any level during the interim, in addition to the other penalties the NSAA or the school may assess.

2.11.4 Coach Ejections from Athletic Contests

- Any coach ejected from a contest for unsportsmanlike conduct shall be ineligible to coach the next athletic contest at that level of competition and all other athletic contests at any level during the interim, in addition to the other penalties the NSAA or the school may assess.
- Any athlete or coach ejected from a season ending contest will be suspended from the first contest in that activity the following year.

Sportsmanship

- In addition to the above NSAA Bylaw, all sponsor/student/athlete behavior will exhibit high standards of sportsmanship. Any behavior that does not live up to Plattsmouth Community School District's code of conduct is subject to suspension or dismissal from the activity.

3.3 General Regulations Governing Competitions

3.3.11 Conduct and Sportsmanship

- Member schools shall maintain proper crowd control and enforce the principles of good sportsmanship and ethics during all interscholastic contests. Failure to fulfill this obligation shall subject the school to penalties as provided in Article 2, Section 2.11, NSAA Bylaws Governing All Activities.

3.3.11.1.1.1 Conduct of Coaches and Athletes

- Coaches and athletes shall conduct themselves in accordance with the playing rules of the sport contest and refrain from unsportsmanlike conduct during interscholastic competition. Failure to fulfill this obligation will subject the individual(s) to the penalties as provided in Article 2, Section 2.11, NSAA Bylaws Governing All Activities.

3.3.11.2 Definition of Unsportsmanlike Conduct

- Unsportsmanlike conduct shall include the following:
    - Fighting, verbal abuse or dissent directed toward an official or opponent, racial or ethnic slurs, inappropriate comments or actions that may be construed as sexual harassment, profanity, obscene gestures, flagrant and violent fouls, taunting, trash

talk, baiting, cheating, throwing or abusing equipment, inappropriate posters, physical intimidation or abuse of an official or opponent, and unauthorized leaving of a team bench area.

TRANSPORTATION

Lodging

- In collaboration with the Head Sponsor, the Activities Director will take care of lodging reservations.
- Head coaches are to make lodging requests through their budgets. Coaches should return invoices/receipts upon return.
- Only those students that qualify for State Activities and their sponsors will be considered an official member of the party, not to exceed the allowable member by NSAA Roster limitations. Sponsors may submit a request to include student managers and statisticians if they have accompanied the team on a regular basis throughout the season.

Overnight Trips

The following guidelines should be followed when teams are traveling on overnight trips:

- Room checks, both announced and unannounced, should be conducted. Students are warned ahead of time before entering.
- Detailed itineraries for parent – where, when, phone #'s, room assignments, etc. shall be provided.
- Sponsors shall do walk-throughs of the rooms before departing.
- Set curfews.
- Discuss expectations prior to leaving and how breaking rules will be handled.
- Follow Plattsmouth Community School District drug, tobacco, alcohol, and behavior guidelines. Students may be sent home at the parent's expense for serious infractions.
- The district will not pick up miscellaneous expenses such as phone calls, movies, etc.

School Vehicle Usage

- Small vehicles are to be scheduled the same as the buses. Anyone wishing to drive a smaller vehicle must complete all necessary course work, complete the proper paperwork and submit a copy of their driver's license to LeeAnn Stander. This should be done well in advance of the beginning of the season. These drivers will be identified by the respective head coaches.
- Anyone not employed by the Plattsmouth Community School must also submit a form requesting a background check.
- Arrangements for pickup/drop off of the vehicles are to be made with the Activities Director.
- Should the vehicles need refueling before returning, all receipts are to be sent to the LeeAnn Stander at Central Office.

Transportation

- School transportation will be provided to all away contests. Students are expected to ride to and from contests with the team.
- Sponsors are required to request transportation no less than two weeks before the activity. Coaches are given a transportation request deadline that is before the competition season commences. A weekly calendar of events is emailed to all staff with departure times listed. The transportation office also sends a google calendar invite with departure time and location.
- Sponsors should read the following enclosed expectations:
    - Activity Trip Procedures
    - Activity Trip Expectations
- Students may drive his/her own car to a contest only with approval by the administration. A copy of the transportation form can be accessed here: Plattsmouth Alternative Transportation Form
- An athlete may ride home from a contest with a parent/guardian, or an adult designated by the parent/guardian, by a written personal request by the parent to the coach in charge or the Assistant Principal and Activities Director prior to the event. Students will not be released to anyone else! Emergency situations may be handled by the coaching staff as they occur.
- Accounting for all students on the trip and providing a passenger list indicating those students who are accounted for on the bus each way.

RESOURCES

Links

Plattsmouth Journal

Lincoln Journal Star

MaxPreps

Nebraska School Activities Association

National Federation of High School Sports

NCAA Eligibility Center

Plattsmouth Community School

Omaha World Herald

Play NAIA

Trailblazer Conference

PLATTSMOUTH COMMUNITY SCHOOLS

SUPPORT STAFF HANDBOOK

2022-2023

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Never underestimate your importance to the effective operation of the school!

WELCOME TO PLATTSMOUTH SCHOOLS 2022-2023

As support staff, you touch the hearts and minds of students every school day. Your interactions with staff and students will establish the climate for learning with the students with or without special needs.

Many times you will be the adult in the school building who connects with the student. You will be the one to motivate, to encourage, and to establish those high expectations.

You are needed --- every day --- by the students, the teachers, and the administration.

The mission of the Plattsmouth Community School District is to work in partnership to ensure

academic achievement,

responsible **b**ehavior, and

civic engagement.

ALL MEANS ALL:

INCLUSION IS ESSENTIAL

Plattsmouth Community Schools
2022-2023 Calendar

AUGUST 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August

8-10 PD New Teachers
11-16 PD All Staff/No Students
17 First Day of School 1st-9th; PM Kind.
18 First Day of School for AM Kind., 10th-12th
17-22 Early Childhood Home Visits
23 First Day for Early Childhood

September

5 No School - Staff & Students
9 No School – Teacher PD
14 P/T Conferences: MS 4:30 PM-7:30 PM, HS 5-8 PM

October

12 End of 1st Qtr.=39 student days
12 P/T Conferences: ES/MS 4:30 PM-7:30 PM, HS 5-8 PM
13 No Students-PD for All Teachers
13 P/T Conferences: ES 4:30 PM-7:30 PM
14 No School for Staff & Students- Teacher Comp. Day

November

9 EC P-T Home Visits: 4:30 PM-7:30 PM
10 EC P-T Home Visits: 8 AM-7:30 PM, No classes
11 EC P-T Home Visits: 8 AM-4 PM, No classes
23 No School for Staff & Students
24-25 No School for Staff & Students
28 No Students – Teacher Planning

December

21 End of 2nd qtr.=44 student days, End of 1st semester Student days=83, Teacher days=90 (Oct. 14 is a comp. day)
22-30 No School- Staff & Students

January

2 No School- Staff & Students
3 No Students-PD for All Teachers
4 First Day of Second Semester
16 No School for Staff & Students

February

8 P/T Conferences: MS 4:30 PM-7:30 PM, /HS 5-8 PM
20 No Students-PD for All Teachers
22 & 23 P-T Conferences: EC 4:30 PM-7:30 PM
24 P-T Conferences: EC All Day, No classes at EC

March

8 P/T Conferences: ES/MS 4:30 PM-7:30 PM, HS 5-8 PM
9 P/T Conferences: ES 4:30 PM-7:30 PM
9 End of 3rd Qtr.=45 student days
10 No Students – PD for All Teachers
13-17 No School-Spring Break (3/17 is a Teacher Comp. Day)

April

7 & 10 No School - Staff & Students

May

10 & 11 PT Conferences: EC 4:30 PM-7:30 PM
12 P-T Conferences: EC 8 AM-4 PM, No classes at EC
15 EC Comp. Day, No classes at EC
21 High School Graduation
25 Half Day for Students – End of 4th Qtr.=46.5 student days, End of 2nd Semester=91.5 student days
26 No Students-PD for All Teachers, Teacher days=96 (Mar. 17 is a comp. day)
25-26 Inclement weather make-up days, PD

JANUARY 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARCH 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY 2023						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

	Professional Development (PD)- New Teachers
	Professional Development (PD)-All Teachers-No Students
	Half Day - Students
	Parent/Teacher Conferences
	No School for Staff & Students
	Planning day – No students
If necessary, the Board will revisit the calendar.	

Plattsmouth Community Schools
Classified Employees Semi-Monthly
Pay Calendar
2022-23 School Year

	A	B	C	D	E	F	G	H	I	J
1										Number of Weeks
2	**Month**	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**	**Sunday**	**Pay Day**	**In Pay Period**
3	June/July	27	28	29	30	1	2	3	Wednesday	
4	July	4	5	6	7	8	9	10	August 3, 2022	2
5										
6	July	11	12	13	14	15	16	17	Thursday	
7	July	18	19	20	21	22	23	24	August 18, 2022	2
8										
9	July	25	26	27	28	29	30	31		
10	August	1	2	3	4	5	6	7	Friday	
11	August	8	9	10	11	12	13	14	September 2, 2022	3
12										
13	August	15	16	17	18	19	20	21	Friday	
14	August	22	23	24	25	26	27	28	September 16, 2022	2
15										
16	Aug/Sept	29	30	31	1	2	3	4	Monday	
17	September	5	6	7	8	9	10	11	October 3, 2022	2
18										
19	September	12	13	14	15	16	17	18	Tuesday	
20	September	19	20	21	22	23	24	25	October 18, 2022	2
21										
22	Sept/Oct	26	27	28	29	30	1	2		
23	October	3	4	5	6	7	8	9	Thursday	3
24	October	10	11	12	13	14	15	16	November 3, 2022	
25										
26	October	17	18	19	20	21	22	23	Friday	
27	October	24	25	26	27	28	29	30	November 18, 2022	2
28										
29	Oct/Nov	31	1	2	3	4	5	6	Friday	
30	November	7	8	9	10	11	12	13	December 2, 2022	2
31										
32	November	14	15	16	17	18	19	20	Friday	
33	November	21	22	23	24	25	26	27	December 16, 2022	2
34										
35	Nov/Dec	28	29	30	1	2	3	4	Tuesday	
36	December	5	6	7	8	9	10	11	January 3, 2023	2
37										
38	December	12	13	14	15	16	17	18		
39	December	19	20	21	22	23	24	25	Wednesday	
40	Dec/Jan	26	27	28	29	30	31	1	January 18, 2023	3
41										
42	January	2	3	4	5	6	7	8	Friday	
43	January	9	10	11	12	13	14	15	February 3, 2023	2
44										
45	January	16	17	18	19	20	21	22	Friday	
46	January	23	24	25	26	27	28	29	February 17, 2023	2
47										

Plattsmouth Community Schools
Classified Employees Semi-Monthly
Pay Calendar
2022-23 School Year

	A	B	C	D	E	F	G	H	I	J
50										Number of Weeks
51	**Month**	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**	**Sunday**	**Pay Day**	**In Pay Period**
52										
53	Jan/Feb	30	31	1	2	3	4	5	Friday	
54	February	6	7	8	9	10	11	12	March 3, 2023	2
55										
56	February	13	14	15	16	17	18	19	Friday	
57	February	20	21	22	23	24	25	26	March 17, 2023	2
58										
59	Feb/Mar	27	28	1	2	3	4	5	Monday	
60	March	6	7	8	9	10	11	12	April 3, 2023	2
61										
62	March	13	14	15	16	17	18	19	Tuesday	
63	March	20	21	22	23	24	25	26	April 18, 2023	2
64										
65	Mar/Apr	27	28	29	30	31	1	2	Wednesday	
66	April	3	4	5	6	7	8	9	May 3, 2023	2
67										
68	April	10	11	12	13	14	15	16	Thursday	
69	April	17	18	19	20	21	22	23	May 18, 2023	2
70										
71	April	24	25	26	27	28	29	30	Friday	
72	May	1	2	3	4	5	6	7	June 2, 2023	2
73										
74	May	8	9	10	11	12	13	14	Friday	
75	May	15	16	17	18	19	20	21	June 16, 2023	2
76										
77	May	22	23	24	25	26	27	28	Monday	
78	May/June	29	30	31	1	2	3	4	July 3, 2022	2
79										
80	June	5	6	7	8	9	10	11		
81	June	12	13	14	15	16	17	18	Tuesday	
82	June	19	20	21	22	23	24	25	July 18, 2023	3

Plattsmouth Community Schools
Classified Employees Monthly
Pay Calendar
2022-23 School Year

Month	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Pay Day	Number of Weeks In Pay Period
July	4	5	6	7	8	9	10		
July	11	12	13	14	15	16	17		
July	18	19	20	21	22	23	24	Thursday	
July	25	26	27	28	29	30	31	August 18, 2022	4
August	1	2	3	4	5	6	7		
August	8	9	10	11	12	13	14		
August	15	16	17	18	19	20	21		
August	22	23	24	25	26	27	28	Friday	
Aug/Sept	29	30	31	1	2	3	4	September 16, 2022	5
September	5	6	7	8	9	10	11		
September	12	13	14	15	16	17	18		
September	19	20	21	22	23	24	25	Tuesday	
Sept/Oct	26	27	28	29	30	1	2	October 18, 2022	4
October	3	4	5	6	7	8	9		
October	10	11	12	13	14	15	16		
October	17	18	19	20	21	22	23		
October	24	25	26	27	28	29	30	Friday	
Oct/Nov	31	1	2	3	4	5	6	November 18, 2022	5
November	7	8	9	10	11	12	13		
November	14	15	16	17	18	19	20		
November	21	22	23	24	25	26	27	Friday	
Nov/Dec	28	29	30	1	2	3	4	December 16, 2022	4
December	5	6	7	8	9	10	11		
December	12	13	14	15	16	17	18		
December	19	20	21	22	23	24	25	Wednesday	
Dec/Jan	26	27	28	29	30	31	1	January 18, 2023	4
January	2	3	4	5	6	7	8		
January	9	10	11	12	13	14	15		
January	16	17	18	19	20	21	22	Friday	
January	23	24	25	26	27	28	29	February 17, 2023	
Jan/Feb	30	31	1	2	3	4	5		5

Plattsmouth Community Schools
Classified Employees Monthly
Pay Calendar
2022-23 School Year

Month	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Pay Day	Number of Weeks
February	6	7	8	9	10	11	12		
February	13	14	15	16	17	18	19		4
February	20	21	22	23	24	25	26	Friday	
Feb/Mar	27	28	1	2	3	4	5	March 17, 2023	
March	6	7	8	9	10	11	12		
March	13	14	15	16	17	18	19		4
March	20	21	22	23	24	25	26	Tuesday	
Mar/Apr	27	28	29	30	31	1	2	April 18, 2023	
April	3	4	5	6	7	8	9		
April	10	11	12	13	14	15	16		
April	17	18	19	20	21	22	23		5
April	24	25	26	27	28	29	30	Thursday	
May	1	2	3	4	5	6	7	May 18, 2023	
May	8	9	10	11	12	13	14		
May	15	16	17	18	19	20	21		4
May	22	23	24	25	26	27	28	Friday	
May/June	29	30	31	1	2	3	4	June 16, 2023	
June	5	6	7	8	9	10	11		
June	12	13	14	15	16	17	18		
June	19	20	21	22	23	24	25		5
June/July	26	27	28	29	30	1	2	Tuesday	
July	3	4	5	6	7	8	9	July 18, 2023	

Our staff is encouraged to be consistent in their attendance. Relationships formed by daily interactions with students are an important part of their positions. When staff is absent, the disruption in a student's routine may affect both academics & behaviors. Sometimes being absent cannot be avoided, but if at all possible, we need everyone here to do the critical job of educating our youth.

Plattsmouth Community School District

SUPPORT STAFF EVALUATION FORM 2022-2023

EMPLOYEE NAME: _____ DATE OF EVALUATION: _____

BUILDING: _____ JOB DESCRIPTION TITLE: _____

WORK PERFORMANCE (any area(s) identified as "Does Not" meet District Expectations will require development of a performance plan)	DISTRICT EXPECTATIONS		SUPERVISOR COMMENTS **Must make a comment for each area**
	Does	Does Not	
Attendance/Punctuality: Arrives on time, rarely absent. Follows proper reporting procedures when an absence is unavoidable.			
Personal Appearance: Cleanliness, grooming, appropriate apparel.			
Attitude: Enthusiasm for work, willing to meet job requirements, readily accepts suggestions, is loyal to job and employer.			
Confidentiality: Handles confidential information properly.			
Public Relations: Deals tactfully and courteously with members of the community, administrators, teachers, parents and students.			
Initiative: Sees things to do and does them, seeks ways of improving job performance.			
Relationships With People: Ability to get along with others, good relations with coworkers, good team worker.			
Environmental Health/Safety: Complies with district policies relative to safety and environmental programs, participates in training seminars, identifies and reports unsafe conditions promptly and uses equipment provided.			
Overall Job Performance: Meeting the overall expectations of the assignment			**Overall Job Performance Comments:**

The employee's signature on this report does not represent either acceptance or approval of the appraiser's evaluation. The employee may attach to this form any statements of clarification or rebuttal.

_____ _____ _____

Supervisor/Director/Principal Signature Employee's Signature Date

Goal for 2023-2024 School Year:

PLATTSMOUTH COMMUNITY SCHOOLS
Performance Plan

Name: **Date:**

Building: **Title:**

List the specific job skills to be improved:

1. Work Performance Area:
   Improvement Goal:

2. Work Performance Area:
   Improvement Goal:

Strategies for Improvement:

Evaluation Timeline (when and how):

The employee's signature on this report does not represent either acceptance or approval of the performance plan. The employee may attach to this form any statements of clarification or rebuttal.

Employee's Comments (optional):

Date	Employee's Signature	Teacher Supervisor Signature	Bldg. Prin. Initials

Distribute copies to: Employee, Supervisor, Building Principal, Asst SpEd Director

PLATTSMOUTH COMMUNITY SCHOOLS
Performance Plan

Name: **Date:**
Building: **Title:**

List the specific job skill(s) to be improved:

1. Work Performance Area: Attendance/Punctuality
(refer to the work performance area from the evaluation form that is deficient)
Improvement Goal: XXX will demonstrate reliable and dependable attendance.
(describe the deficiency – what caused you to mark the area as not meeting district expectations – also list any formal or informal meetings that took place to address the issue)
From the time school began in XXX until XXX, there have been a total of 53 work days. XXX has missed 12 of those 53 work days (22.6%). The concern with absences has been discussed with XXX many times by both the classroom teacher and the principal. A meeting was held on XXX with XXX, the classroom teacher and the principal to go over the concerns again and to discuss this plan.

2. Work Performance Area: Attendance/Punctuality
Improvement Goal: XXX will clock in and out appropriately, including taking a 30 minute lunch daily unless instructed otherwise or getting prior permission by her supervisor.

Concerns were expressed about XXX not clocking out for a full 30 minute lunch break even though she was not working with children during a 30 minute period daily. These concerns were discussed during a meeting held on XXX with XXX, classroom teacher, and principal.

Strategies for Improvement:
(what exactly do you want the person to do – must be specific and measurable)
XXX will show a pattern of acceptable attendance and will demonstrate appropriate time card management.

Evaluation Timeline (when and how):
A support staff evaluation will be completed by XXX. This evaluation will reflect XXX's performance on the specific job skills noted in this improvement plan. If XXX does not show continued progress towards consistent attendance during the course of this plan, other disciplinary action may be taken, up to, and including termination. If XXX needs assistance with any parts of this plan, she is encouraged to seek help from the classroom teacher or principal.

The employee's signature on this report does not represent either acceptance or approval of the performance plan. The employee may attach to this form any statements of clarification or rebuttal.

Employee's Comments (optional):

Date	Employee's Signature	Teacher Supervisor Signature	Bldg. Prin. Initials

Distribute copies to: Employee, Supervisor, Building Principal, Asst SpEd Director

SAMPLE

2022-2023 PCSD Para Educator Staff Development Record – DO NOT INCLUDE SAFE SCHOOLS TRAININGS

Name _____

Date(s)	# of Hours	Topic	Location	Facilitator

Supervisor's Signature: _____ Date: _____

PLATTSMOUTH COMMUNITY SCHOOL DISTRICT
SUPPORT STAFF CONTRACT PROVISIONS, REGULATIONS, AND GUIDELINES
July 1, 2022, to June 30, 2023

The Board of Education of the Plattsmouth Community School District feels that providing a quality education for students of the District is their goal. The Board recognizes that attainment of this goal is a joint responsibility of the Board, the administrators, the instructional staff, and the support staff. The provisions of this document shall be considered an addendum to each support staff employee's individual contract and part of the agreement between the Plattsmouth Community School District and the support staff employee.

I. SUPPORT STAFF EMPLOYEES DEFINED

Support staff employees are employees who are not administrators or employees in positions that require a Nebraska Department of Education teaching license but are employed to fulfill their duties on an hourly basis. Support staff employees shall include, but not be limited to, hourly para educators, custodial employees, clerical/secretarial employees, van drivers, and temporary employees. Salaried employees are not covered by these provisions.

II. LENGTH OF CONTRACT

The District may enter into written agreements with support staff employees. The agreement will state the terms of employment.

Support staff employees' annual days and hours of employment shall be based on the amount of time the school district needs the services of the employee. Support staff employees shall not work hours and days beyond those contracted unless the Superintendent approves the additional days and hours.

Lunch period schedules for all employees shall be established in each operating unit. Lunch periods shall be a minimum of one-half hour per day for employees working in excess of **SIX** consecutive hours per day. Employees must clock out for their lunch break and clock back in when they return to work. Employees tend to be more productive when they are provided a duty-free break. Therefore, any lunch period less than thirty minutes must be approved by the employee's supervisor, in writing, by filling out a timecard adjustment form. Para educators assigned to the early childhood center working in excess of six consecutive hours per day who have the opportunity to eat lunch with the students in their assigned classroom will not be required to clock out for a 30-minute lunch break. These para educators will receive a 15-minute on the clock break scheduled by the classroom teacher. The para educator must follow the guidelines outlined below regarding breaks.

At the discretion of the employee's immediate supervisor, additional breaks may be given, but are not required. If an employee intends to remain on the clock for a break, he/she may not leave the campus where their work is performed. **When an employee leaves campus for a break, he/she must sign out at the office, clock out when they leave, and clock in when they return.**

III. COMPENSATION

The Board shall determine the compensation to be paid for the support staff employees' positions, keeping in mind the responsibilities and experience of the employee, the educational philosophy of the school district, the financial condition of the school district, and any other considerations as deemed relevant by the Board.

A. Salary Schedule

A salary schedule will be developed annually for all support staff employee positions. The basic compensation of each employee shall be set forth in the salary schedule. Initial placement on the salary schedule is at the discretion of the District.

B. Pay Day

Support staff employees will be paid semimonthly. Direct deposits are made on or about the third (3rd) and eighteenth (18th) day of each month. If the payday falls on a Saturday or Sunday direct deposits will be made on Friday.

C. Electronic Deposit

Employee checks will be direct-deposited into the employee's bank account. Direct deposit forms are available in the district office.

D. Nebraska School Retirement Fund

State law requires all new employees scheduled to work an average of twenty (20) or more hours per week for three (3) calendar months of the plan year to join the Nebraska Public Employees' Retirement System. A regular employee means an employee hired by the public school or under contract in a regular fulltime or parttime position who works a fulltime or parttime schedule on an ongoing basis for twenty (20) or more hours per week. An employee hired as described in this section to provide service for less than twenty (20) hours per week, but who provides service for an average of twenty hours or more per week in each calendar month of any three calendar months of a plan year shall, beginning with the next full payroll period, commence contributions and shall be deemed a regular employee for all future employment with the same employer. The retirement contribution rate is established by law. The district matches the amount of employee deduction plus an additional .1 percent.

E. Overtime Compensation

Support staff employees will be compensated on an hourly basis, whether full time or part time. If an employee is required to work over their daily hours for a specific project, the employee is required to reduce the remainder of their work week to account for the overage, within that specific work week (based on Monday-Sunday work week schedule) If that is not possible, and verified by the supervisor, the employee will be paid at the overtime rate. Overtime is **not permitted** without prior authorization of the superintendent. The work week for purposes of calculating hours is 12:01 a.m. Monday through midnight Sunday.

F. Time Cards

Each workday, support staff employees must clock in, unless prior approval is obtained from the superintendent. This can be accomplished by using badge readers, or a computer designated for clocking in and out in each building, along with the employee's key card. It is the responsibility of the employee to clock in when they begin work each day, clock out when they are not working, and to clock out and back in for a minimum half hour lunch each day, when they are scheduled to work a shift of six consecutive hours or more per day.

At the discretion of the employee's immediate supervisor, additional breaks may be given, but are not required. If an employee intends to remain on the clock for a break, he/she may not leave the campus where their work is performed. When an employee leaves campus for a break, he/she must sign out at the office, clock out when they leave, and clock in when they return. Failure of the employee to maintain an accurate daily time record will result in disciplinary action. Falsification of a time record will be grounds for immediate termination.

G. Missed Punches

If an employee forgets to punch in or out, they must fill out a timecard adjustment form as described below so that their timecard can be corrected. This must be done within **two** business days of the missed punch. **Under no circumstances should an employee quit clocking in and out because they missed a punch. The employee should continue to punch in or out as if they had not missed a punch.** Once the payroll clerk has received the timecard adjustment form and entered the missed punch, the timecard will be corrected.

H. Other Time card Adjustments

All support staff employees are given a schedule to work at the time of hire. The employee's supervisor must approve any deviation from the schedule (additional hours, no lunch, or a missed punch on the timecard), and a timecard adjustment form must be completed.

I. Timecard Adjustment Form Procedures

Timecard adjustment forms are available in the building offices or from the human resources page at pcsd.org. A timecard adjustment form must be filled out by the employee and signed by both the employee and his/her building administrator and received by the payroll clerk at the Administration Office **within two working days** of the date of correction. It is the employee's responsibility to view his/her timecard at the timekeeping website on a regular basis and let the payroll clerk know in writing with a timecard adjustment form if hours are incorrect. Employees who do not deliver their timecard adjustment forms to the payroll clerk within **two** working days of the correction are considered in neglect of duty and are subject to a reprimand and/or immediate dismissal. **Under no circumstances will an employee receive pay for hours not substantiated by a missed punch form and approved by their building administrator within the time noted in this paragraph.**

J. Attendance Incentive.

Hourly support staff employees that are employed for an entire semester (either first or second semester) of a school year, and do not have more than five absences during that semester, excluding bereavement leave and snow/cold

days, or other days called off by the superintendent, shall receive a $500 attendance incentive that will be paid at a pay period within a reasonable time after the last day of the semester in which the employee meets the identified criteria. Eligibility for the attendance incentive shall mirror Section V herein – minimum 15 hours per week, 215 days per year, or minimum 25 hours per week, 176 days per year. **Leaving early or arriving late (in excess of one hour) on any workday will count toward absent time off.**

IV. PROBATIONARY PERIOD

The first ninety (90) working days of a newly hired support staff employee shall be considered a probationary period. New employees, regardless of experience, shall be subject to this probationary period. During the probationary period, **the newly hired employee is not eligible to be paid for leave of absence or other benefits, including sick and personal leave and holiday pay.** Probationary employees are subject to immediate termination without prior notification any time during the first ninety (90) working days.

Background checks will be conducted on all newly hired employees to ensure that all public school students are provided an environment that is safe and all staff with whom students may come into contact are of highest integrity.

V. LEAVES OF ABSENCE

For personal and other leaves, a request for leave form is to be submitted to the employee's immediate supervisor at least five school days prior to the leave or such other advance notice as is practicable under the circumstances.

Personal leave will be charged in two-hour increments. Sick leave may be used in quarter hour increments. At no time, can sick or personal leave plus time clocked in and out be more than the employee's scheduled hours per day, per their contract.

Staff must utilize paid leave options prior to requesting any unpaid leave.

A. Personal Leave

Personal leave for support staff employees must be scheduled and approved by the employee's supervisor in advance. Under no circumstances will personal leave be awarded to an employee unless proper procedures have been followed.

Maximum personal leave available for 12-month employees shall be no greater than **40 days** in any agreement year. Maximum personal leave available for less than 12-month employees shall be no greater than **10 days** in any agreement year. One personal leave day shall mean the number of hours the employee is scheduled to work as noted in their employee contract.

All **permanent** hourly employees scheduled to work **five days a week and a minimum scheduled work day of three hours** per day or more shall have available personal leave based on length of service with the district (excluding substitute employees, seasonal employees, special projects, and volunteer time). The total days of leave described above are made available to employees as follows:

Minimum 15 hours per week, 215 days per year	**Length Of Completed Years of Service***	**Number of Personal Days**
12 Month Employees	Years 1 - 5	5 Days
12 Month Employees	Years 6 - 10	10 Days
12 Month Employees	Years 11 - 15	15 Days
12 Month Employees	Years 16 - 20	20 Days
12 Month Employees	Years 21 - 25	25 Days
12 Month Employees	Years 26+	30 Days

Minimum 25 hours per week, 176 days per year	**Length Of Completed Years of Service***	**Number of Personal Days**
Less than 12 month Employees	Years 1 - 5	1 Day
Less than 12 month Employees	Years 6 - 10	2 Days
Less than 12 month Employees	Years 11 - 15	3 Days
Less than 12 month Employees	Years 16 - 20	4 Days
Less than 12 month Employees	Years 21 - 25	5 Days
Less than 12 month Employees	Years 26 - 30	6 Days
Less than 12 month Employees	Years 30+	7 Days

****Continuous years of service to the District, without a break in employment.***

Length of service for Personal Time Off is based upon the anniversary date of each employee's start date at the Plattsmouth Community Schools as evidenced by the payroll system. For example, on the sixth anniversary date of employment of November 1, the extra personal days will accumulate on that day. Likewise, the maximum number of sick or personal leave days (i.e. 40 days of PTO for 12-month employees) will cap on the anniversary date of employment.

Classified staff will be limited to the use of five (5) personal/vacation days in any given month.

B. **Sick Leave**

Twelve-month employees will earn one sick leave day for each month that they work from July to June. Less than twelve-month employees will earn one sick leave day for each month that they work from August to May.

Sick leave shall be cumulative up to a maximum **of fifty (50) days**. Employees must call their supervisor as soon as possible before their scheduled work time, but not less than one hour prior to their scheduled work time, so that proper arrangements can be made. Failure to call the supervisor in a timely manner will be considered neglect of duty and may be grounds for immediate dismissal.

Sick leave is to be used for illness or a physical condition that prevents the employee from performing their duties. Sick leave may be used for self or for a member of the employee's immediate family. Immediate family shall mean wife, husband, father, mother, brother, sister, son, daughter, or other minor child in custody.

Sick leave may also be used for the serious illness or injury of extended family members that require the care of a physician or hospitalization that requires the employee to be present. Extended family shall mean grandparent, grandchild, aunt or uncle.

One day shall mean the number of hours the employee is typically scheduled to work, or the average hours actually worked, whichever is less. All sick leave days used by an employee will to be counted toward the total days of leave provided to employees in compliance with the Family Medical Leave Act.

Extended Leave – **Sick leave of more than three (3) consecutive days shall be substantiated by a licensed physician's verification, and a Family Medical Leave Act (FMLA) Application must be completed by the employee and submitted to the payroll clerk within two business days of the date of the sick leave**

days taken. A support staff employee who is unable to work because of personal illness or disability and who has exhausted all leave available shall be granted a leave of absence without pay for the current semester not to extend beyond one subsequent semester. This leave is only granted when requested by the employee and proper communication about the leave is shared with the building supervisor.

C. Jury Duty

Any support staff employee called for jury duty during working hours shall be provided such time. Any fees or remuneration the support staff employee receives during such leave (exclusive of mileage) shall be paid to the Plattsmouth Community School District, not to exceed the employee's per diem salary for each day of jury duty.

D. Bereavement – Bereavement leave is available only for employees who work five days a week and a minimum scheduled workday of three (3) hours per day.

1. Leave of not more than three (3) days will be granted in each case of death in the family of a support staff employee. One day shall mean the number of hours the employee is typically scheduled to work or the average number of hours actually worked, whichever is less. Members of the family are defined to be: wife, husband, son, daughter, father, mother, father-in-law, mother-in-law, aunt, uncle, aunt-in-law, uncle-in-law, brother, sister, brother-in-law, sister-in-law, son-in-law, daughter-in-law, grandparents, grandparents-in-law, niece, nephew, grandchild, or anyone for whom the employee has financial responsibility.
2. Bereavement leave is available if the employee calls his/her supervisor prior to their absence and submits a leave form in a timely manner. An obituary notice and/or something similar will be required and must be sent up to the payroll clerk before bereavement leave can be approved as paid leave.

E. Professional Leave

Professional leave may be granted to support staff employees for the purpose of attending meetings and conferences directly related to their assignments. Professional leave is permitted at full pay if the conference or meeting attendance is approved by the support staff employee's supervisor and planned in the budget. If a support staff employee wishes to be absent from duty for a brief period to attend a professional meeting, a written request for approval of such absence shall be filed by the support staff employee at least five (5) days prior to the first day of the anticipated absence. Support staff employees are encouraged to attend professional meetings on days that students are not in school. Support staff employees granted permission to attend professional meetings will be reimbursed for actual expenses upon submission of a detailed log and original detailed receipts.

F. Leave Regulations

The leaves set forth in this section are subject to the District's Family Medical Leave Act Policy. Non-probationary employees will be permitted to use approved sick leave hours or personal days to adjust their total hours for the week to their normal total scheduled hours. At no time will sick leave or personal leave hours be used to inflate the employee's hours so that they exceed the normal scheduled workweek.

Nature of Paid Leaves. Paid leave is available to non-probationary employees when the following specific conditions are met: (1) the employee is currently employed by the District; (2) the leave day is taken on a day the employee would otherwise be expected to be at work; and (3) the employee has met the conditions for such leave to be taken that are applicable to the type of paid leave that has been requested.

Except as expressly provided above, earned and unused personal leave will be paid in the support staff employee's final check upon resignation, retirement or termination. No other leave will be paid upon resignation, retirement, or termination unless the employee meets the requirements of the sick leave incentive policy.

Emergency closings due to inclement weather or other conditions shall not be included as paid days unless the principal/supervisor requires the employee (i.e. a maintenance employee that is responsible for snow removal on an emergency closing day) to work on that day, regardless of whether or not the employee had prior approval for leave on the identified day.

To be paid for absence from work, employees must complete the on-line leave form found at www.pcsd.org – forms. Leave forms are due to the supervisor prior to planned absences or immediately upon returning from unplanned absences. **Under no circumstances will leave forms turned in after the payroll has been processed be approved for payment.** The employee and the supervisor must electronically sign the leave form. **Absence forms that are**

not submitted within two working days following an unplanned absence from work will be considered an inaccurate time card and will be subject to disciplinary action and/or immediate dismissal. It is the employee's responsibility to view his timecard at the timekeeping website and let the payroll clerk know if leave time has not been added correctly before the timecard is processed for payment. Leave issues not addressed prior to payment or leave forms turned in after a timecard has been processed for payment will not be paid.

VI. RESIGNATION

Support staff employees who wish to resign during the school year shall give written notice of the intent to resign and shall state their intended final date of employment. Written notice of intent to resign shall be given to the Superintendent and payroll clerk. An exit interview survey will be mailed to a resigning employee after their last pay check, along with Nebraska Retirement System paperwork. All keys and school property will be turned in to the payroll clerk's office or the supervisor's office on the employee's last day of service. The replacement cost of any item of school property that is not turned in will be deducted from the employee's final paycheck.

VII. HEALTH

A. New Support Staff Employees

New support staff employees may be required to take a physical examination and drug screening to provide evidence of physical fitness to perform assigned duties. Such evidence shall be a statement from a licensed physician and/or licensed laboratory, submitted on or before the first working day of the contract year.

B. Other Examinations

Subsequent physical examinations and drug screening may be required at the discretion of the superintendent. In such case, the superintendent will specify the type of examination, the physician, and the District will pay for the examination in full.

C. Absence from Work

Regular, dependable attendance is an essential function of the Employee's position. When a support staff employee is unable to report to work because of health reasons or personal conflicts, the employee must notify his/her immediate supervisor or designee as soon as possible but no less than one hour prior to his/her scheduled work time so that adequate arrangements can be made. Excessive absences are disruptive to the work environment.

Failure to call the supervisor in a timely manner will be considered neglect of duty and may be grounds for immediate termination. Sick leave of more than three consecutive days shall be substantiated by a licensed physician's written verification and a Family Medical Leave Act (FMLA) application. A leave form must be completed by the employee and submitted to the payroll clerk **within two business days of the sick leave days** requested. **Leave issues not addressed prior to processing of the related payroll, or leave forms turned in after a timecard has been processed for payment, will not be paid.**

VIII. HOLIDAYS

Specified holidays for twelve-month support staff employees are as follows: **Labor Day, Thanksgiving and the day after, Christmas Day, New Year's Day, Good Friday, Memorial Day, and Independence Day.** When Christmas, New Year's or Independence Day falls on a weekend, one day before or after for each holiday is considered the holiday.

Specified holidays for less than 12-month support staff employees are as follows: **Labor Day, Thanksgiving and the day after, Christmas Day, New Year's Day, and the Friday of spring break.** When Christmas or New Year's Day falls on a weekend, one day before or after each holiday is considered the holiday.

Support staff employees, including hourly para-educators, FSAs, custodial staff, and hourly administrative assistants, must work the regularly scheduled school-in-session day prior to the holiday and after the holiday to receive holiday pay unless approved by his/her supervising administrator. If an employee works less than the regularly scheduled school-in-session day before or after the holiday, their holiday pay will be prorated based on the hours worked on those two days. Sick leave (for a medical procedure that requires multiple consecutive days of absence and is accompanied by a doctor's note stating the same (FMLA paperwork must be submitted), and bereavement leave that qualifies under Section V (D), may be used the day prior or the day after a holiday – leave form required.**

Holiday pay hours are based on the number of hours the employee is scheduled to work, per their individual employment contracts.

IX. INSURANCE-

Health, Major Medical, and Disability

Support staff employees who work at least 30 hours per week and a minimum of 215 work days per year may be eligible for group health and medical insurance programs as determined by the Board, the insurance carrier, and required by law. These employees will receive either a stipend towards their health insurance premium, which meets the affordability factor of the Affordable Care Act, or $200.00 per month in-lieu-of insurance compensation added to their monthly paycheck. Support staff employees new to the district shall have the option to elect the health plan or in- lieu-of insurance compensation within their first 30 days of employment.

A. Group Term Life Insurance

Support staff employees who work at least 35 hours per week and a minimum of 215 work days per year will be provided group term life insurance in the amount of $10,000. The employee may choose an additional $10,000 or $20,000 of coverage at a cost of $2.55 per month for each additional $10,000 of coverage. Premiums will be paid through payroll deduction.

B. Selection of Carriers

The Board shall select all insurance program carriers. The Board and the insurance carrier shall jointly establish the open enrollment period. If a change of carrier is being considered, support staff employees will be asked for recommendations and information, but such change remains the prerogative of the Board.

D. School Liability

All support staff employees shall be covered by a school-financed liability insurance covering job-related performance of duties.

X. EVALUATIONS

Evaluation of support staff employees on their skills, abilities, and competence shall be an ongoing process. The goal of the formal evaluation of support staff employees shall be to maintain employees who meet or exceed the District's standards of performance, to clarify each employee's role, to ascertain the areas in need of improvement, to clarify the immediate priorities of the District, and to develop a working relationship between the supervisor and the employee.

At a minimum, newly hired employees shall be evaluated by their supervisor near the end of their 90-day probationary period and near the end of their work year. If the 90-day probationary period ends in March, April, or May, the probationary period evaluation will be combined with the end of the work year evaluation. Non-probationary employees shall be evaluated at least once per work year. If a staff member does not meet or exceed the District's standards of performance in all areas, a performance plan must be developed by the employee's direct supervisor (e.g. teacher supervisor). Failure to meet the performance plan may subject the employee to termination. Employees not meeting the expectations described above will be frozen from any vertical movement on the salary schedule and no pay increase will be granted until the performance plan has been successfully met. Successful completion of the performance plan will be evidenced by a performance evaluation in which the staff member meets or exceeds the District standards of performance in all areas.

XI. TRANSFER

Determining the location where a support staff employee's assignment will be performed is the responsibility of the Superintendent and within the sole discretion of the District. In making position assignments, the Superintendent shall consider the qualifications of the employee and the needs of the District.

The employee, the employee's supervisor, or the Superintendent may initiate a transfer. The District will make every effort to provide notice to appropriate staff of vacancies occurring in the District by posting vacancy notices on the school district website. The posting vacancy notice will contain information regarding the job classification, location of work, starting date, hours to be worked, rate of pay, and minimum requirements. The website address is www.pcsd.org.

Any support staff employee may apply for a voluntary transfer to another assignment. The application shall be in writing to the Special Education Administrator. The District will consider all applicants for a vacancy, both internal and external.

It is possible an employee may be asked to move from his/her present position to another position. An involuntary transfer shall be made only after a meeting between the employee and his/her supervisor. If involuntarily transferred to a lesser-compensated position, the employee will continue to earn his/her current wage. The involuntarily transferred employee's wage will be frozen until the wage of the lesser-compensated position catches up to the wage of the employee.

XII. QUALIFICATIONS, RECRUITMENT, SELECTION

Persons interested in a support staff employee position shall have an opportunity to apply and qualify for a support staff employee position in the school district without regard to age, race, creed, color, sex, national origin, religion, or disability. Job applicants for classified employee positions shall be considered on the basis of the following:

- Training, experience, and skill;
- Nature of the occupation;
- Demonstrated competence; and
  possession of, or the ability to obtain, the state or other license or certificate that would be required for the position.

Announcement of the position shall be through means the Superintendent believes will inform potential applicants about the position. Applications for employment may be obtained on the District website.

XIII. EMPLOYEE DISMISSAL

The District believes support staff employees should perform their jobs, respect Board policy, and obey the law. Support staff employees are at-will employees. Support employees may be terminated at any time with or without just cause. It shall be the responsibility of the Superintendent or Superintendent's designee to dismiss a support staff employee. A support staff employee may be dismissed for any reason, including, but not limited to, incompetence, willful neglect of duty, immoral or improper conduct, insubordination, reduction in force, willful violation of Board policy or administrative regulations, a violation of the law, and actions which are, in the opinion of the Board, harmful to the welfare of the District, staff, or students. The Superintendent is authorized to suspend an employee, with or without pay, pending action on a dismissal or during investigation of charges against the employee or for disciplinary purposes.

XIV. TRAVEL

Reimbursement for authorized mileage will be paid to staff members that drive their own vehicles during their regularly scheduled working hours between two or more work sites, or for out-of-town travel, **only if** a district vehicle is not available. 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.

Staff members who drive school vehicles must have a valid driver's license and proof of insurance. They will be provided a driver's certification form to verify this information and shall be given instruction on emergency evacuation and first aid. Staff members must not transport students in their personal vehicles. They are responsible for following safe driving practices, including use of seat belts by all occupants and are responsible for any injury or accident. Cell phones and other handheld wireless communication devices shall not be used while the vehicle is in motion.

XV. TAX SHELTERED ANNUITY

The Board, at the request of the support staff employee and in accordance with the Internal Revenue Code and the Code of Nebraska, shall withhold and transfer an amount of salary monthly, said amount to be determined by the support staff employee, permitting the support staff employee to participate in a tax-deferred annuity program of the support staff employee's choosing within the parameters of TSA Consulting Group, the district's service provider. It is the responsibility of the employee to set their withholding or transfer amount in accordance with the requirements of the law; the district is not responsible for assuring that the employee is within the guidelines of the law.

XVI. SUBSTITUTE SUPPORT STAFF COMPENSATION

Employees who serve as substitutes workers for district support staff will be compensated at Step 1, the base hourly rate of the identified position. The substitute employee is not eligible for any benefits.

XVII. CONFIDENTIALITY CLAUSE

Employment with the Plattsmouth Community Schools is contingent upon the employee's agreement of total confidentiality regarding any school related matter. Any breach of confidentiality may result in immediate termination of employment.

XVIII. ROLE MODEL

Support staff 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. Cell phones are not to be used for personal calls, texting, or for other purposes when students are present. Cell phones must be kept off, or on silent, during work hours. Cell phone calls or text messages may be made before work hours, after work hours, or during lunch breaks. The office will take phone messages for staff when they are with children, in case there is a family emergency. In an emergency situation, you will be notified immediately.

XIX. RELATIONSHIPS

It is important for staff to maintain an effective working relationship with the administration and all colleagues, including other support staff and teachers. Support staff should also 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.

XX. 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 Plattsmouth Community Schools. Uncivil behaviors are prohibited. Employees may be subject to disciplinary action up to and including termination for engaging in uncivil behaviors.

Uncivil behaviors are any behaviors that are physically or verbally threatening, either overtly or implicitly, as well as behaviors that are coercive, intimidating, 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, no later than the next business day, report the conduct to the employee's immediate supervisor and the Superintendent. There will be no retaliation against a person for making such a report.

However, any employee that is aware of another employee's uncivil behavior and fails to report the conduct to the employee's immediate supervisor and Superintendent by the next business day may be subject to disciplinary action up to and including termination. Prompt reporting of uncivil behavior is necessary for maintaining a safe and healthy learning environment for students and staff.

XXI. 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 of incarceration;
   b. The crime relates to abuse, neglect or endangerment of a minor, a minor was allegedly a victim or 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 Plattsmouth Community Schools
      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 Driver's License if the employee's job requires that the employee have a CDL.
   d. The arrest or the alleged criminal activity occurred while the employee was on duty, on property of

Plattsmouth Community Schools, 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 described herein, may subject the employee to disciplinary action, up to and including termination.

Background checks will be conducted at least once every five years on all employees to ensure that all public school students are provided an environment that is safe and all staff with whom students may come into contact are of highest integrity.

XXII. PROFESSIONAL ATTIRE

It is important for staff to project a professional image to students, parents and co-workers. Appropriate attire and grooming project a professional image. Staff is expected to maintain conservative and professional attire and grooming when on duty. As professionals, staff is expected to be aware of the standard to be maintained. As a minimal guide, staff should not wear clothing which students would not be permitted to wear at school. The administration may establish more detailed guidelines for individual staff should that be necessary.

_____
Date Approved by the Board of Education

I have been offered a copy of the 2022-23 Support Staff Contract Provisions and understand that I can access the document under the human resources tab at www.pcsd.org.

_____
Date

_____
Employee's Printed Name

_____
Employee's Signature

Applicable Board of Education Policies/Procedures

A complete list of all Board of Education policies can be accessed at the following link, https://www.pcsd.org/Page/19 , or they can be found by going to the Plattsmouth Community Schools website (www.pcsd.org) and clicking on *About PCS*, scroll down and select *Board of Education* and then *Policies*. All of the most current policy updates can be found online.

POLICIES

1000 Community Relations
- 1100 Community Use of School Facilities and Equipment and Supplies

2000 Administration

3000 Business Operations

4000 Personnel
- 4001 Recruitment and Selection
- 4002 Equal Opportunity Employment
- 4003 Employee Antidiscrimination
- 4009 Drug and Substance Use and Abuse
- 4010 Smoking Prohibition
- 4019 Fair Labor Standards Act (Minimum Wage & Overtime)
- 4020 Employee Conduct and Appearance
- 4200 Qualifications of Non-Certificated Support Staff
- 4201 At Will Employees
- 4205 Benefits for Non-Certificated Support Staff
- 4210 Hiring and Dismissal
- 4220 Employment Agreement
- 4230 Assignment and Transfer
- 4240 Complaint Procedure
- 4260 Standards of Performance for Non-Certified Staff
- 4270 Evaluation
- 4280 Initial Training Period
- 4290 Compensation

5000 Students
- 5402 Child Abuse and Neglect
- 5419 Use of Restraints and Seclusion

6000 Instruction
- 6800 Internet Safety and Acceptable Use

8000 Internal Board Policies

9000 By-laws of the Board

Policy No. 6800 - Internet Safety and Acceptable Use

A. Internet Safety Policy

It is the policy of Plattsmouth Community Schools to comply with the Children's Internet Protection Act (CIPA) and Children's Online Privacy Protection Act (COPPA). With respect to the District's computer network, the District shall: (a) prevent user access to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) provide for the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) prevent unauthorized access, including so-called "hacking," and other unlawful activities online; (d) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; (e) obtain verifiable parental consent before allowing third parties to collect personal information online from students; and (f) implement measures designed to restrict minors' access to materials (visual or non-visual) that are harmful to minors.

1. Definitions. Key terms are as defined in CIPA. "Inappropriate material" for purposes of this policy includes material that is obscene, child pornography, or harmful to minors. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that: (1) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (2) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (3) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

2. Access to Inappropriate Material. To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the CIPA, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

3. Inappropriate Network Usage. To the extent practical, steps shall be taken to promote the safety and security of users of the District's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

4. Supervision and Monitoring. It shall be the responsibility of all members of the District staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and CIPA. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Superintendent and the Superintendent's designees.

5. Social Networking. Students shall be educated about appropriate online behavior, including interacting with others on social networking websites and in chat rooms, and cyberbullying awareness and response. The plan shall be for all students to be provided education on these subjects. The Superintendent or the Superintendent's designee shall be responsible for identifying educational materials, lessons, and/or programs suitable for the age and maturity level of the students and for ensuring the delivery of such materials, lessons, and/or programs to students.

6. Parental Consent. The District shall obtain verifiable parental consent prior to students providing or otherwise disclosing personal information online.

7. Adoption. This Internet Safety Policy was adopted by the Board at a public meeting, following normal public notice.

8. The District shall comply with the Nebraska Student Online Personal Protection Act and will endeavor to take all reasonable and necessary steps to protect the online privacy of all students.

B. Computer Acceptable Use Policy

This computer acceptable use policy is supplemental to the District's Internet Safety Policy.

1. Technology Subject to this Policy. This Computer Acceptable Use Policy applies to all technology resources of the District or 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 technology resources is a privilege and not a right. The Superintendent or designee shall develop appropriate user agreements and shall require that employees, students (and their parents or guardians), and others to sign such user agreements as a condition of access to the technology resources, as the Superintendent determines appropriate. Parents and guardians of students in programs operated by the District shall inform the Superintendent or designee in writing if they do not want their child to have access.

   The Superintendent and designees are authorized and directed to establish and implement such other regulations, forms, procedures, guidelines, and standards to implement this Policy.

   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 unless the User has entered into a lease agreement or other similar agreement with the School District that makes such use permissible under law.

      Occasional use that the Superintendent or designee determines to ultimately facilitate the mission of the District is not prohibited by this provision. Examples of occasional use that may be determined to ultimately facilitate the mission of the District: sending an e-mail to a minor child or spouse; sending an e-mail related to a community group in which an employee is a member where the membership in the community group facilitates the District's mission.

      This occasional use 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; nor may students do so during instructional time.

      The occasional use exception also does not permit use of the technology resources for private business, such as searching for or ordering items on the internet for non-school use; or sending an e-mail 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 nomination or election of a candidate or the qualification, passage, or 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 Superintendent 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, any school rules to which a student user is subject, or any applicable law. Without limitation, this means that technology resources may not be used:

1. to access any material contrary to the Internet Safety Policy; or to create or generate any such material.
2. to engage in unlawful harassment or discrimination, such as sending e-mails that contain sexual jokes or images.
3. to engage in violations of employee ethical standards and employee standards of performance, such as sending e-mails that are threatening or offensive or which contain abusive language; use of end messages on e-mails 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 e-mails that divulge protected confidential student information to unauthorized persons.
4. to engage in or promote 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 Superintendent. 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 insure 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. All technology equipment shall be used under the supervision of the Superintendent and the Superintendent's designees.

8. Sanctions. Violation of the policies and procedures concerning the use of the District 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.

Legal Reference:
Children's Internet Protection Act, 47 USC § 254
Children's Online Privacy Protection Act, 15 U.S.C. § 6501
FCC Order adopted August 10, 2011
47 USC § 254(h)(1)(b); 47 CFR 54.500(b) and 68 FR 36932 (2003) (E-rate restrictions)
Neb. Rev. Stat. § 49-14,101.01 (Political Accountability and Disclosure Act)
LB 512 (2017)

Date of Adoption: March 13, 2006
Reviewed: November 12, 2007
Revised: August 11, 2008
Reviewed: Nov. 9, 2009, Nov. 8, 2010, Nov. 14, 2011, Nov. 12, 2012, Nov. 11, 2013, Nov. 10, 2014
Revised: Aug. 10, 2015
Reviewed: Nov. 9, 2015
Revised: Aug. 8, 2016
Reviewed: Nov. 14, 2016
Revised: July 10, 2017
Reviewed: Nov. 13, 2017, Nov. 12, 2018, Jan. 13, 2020, Dec. 14, 2020, Jan. 10, 2022

PLATTSMOUTH COMMUNITY SCHOOL DISTRICT
Para-Educator/Teacher Associate
Job Description

It is the policy of Plattsmouth Community Schools to not discriminate on the basis of sex, handicap or disability, race, color, religion, marital status, veteran status, or national or ethnic origin in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

A. **Job Title:** Para-Educator – Teacher Associate

B. **Department:** Student Support

C. **FLSA Status:** Non-Exempt

D. **Essential Requirements:**

1. High School Diploma or equivalent (such as GED)
2. Computer and business machines knowledge
3. Organizational skills
4. Work well with children
5. First aid knowledge
6. Skills in public relations
7. 48 credit hours from an accredited college/university (preferred) or equivalency training provided by the district. Additional requirements for early childhood paraeducators to meet Rule 11 & Head Start requirements.

E. **Reports To:** Building administrators, special education administrators, and supervising teachers

F. **May Receive Guidance From:** Building administrators, special education administrators, and supervising teachers

G. **Essential Job Functions:**

1. Correct papers and record grades
2. Assist in classroom activities
3. Supervise students in all areas of the school and at lunch, activity periods and on playground to guide students to interact harmoniously with other students
4. Assist students with personal needs such as toileting, diapering and other health needs
5. Provide instructional support assistance to students and student groups
6. Ability to handle confidential information with complete security

H. **Working Conditions:**

1. Inside and Outside
2. Heated and air-conditioned building
3. Stressful at times
4. Potential risk of injury, due to aggressive student behavior or environmental conditions

I. Job Tasks:

1. Discuss assigned duties with classroom teachers in order to coordinate instructional efforts.

2. Prepare lesson materials, bulletin board displays, exhibits, equipment, and demonstrations.

3. Present subject matter to students under the direction and guidance of teachers, using lectures, discussions, or supervised role-playing methods.

4. Tutor and assist children individually or in small groups in order to help them master assignments and to reinforce learning concepts presented by teachers.

5. Supervise students in classrooms, halls, cafeterias, school yards, and gymnasiums, or on field trips. Follow the direction and guidance of certified staff to address behavior challenges.

6. Conduct demonstrations to teach such skills as sports, dancing, and handicrafts.

7. Distribute teaching materials such as textbooks, workbooks, papers, and pencils to students.

8. Distribute tests and homework assignments, and collect them when they are completed.

9. Enforce administration policies and rules governing students.

10. Grade homework and tests, and compute and record results, using answer sheets or electronic marking devices.

11. Assist students with activities of daily living such as walking, sitting, eating, drinking, toileting, etc.

J. Knowledge:

1. Education and Training - Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

2. English Language - Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

3. Mathematics - Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.

K. Skills

1. Instructing - Teaching others how to do something.

2. Speaking - Talking to others to convey information effectively.

3. Active Listening - Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

4. Learning Strategies - Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.

5. Reading Comprehension - Understanding written sentences and paragraphs in work related documents.

6. Writing - Communicating effectively in writing as appropriate for the needs of the audience.

7. Service Orientation - Actively looking for ways to help people.

8. Social Perceptiveness - Being aware of others' reactions and understanding why they react as they do.

9. Coordination - Adjusting actions in relation to others' actions.

M. Work Activities:

1. Training and Teaching Others - Identifying the educational needs of others, developing formal educational or training programs or classes, and supporting the instruction of others.

2. Getting Information & Maintaining Confidentiality - Observing, receiving, and otherwise obtaining information from all relevant sources. Ensuring that confidential information is only shared with necessary staff.

3. Communicating with Persons Outside Organization - Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail.

4. Establishing and Maintaining Interpersonal Relationships - Developing constructive and cooperative working relationships with others, and maintaining them over time.

5. Communicating with Supervisors, Peers, or Subordinates - Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.

6. Thinking Creatively - Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.

7. Scheduling Work and Activities - Scheduling events, programs, and activities, as well as the work of others.

8. Evaluating Information to Determine Compliance with Standards - Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.

9. Updating and Using Relevant Knowledge - Keeping up-to-date technically and applying new knowledge to your job.

10. Interpreting the Meaning of Information for Others - Translating or explaining what information means and how it can be used.

N. Required Employee Abilities:

1. Oral Expression - The ability to communicate information and ideas in speaking so others will understand.

2. Written Expression - The ability to communicate information and ideas in writing so others will understand.

3. Speech Clarity - The ability to speak clearly so others can understand you.

4. Oral Comprehension - The ability to listen to and understand information and ideas presented through spoken words and sentences.

5. Written Comprehension - The ability to read and understand information and ideas presented in writing.

6. Near Vision - The ability to see details at close range (within a few feet of the observer).

7. Auditory Attention - The ability to focus on a single source of sound in the presence of other distracting sounds.

8. Fluency of Ideas - The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).

9. Problem Sensitivity - The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.

O. At Will Employment: Employment with the School District is not for any period of time, and employment may be terminated at any time at the convenience of the terminating party, with or without cause, and with or without notice. Employment with the School District is not governed by any express or implied contract of employment containing terms different from or inconsistent with those stated in this employment agreement. The terms of this employment agreement may not be modified except in a writing signed by the Superintendent of Schools.

P. Essential Functions: The essential functions of the paraeducator position include (1) regular, dependable attendance on the job to complete the duties in the job description; (2) the ability to perform the identified tasks and to possess and utilize the identified

knowledge, skills, and abilities and to perform the identified work activities; and, (3) the ability to perform the following identified physical requirements:

Essential Physical Requirements **Para-Educator**	**Item is not a requirement of the job**	**Occasional -- up to 33% of time**	**Occasional/Essential -- up to 33% of time, absolutely essential to the job**	**Frequent -- between 34% - 66%**	**Continuous -- over 66% of time**
Stamina					
1. Sitting					X
2. Walking					X
3. Standing					X
4. Sprinting/Running		X			
Flexibility					
5. Bending or twisting at the neck more than the average person					
6. Bending or twisting at the trunk more than the average person					
7. Squatting/Stooping/Kneeling				X	
8. Reaching above the head		X			
9. Reaching forward					X
10. Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)		X			
Activities					
11. Climbing (on ladders, into large trucks/vehicles, etc.)		X			
12. Hand/grip strength		X			
13. Driving on the job		X			
14. Typing non-stop		X			
Use of Arms and Hands					
15. Manual dexterity (using a wrench or screwing a lid on a jar)				X	
16. Finger dexterity (typing or putting a nut on a bolt)				X	
Lifting Requirements					
17. Lifting up to 10 pounds (Mark all that apply)					
Floor to waist				X	
Waist to shoulder				X	
Shoulder to overhead		X			
18. Lifting 11 to 25 pounds (Mark all that apply)					
Floor to waist				X	
Waist to shoulder				X	
Shoulder to overhead		X			
19. Lifting 26 to 50 pounds (Mark all that apply)					
Floor to waist				X	
Waist to shoulder				X	
Shoulder to overhead		X			
20. Lifting 51 to 75 pounds (Mark all that apply)					
Floor to waist		X			
Waist to shoulder		X			
Shoulder to overhead		X			
21. Lifting 76 plus pounds (Mark all that apply)					
Floor to waist		X			
Waist to shoulder		X			
Shoulder to overhead	X				
22. Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads? YES, usually					
Pushing/Pulling					
23. 25 to 50 pounds				X	
24. 51 to 75 pounds				X	
25. 76 to 90 pounds				X	
26. Over 90 pounds		X			
Carrying					
27. 10 to 25 pounds				X	
28. 26 to 50 pounds				X	
29. 51 to 75 pounds				X	
30. 76 to 90 pounds		X			

Essential Physical Requirements Para-Educator	Item is not a requirement of the job	Occasional – up to 33% of time	Occasional/Essential -- up to 33% of time, absolutely essential to the job	Frequent -- between 34% - 66%	Continuous -- over 66% of time
31. Over 90 pounds		X			

NOTE: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.

I have read and understand this job description and attest to my ability to perform the essential functions of the position:

_____

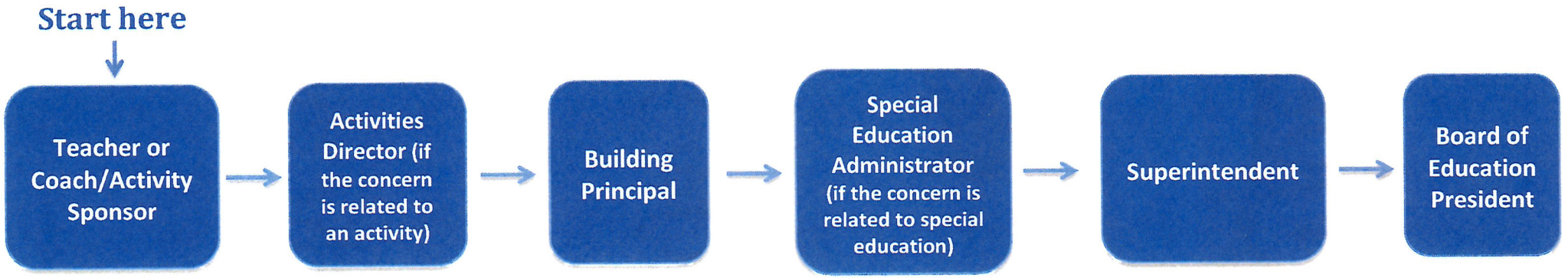
Para-Educator/Teacher Associate Signature Date

_____

Administrator Signature Date

Discrimination in the Plattsmouth Community School District is prohibited under Title VII of the Civil Rights Act of 1964. Recognizing the legal, as well as social obligation to make equal employment opportunity a reality, the Plattsmouth Community School District hires and promotes without regard to race, color, gender, national origin, religion, sexual orientation, age, or mental or physical handicap unrelated to job performance. EOE.

PROTOCOL FOR ADDRESSING CONCERNS
(Chain of Command)



Going directly to the source of a concern will, in many cases, clear up misunderstandings and resolve the issue. If the issue cannot be resolved at the school level, please contact the Superintendent. If you contacted the teacher/coach, activities director (if the concern is related to an activity), principal, special education administrator (if the concern is related to special education), Superintendent, and the issue was not resolved, please contact the Board President.

The purpose of the protocol is to provide an avenue for concerns to be considered by the individuals identified above and determine whether or not there is a necessity for action. The protocol is not intended to guarantee that the identified individuals will implement all desired actions.

Thank you for your dedication to students, their families, & the district!

Receipt of the 2022-2023 Support Staff Handbook

My signature below acknowledges receipt of the 2022-2023 Support Staff Handbook of the Plattsmouth Community School District. I understand that I am expected to read and understand these provisions. If I do not understand the provisions, it is my responsibility to ask my supervisor, the human resources manager, or the superintendent for clarification.

Acceptable Use of Computers and Networks Administrator, Faculty, and Staff Agreement

In order to make sure that all members of Plattsmouth Community Schools community understand and agree to these rules of conduct for use of the e-mail and Internet systems of the school district, the District asks that you, as an administrator, faculty member, or staff member user, sign the following statement:

I have received a copy of, and have read, the "Internet Safety and Acceptable Use Policy" adopted by the Plattsmouth Community Schools (BOE Policy No. 6800), and I understand and will abide by those district guidelines and conditions for the use of the facilities of Plattsmouth Community Schools and access to the Internet. I further understand that any violation of the district guidelines is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges will be revoked. School disciplinary action and/or appropriate legal action will be taken.

I agree not to hold the Plattsmouth Community Schools or any of its employees or any of the institutions for networks providing access to Plattsmouth Community Schools responsible for the performance of the system or the content of any material accessed through it.

Employee's Name _____ Building _____

Employee's Signature _____ Date _____

This form will be retained on file by authorized faculty designee
for duration of applicable computer/network/Internet use.

Plattsmouth Elementary School Parent-Student Handbook 2022-2023

Intent of Handbook

This handbook is intended for use by students, parents and staff as a guide to the rules, regulations and general information about Plattsmouth Elementary 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 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.

Members of the Board of Education

Name	Contact Information
Steve Barr, President	Contact through District website
Max Muller, Vice President	Contact through District website
Brian Harvey, Secretary	Contact through District website
Nolan Siemonsma, Treasurer	Contact through District website
Bob Fuller	Contact through District website
Matt Glup	Contact through District website
Karen Tesarek-Parsons	Contact through District website
Cory Wehrbein	Contact through District website
Ken Winters	Contact through District website

Administrative Staff

Name	Position	Building	Contact Information
Dr. Richard E. Hasty Dr. Cheryl Larson Mrs. Amanda Wright	Superintendent/ Director of Special Education Dir. of Instructional Services Special Education Administrator	Administration Center	402-296-3361
Mr. Todd Halvorsen Mrs. Kim Caniglia Mr. Luke Chadwell	Principal Assistant Principal Activities Director	High School	402-296-3322
Mr. John Campin Mr. Claude Michel	Principal Assistant Principal	Middle School	402-296-3174
Dr. Amber Johnson Mr. Troy Niehus	Principal Dean of Students	Elementary School	402-296-4173
Mrs. Juli Beck	Early Childhood/Head Start Administrator	Early Childhood Center	402-296-5250

Article I. Plattsmouth Elementary School

Name	Department	Grades
Sarah Coniglio	School Social Worker	K-4
Sherie Adkins	School Health Aide	K-4
Wendy Morrison	Kindergarten-Room 1	Kindergarten
Christine Loper	Kindergarten-Room 2	Kindergarten
Ann Howell	Kindergarten-Room 4	Kindergarten
Julie Meisinger	Kindergarten-Room 5	Kindergarten
Kimberly Ecklund	Kindergarten-Room 6	Kindergarten
Susan Knox	Purple Pod-Room 1	1st Grade
Cathy Johnson	Purple Pod-Room 2	1st Grade
Deb Wiseman	Purple Pod-Room 3	1st Grade
Mindy Bourgeois	Purple Pod-Room 5	1st Grade
April Brodersen	Purple Pod- Room 4	1st Grade
Becky Stoskopf	Teal Pod-Room 1	2nd Grade
Marlene Warrick	Teal Pod-Room 3	2nd Grade

Mackenzie Miller	Teal Pod- Room 4	2nd Grade
Holly Joy	Teal Pod - Room 5	2nd Grade
Riley Thomas	Berry Pod-Room 3	3rd Grade
Brianna Clark	Berry Pod-Room 4	3rd Grade
C.J. Fenton	Berry Pod-Room 5	3rd Grade
Danielle Drewes	Berry Pod-Room 1	3rd Grade
Stephanie Icenogle	Blue Pod-Room 1	4th Grade
Tricia Day	Blue Pod-Room 2	4th Grade
Kari Coplen	Blue Pod-Room 3	4th Grade
Holly Joy	Blue Pod-Room 5	4th Grade
Jan Stanek	Reading Interventionist	K-4
Melanie Anderson	Media Center	Media Specialist
Andrea Baxter	Art Room	Art
Julia Spracklin	Music Room	Music
John Clark	Gym	Physical Education
Louise Bade-Drew	Special Education	3rd Grade
Stacey Hicks	Special Education	Life Skills
Nicole Null	Special Education	4th Grade
Hayley Reikofski	Special Education	K-1st Grade
Tracy Tegtmeier	Special Education	2nd Grade
Rhonda Heim	Reading Teacher	K-4
Kris Vrtiska	Speech Pathologist	K-4
Donna Moss	Speech Pathologist	K-2
Janetta Eipperle	P.A.L.	K-4
Niki Campin	HAL	K-4
Cynthia Duechting	EL	K-4

Classified Staff

Name	Building	Position
Kelly Hadraba	Elementary Office	Office Manager
Jessica Drewes	Elementary Office	Attendance
Amber Younker	Elementary School	MTSS Associate
Cari Clifford	Elementary Special Education	Teacher Associate
Christine DeSimone	Elementary Special Education	Teacher Associate
Brittany Linhart	Elementary Special Education	Teacher Associate
Heather Meisinger	Elementary Special Education	Teacher Associate
Kristine Danet	Elementary Special Education	Teacher Associate
Karen Wheatley	Elementary Special Education	Teacher Associate
Heather Lawson	Elementary Special Education	Teacher Associate
Gabby Rice	Elementary Special Education	Teacher Associate
Rose Powers	Elementary School PAL	Teacher Associate
Deb Travis	Elementary School	Teacher Associate
Barb Wagner	Elementary School	Teacher Associate

Plattsmouth Elementary School Calendar 2022-23

Please note - dates/times are subject to change

August 8-10	New Teachers Report
August 11, 12, 15, 16	All Teachers Report
August 15	Open House (5:30 - 6:30 pm)
August 16	PTO 6:30 pm
August 17	First Day of School (Kindergarten students 12:00 - 2:50 pm)
August 18	Kindergarten 8:10 - 12:00 pm
August 19	First Full Day of Kindergarten
September 5	No School -- Labor Day
September 9	No Students/Teacher Continuous Improvement -- Data Analysis Day
September 14	Title Parent Meeting 6:00 pm (Zoom)
September 15-16	Outdoor Classroom Experience
September 16	Books and Breakfast 7:30 - 8:15 am
September 19	Boosterthon Kick Off
September 20	PTO Meeting
September 21	Picture Day
September 22-23	Outdoor Classroom Experience Rain Date
September 30	Boosterthon Fun Run
October 12-13	Parent-Teacher Conferences 4:30 - 7:30 pm
October 13	No Students -- Teacher Continuous Improvement
October 14	No School for Students or Staff (Comp Day)
October 18	PTO 6:30 pm
November 3	Picture Retakes
November 15	PTO 6:30 pm
November 23-25	No School for Students or Staff
November 28	No School for Students - Teacher Planning Day
December 6	3rd Grade and 4th Grade Music Program @ High School 6:00 pm & 7:00 pm
December 20	PTO 6:30 pm
December 22 - January 2	No School -- Winter Break
January 3	No Students -- Teacher Continuous Improvement
January 16	No School for Staff or Students - Martin Luther King, Jr. Day
January 17	PTO 6:30 pm
February 16	1st Grade and 2nd Grade Music Program @ Middle School 6:00 pm & 7:00 pm
February 20	No Students -- Teacher Continuous Improvement
February 21	PTO 6:30 pm
February 23	Math Night 5:30 - 6:30 pm
March 8-9	Parent-Teacher Conferences 4:30 - 7:30 pm
March 10	No Students -- Teacher Continuous Improvement
March 13-17	No Students -- Spring Break (March 17 is comp day)
March 21	PTO 6:30 pm
March 28	Kindergarten Music Program @ Middle School Gym 6:30 pm

April 7 & 10	No School for Students or Staff
April 18	PTO 6:30pm
April 20	One School, One Book Event
May 16	PTO 6:30 pm
May 24	Field Day
May 25	End of 4th Quarter -- Half Day for Students
May 26	Teacher Continuous Improvement
May 26	Inclement Weather Makeup Days (if needed)

Policy 1200

Personnel - All Employees and Students Anti-discrimination

A. Elimination of Discrimination.

B. Preventing Harassment and Discrimination of Employees and Students.

Reviewed: Mar. 12, 2007, Mar. 10, 2008, Mar. 9, 2009, Mar. 8, 2010, Mar. 14, 2011
Revised: Aug. 8, 2011
Reviewed: Dec. 12, 2011, Jan. 14, 2013, Jan. 13, 2014, Jan. 12, 2015
Revised: Aug. 10, 2015
Reviewed: Jan. 11, 2016, Jan. 9, 2017

Notice of Nondiscrimination, Anti-Harassment, Antidiscrimination

Policy 4003

The Plattsmouth Community Schools does not discriminate on the basis of race, color, national origin, sex, disability, religion, age or other protected status in programs and activities and provide 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.

MISSION STATEMENT
PLATTSMOUTH COMMUNITY SCHOOLS

"Working in partnership to ensure **A**cademic achievement,
responsible **B**ehavior, and **C**ivic engagement"

WE BELIEVE:

- All students can learn.
- Students learn in diverse ways at different rates.
- Learning is a lifelong process.
- Students achieve success through high quality challenging experiences.
- An awareness and understanding of cultural diversity enriches students' lives.
- Positive role models contribute to a student's success.
- Each person is unique and worthy and must be treated with dignity and respect.
- Students are capable of becoming responsible learners.
- Education is the best economic investment for our community and children are our most valuable resources.
- A safe and caring environment enhances learning.
- The cooperative efforts of the student, home, family, school and community are essential to education.

Goals and Objectives

The goals and objectives of the Plattsmouth Public Schools are to provide:

1. A curriculum that is based on state standards; comprehensive, coordinated, and sequential and is directed toward locally approved goals and standards for student learning. It draws upon research, best practice, and reputable theory and provides the foundation for standards based instruction. The instructional program focuses on achievement and provides for the diverse learning needs of all students including learners with disabilities and high ability learners. Curriculum and instruction help students develop content and skill mastery, analytical thinking, problem solving, work ethics, creativity, and respect for diversity.
2. An instructional program that focuses on achievement and provides for the needs of all students including learners with disabilities and high ability learners. It draws upon research, best practice, and reputable theory broad enough yet with sufficient depth to allow education for all of the students.

3. Assessment procedures and results that assist teachers in planning and providing appropriate instruction for all students. Assessment results also provide information for monitoring program success, and for reporting to parents, policy makers, and the community. The school periodically reviews procedures to improve assessment quality and increase student learning. The information assists schools in establishing and achieving improvement goals.
4. A library/media/technology program that provides a wide range of accessible print and electronic resources that expand opportunity for learning, contribute to information literacy, support the local curriculum, and enhance and enrich learning experiences for all students. The program provides materials through onsite and electronic access that complement, supplement, and enrich curriculum and instruction. It facilitates research, supports and encourages personal interest reading and the study of current events, and develops technological and other skills for accessing, evaluating, and using resources.
5. Instructional staff who have appropriate training and preparation to work with the students assigned to them, who are knowledgeable of principles of child growth and development and of the curriculum content for which they are responsible, who use teaching strategies that engage students actively in learning, and who help students understand and apply content across subject areas. Staff development activities that support the school's efforts in curriculum development, instructional improvement, assessment, and general school improvement to achieve school improvement goals.
6. Administration that exercises leadership in the development and implementation of school goals and policies. Administrators who demonstrate leadership in management and operation of the school system and in the improvement of curriculum and instruction. Building administrators who provide leadership to curriculum, instruction, assessment, and school improvement. They guide staff and students in achieving goals and fulfill other functions supportive of quality learning.
7. A systematic ongoing process that guides planning, implementation, and evaluation and renewal of school improvement activities to meet local and statewide goals and priorities. The school improvement process focuses on improving student learning. The process includes a periodic review by visiting educators who provide consultation to the school/community in continued accomplishment of plans and goals.
8. A school system that demonstrates accountability to the school community. School staff periodically assess and report student progress toward accomplishment of academic content standards. Results are used to plan and make needed changes to improve instruction for all students.
9. School facilities and a general environment that supports quality learning. Facilities and grounds are safe, orderly, and well maintained, and facilities that have adequate space, lighting, and furnishings. The system has plans or provisions for climate-controlled buildings to the extent feasible. The environment is emotionally safe and supportive and promotes respect, trust, and integrity.

10. A Board of Education that governs through orderly procedures which focus efforts of the school upon quality learning, result in equitable opportunities for learning for all students, and ensure accountability to the local community.
11. An activities program that is scheduled outside the regular school day, focuses on active participation of all students involved in the activity, and promotes a positive image of the school and community.
12. A welcoming environment for parents and the community.

PLATTSMOUTH ELEMENTARY SCHOOL
DAILY SCHEDULE
2022-2023

7:30 a.m.	Principal and Administrative Assistants arrive
7:45 a.m.	Teachers arrive
7:45 a.m.	Campus opens - Students will stand at designated spots
8:05 a.m.	Warning Bell
8:10 a.m.	Tardy bell
2:50 p.m.	Dismissal
4:00 p.m.	End of Teacher Work Day/Office Closes

APPOINTMENTS AND QUICK ANSWERS

Appointments with the principal and parent-teacher discussions should be pre-arranged by telephoning the school secretaries at 402-296-4173. Parents can get quick answers about school by calling between 7:30-7:45 a.m., but for questions requiring detailed answers, please call after 9:00 a.m.

Mutual Respect

The Plattsmouth Public Schools expects every staff member and student to be treated with respect and dignity. A show of disrespect toward a staff member or insubordination on the part of students will not be tolerated.

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, disciplinary actions. Those procedures should be used where applicable.

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.

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.

Section 1 Daily Schedule

Students in kindergarten have daily schedules that include:

- 90 minutes-Literacy Block
- 40 minutes-Science/Social Studies/Health/Civic Engagement
- 40 minutes-Math
- 30 minutes-Opportunity Block
- 15 minutes-Choice Centers

Students in first and second grades have daily schedules that include:

- 60 minutes -Writing
- 90 minutes-Literacy Block
- 45 minutes-Science/Social Studies/Health/Civic Engagement
- 90 minutes-Math
- 30 minutes-Opportunity Block

Students in third grade have daily schedules that include:

- 60 minutes -Writing
- 100 minutes-Literacy Block
- 30 minutes-Opportunity Block
- 90 minutes-Math
- 45 minutes-Science/Social Studies/Health/Civic Engagement

Students in fourth grade have daily schedules that include:

- 60 minutes -Writing
- 90 minutes-Literacy Block
- 30 minutes-Opportunity Block
- 90 minutes-Math
- 45 minutes-Science/Social Studies/Health/Civic Engagement

Specialists in music, physical education, library media, computer technology, and art also provide instruction for students on a regular schedule. Students attend two of these classes for twenty-five minutes each or one of these classes for fifty minutes every day. The rotation is shown in Appendix A.

Special schedules:

- 4th Grade 8:30 - 9:10
- 3rd Grade 9:15 - 9:55
- Kindergarten 10:00 - 10:40
- 1st Grade 1:20 - 2:00
- 2nd Grade 2:05 - 2:45

Lunch schedules:

- Kindergarten - 11:20 a.m. - 11:40 a.m.
- 1st - 11:10 a.m. - 11:30 a.m.
- 2nd - 11:00 a.m. - 11:20 a.m.
- 3rd - 11:40 a.m. - 12:00 p.m.
- 4th - 12:00 p.m. - 12:20 p.m.

Section 2 Severe Weather and School Cancellations

The Superintendent may 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.

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 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 and a message sent via Infinite Campus Messenger when schools will be closed.** In some instances, schools will be open, but certain services may be cancelled (bus transportation, kindergarten, student activities).

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 closes during the day a notice will be broadcast by the media and Infinite Campus Messenger. **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 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.** Students and staff practice tornado safety procedures regularly. Also, parents are urged not to call radio and television stations and school buildings during severe weather.

Emergency Conditions

The school has a signal which, when activated, includes the necessity to either evacuate the building or to move to safer areas of the building. Regular drills are held as required by law

through the school year. There are plans for an Emergency Exit system, Tornado Warning System, and Critical Incident Response.

Section 3 **Supervision Responsibility Before/After School**

Arrival And Departure Times

The school day for students begins at 8:10 p.m..

Students must not be on campus prior to 7:45 a.m. as there is no supervision prior to that time. After 8:10 a.m., students must come to the front office to sign in.

Beginning at 7:45 a.m. -
Students in grades Kindergarten, 1st, and 2nd grade will line up at the front of the building in designated grade level spots.

Students in grades 3rd and 4th will line up at Door 29 in designated grade levels spots.

Students who would like to eat breakfast will enter Door 29, while students who do not want to eat breakfast will enter the main front doors.

If your child is dropped off too early, you may receive a note or a phone call from a staff member to remind you of the appropriate arrival time.

Students who ride buses will be delivered to the south doors of the Middle School.

For the safety of students and staff all doors are locked at 8:20 a.m. except the north door (1). If your child arrives at school later than 8:20 a.m. he/she needs to go to the front doors to get into the building. He/she should then go to the office to obtain a tardy slip before going to their classroom.

Dismissal

Students will be dismissed at 2:50 p.m. Bus students will be escorted to the bus ramp.

Students who walk to the east and south of the school will be supervised by staff to the cross walk on 8th Avenue.

If your child(ren) goes to POPS Place he/she will be released to that program.

Students who need to meet Middle School siblings will be supervised until the Middle School dismissal to prevent any potential problems. Staff members are posted at all arrival and dismissal areas until 3:05 p.m.

Other students (K-4) will exit through the North Doors (Door 1). Staff will direct drivers picking up students and may ask you to park if your student has not been dismissed. If your child needs

assistance entering the car or assistance buckling into a carseat, please park and a staff member will walk your child to your car. Please follow directions from staff members to ensure quick, efficient pick up for all students.

Daycare vehicles will be allowed to park in a designated area. This area will be located curbside on the west side of the circle drive.

Children will not be allowed to wait on the playground after school due to safety concerns. The playground will be used by POPS Place after school. If your child must wait to be picked up, please have him/her wait in front of the building. This area is supervised until 3:05 p.m. It is important for students to be picked up by this time.

Signing A Child In And Out Of School

We request parents limit appointments for your child during school hours as much as possible. Parents can enter the office to check out your child or call the office from the parking lot, and the child will be escorted to the vehicle. Please have your ID available to ensure safety for all students.

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.

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/office staff 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.

Visitors

Parents and other patrons are to report to the main office to notify staff when they come to visit. Office personnel will ask to see a form of ID, and visitors must wear a name tag. The principal, in consultation with the staff members involved, shall have the discretion to limit access when the principal and staff members determine access would interfere with the instructional process and/or student learning.

Visitors outside of parents/guardians and volunteers are asked to contact the principal for visitation permission and scheduling.

Smoke-Free Environment

All of our school buildings and grounds are smoke and tobacco-free. We would appreciate your help in meeting the goal of a smoke and tobacco-free environment for our children. <u>This includes on all school grounds, including during student pick up and drop off.</u> When you attend school events, including athletic events, please abide by our District's policy.

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.

   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)

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.

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.

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 to disrupt or interfere with the educational process (that is, “nuisance items”) may be removed from student possession.

Video Surveillance

The Board of Education has authorized the use of video cameras on School District property to ensure the health, welfare and safety of all staff, students and visitors to District property, and to safeguard District facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent.

Notice is hereby given that video surveillance may occur on District property. In the event a video 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

Use of Telephone

Teachers are conducting classes from 8:10 - 2:50. If you need to talk to a teacher, you may call and leave a message. Teachers can be reached by phone during their planning time, lunchtime, and before and after school. Please do not ask to talk to a teacher during instructional time.

Bicycles/Skateboards/Heeleys

Students may ride bicycles to and from school with parent permission. All bicycles must be parked in the stands provided on the east side of the building. Scooters and skateboards are not

to be ridden on school property. They must be stored when they are carried into the building. No wheeled shoes (heeleys) will be allowed at school. Students will be asked to remove the wheels if these shoes are worn to school.

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 and 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.

Lost and Found

All small articles that are found should be taken to the office. Clothing items should be taken to the "lost and found" box. If students misplace books or personal possessions, they should check with the school secretaries to determine if the lost items have been turned in.

Accidents

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.

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 school bulletin boards.

Bulletins and Announcements

Bulletin boards and display cases 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 are not to be attached to any painted wall surfaces. Place posters on marble, glass, metal, brick and wood. The person or organization responsible for distributing the posters is responsible to see that all posters are removed within 48 hours after the event.

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 course work, 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.

Attendance

Regular and punctual student attendance is required, as stated in Board Policy 5008. The administration is responsible for developing further attendance rules and regulations and staff is 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.

Parent Responsibility to Report Absence

Parents are required to contact the school in the event that a child is going to be absent or tardy from school either by phone or in writing. Please state the reason for the absence and the date of the absence. If no reason is given the absence will be recorded as unexcused.

Notification of any future absences should not only be given to the teacher but the office as well.

Extended Absence from School

Students must follow specific guidelines if they plan an extended absence from school for any reason:

- The student must notify the office and teachers as soon as possible.
- The student must arrange to make up as much work as possible prior to going.
- Parents or guardians must provide written notification to the office prior to the time of the student's departure.

Leaving during the School Day

A request to have a child excused early should be sent with the child on the morning of the dismissal. The time and reason for leaving should be included. When possible, medical and dental appointments should be made outside of school hours. A child will be released only to parents unless the school has been notified otherwise. Please stop at the office upon arrival at the building to pick up your child.

Tardies

The school staff, parents, and students shall make every effort to prevent tardy behavior. Students will be counted tardy when they are not present at the designated beginning time for school. Tardiness will result in a progressive disciplinary action developed by the school. The more tardies a student accrues, the more severe consequences.

Elementary school tardies, as well as leaving school before dismissal time, will be recorded for each student who missed up to one hour at the beginning or end of school. Any time missed beyond one hour will be recorded as one-half day's absence.

Absence Procedures

A student will not be allowed to enter class after an absence until an admit slip, based upon a written or verbal parental excuse, or a conditional admit slip, is issued by the office. A conditional admit slip, good for two days, may be issued to allow time to bring an excuse, in case no excuse has been provided upon returning to school. Work must be made up within the time allowed on the admit slip.

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. The time each student is allowed will be determined by the teacher.

The student has the responsibility to contact teachers, initially, regarding make-up assignments. Assignment sheets will be sent only for extended absences. Generally, assignment sheets will not be sent out until after three (3) days of absence. If the parents or students have concerns prior to the three (3) days, they are encouraged to contact the teacher.

For excused absences, two school days will be allowed to make up the work for each day missed with a maximum of ten (10) days allowed to complete make up work. If requested, assignment sheets will be prepared for students who are ill. If parents or students request assignment sheets the school should be contacted by no later than 10:00 a.m.

For unexcused absences, the student will receive a failing mark for or in each class period missed.

Attendance is Required to Participate in Activities

Students must attend school all day the day of any scheduled school activity in order to

participate in the activity. This includes athletic contests, concerts, practices and dances. Failure to attend will result in a student being withheld from participation in the activity. The Principal retains the right to grant participation should exceptional circumstances prevail.

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.

Reporting and Responding to Truant Behavior

Any administrator, teacher, or member of the board of education who knows of any failure on the part of any child aged 6 to 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 the Superintendent's personal knowledge or based on a report or complaint 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.

Excessive Absenteeism

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 secondary 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 social worker, 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 a 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 social worker, or if such school does not have a school social worker, 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) unexcused 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 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.

Grading System

Grades on a student's report card are not given by the teacher; they are earned by the student. Grades that are written on report cards for first through fourth grades include
A = Advanced, P+ = Proficient, P = Progressing, and B = Beginning. Special area grades are E = Excellent, S = Satisfactory, N = Needs Improvement and U = Unsatisfactory.
Assessment scores are included on some report cards.

Each teacher will define the grading procedures to be used in their classes.

Promotion and Retention

Every effort is made by teachers and staff members to ensure that students will be promoted to the next grade level. Any retention concerns will be directed toward administration. Before retention is considered many other methods for helping a student will be tried.

Report Cards

Report cards are issued at the end of each quarter and mailed home for the 2nd and 4th quarters and distributed to parents/guardians for the 1st and 3rd quarters of school.

Parent-Teacher Conferences

Parent-teacher conferences will be held at the end of the 1st quarter and 3rd quarter. Refer to the school calendar for the schedule. Virtual or in person conferences with teachers, at any other time, are possible by calling the school office and making arrangements with the teachers.

Awards

•Citizen of the Month

Students in each classroom are recognized each month for stellar classroom behavior, kindness, and being an overall good student.

•High 5

Students in each classroom are recognized each month for hard work and improvement.

•President's Award for Educational Achievement

At the end of the fourth grade students who have shown outstanding educational growth or improvement receive a pin and certificate.

•President's Award for Educational Excellence

Fourth grade students who have reached the 85th percentile in math or reading on a standardized test and have earned a grade point average of at least 90 or the equivalent by the completion of fourth grade shall receive a pin and certificate.

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

A student verified as having autism, behavior disorders, deaf-blindness, developmental delay, hearing impairments, mental handicaps, multiple disabilities, orthopedic impairments, other health impairments, specific learning disabilities, speech-language impairments, traumatic brain injury or visual impairments, who because of these impairments need special education and related services.

How are Students With Disabilities Identified?

In the area of reading, students must complete the Response to Intervention process, in order to be considered for special education services. Referrals are made by teachers or parents to a Dynamic Student Support System. 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.

Re-evaluation
Students identified for special education will be reevaluated at least every three 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 verified 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 schools. Parental 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 infant 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.

Special Education Policies

Plattsmouth Community Schools adopts this special education policy with the intent that the policy maintains the District's compliance with all applicable laws affecting special education services and programs. The Superintendent or designees shall develop regulations or procedures to implement these policies. Employees and contractors of the District are expected to comply with these policies and all regulations, guidelines and procedures related to this policy in all respects.

The District will abide by all state and federal laws relating to special education. The District's special education policy and regulations, guidelines and procedures related to this policy are to be interpreted so as to be in compliance with such laws. In the event of changes in law, the school administration shall be authorized to implement modifications of practice to comply with such changes (whether the changes impose more or less stringent procedural or substantive requirements) until such time as amended policies are adopted by the Board of Education. References herein to 92 NAC 51 citations are made to Rule 51 as in effect on the date of the adoption of these policies. In the event of renumbering or other revisions to Rule 51, the policy shall be interpreted and implemented consistent with such renumbering or revisions.

1. Free Appropriate Public Education

A free appropriate public education shall be made available to all children with disabilities residing in the District from date of diagnosis through the school year in which the student reaches 21 years of age, including children with disabilities who have been suspended or expelled.

Legal Reference: 92 NAC 51-004.01 through 004.03A and 007.07C2 through 007.07C6

Section I.01

2. **Full Educational Opportunity Goal**

The District shall take steps to ensure that its children with verified disabilities have available to them the variety of educational programs and services available to children without disabilities in the areas served by the District, including art, music, industrial arts, family consumer science education, and vocational education.

(a) Legal Reference: 92 NAC 51-004.11A

3. Child Find

All children with disabilities residing in the District, including children with disabilities who are homeless or are wards of the state or attending nonpublic schools, regardless of the severity of their disabilities, who are in need of special education and related services, will be identified, located and evaluated and a practical method shall be developed and implemented by the administration to determine which children with disabilities are currently receiving needed special education and related services.

(b) Legal Reference: 92 NAC 51-006.01 through 006.01A2

4. Individualized Education Program (IEP)

An individualized education program, or an individualized family service plan, is to be developed, reviewed, and revised for each child with a disability in accordance with 92 NAC 51-007.

(c) Legal Reference: 92 NAC 51-007

5. Least Restrictive Environment

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are to be educated with children who are not disabled,

and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment will occur only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Article II. **Legal Reference: 92 NAC 51-008.01 through 008.011**

6. Procedural Safeguards

Children with disabilities and their parents shall be afforded the required procedural safeguards.

Legal Reference: 92 NAC 51-009.01 through 009.07; 009.10 through 009.12; 009.14, 006.07 and 016.01 through 016.07C

7. Evaluation and Identification Procedures

Children with disabilities shall be evaluated and identified in accordance with 92 NAC 51-006. The District will respond to a request for an Independent Educational Evaluation without unnecessary delay. Locations of any evaluator shall be within a reasonable distance of the District. A reasonable distance means within 100 miles of the school building the child attends and within Nebraska. In the event this geographic area restriction would prevent a parent from obtaining an Independent Educational Evaluation, the location of the evaluator may be outside the specified geographic area but must be within Nebraska. The District will provide the parent(s) with a list of qualified agencies/evaluators within the geographic area. The evaluators are to have their rates approved by the Nebraska Department of Education to be authorized to conduct the evaluation.

(a) Legal Reference: 92 NAC 51-006

8. Confidentiality of Personally Identifiable Information

The confidentiality of student records and information shall be maintained in accordance with law.

(b) Legal Reference: 92 NAC 51-003.16, 003.20, 009.03 through 009.03M3

9. Transition of Children from Part C to Preschool Programs

Article III. **Children participating in early intervention programs under Part C of the IDEA (early intervention services) and who will participate in preschool programs assisted under Part B of the IDEA (services for school-aged children) shall experience a smooth and effective transition to those preschool programs in a manner consistent with 92 NAC 52-008. The District will participate in transition planning conferences arranged by the designated lead agency.**

(a) Legal Reference: 92 NAC 52-008

10. Children in Nonpublic Schools

To the extent consistent with the number and location of children with disabilities in the District who are enrolled by their parents in nonpublic elementary and secondary schools in the District, provision will be made for the participation of those children in the programs assisted or carried

out under Part B of the IDEA (services for school-aged children) by providing them with special education and related services.

Legal Reference: 92 NAC 51-012.08 and 015

11. Personnel Standards and Personnel Development

Personnel providing special education or related services to children with disabilities shall be appropriately and adequately prepared and trained in accordance with IDEA requirements and the District will take measurable steps to recruit, hire, train and retain personnel meeting the requirements of IDEA to provide such services.

Legal Reference: 92 NAC 51-010

12. Participation in and Reporting of State and District Wide Assessments

All children with disabilities shall be included in all general state and district wide assessment programs, including assessments described under section 612(a)(16)(A) of the IDEA with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs. The District will make available to the Nebraska Department of Education the information necessary to carry out its duties relating to the reporting of children with disabilities participation in assessments.

Article IV. Legal Reference: 92 NAC 51-004.05

13. Suspension and Expulsion Rates

The District will examine data, including data disaggregated by race and ethnicity, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities.

Legal Reference: 92 NAC 51-004.06E

14. Access to Instructional Materials

As part of any print instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials, the District will enter into a written contract with the publisher of the print instructional materials to:

1. Require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Material Access Center, electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard, or
2. Purchase instructional materials from the publisher that are produced in, or may be rendered in specialized formats.

Legal Reference: 92 NAC 51-004.15

15. Over-Identification and Disproportionality

Procedures shall be in place to ensure that testing and evaluation materials and procedures utilized for the evaluation and placement of children with disabilities will be selected and administered so as not to be racially or culturally discriminatory. Such materials or procedures shall be provided and administered in the child's native language or mode of communication, unless it is clearly not feasible to do so, and no single procedure shall be the sole criterion for determining an appropriate educational program for a child.

Legal Reference: 92 NAC 51-003.10; 006.02C

16. Prohibition on Mandatory Medication

Children shall not be required to obtain a prescription for a controlled substance as a condition of attending school, receiving an evaluation to determine whether a child has a disability or the nature and extent of special education and related services the child needs, or receiving special education services.

Legal Reference: 92 NAC 51-004.11D; 21 U.S.C. §812(c)

17. Transportation

Transportation will be provided for children with disabilities who are eligible for transportation and residents of the school district as required by law.

Legal Reference: 92 NAC 51-014.01 through 014.02

18. Surrogates

A surrogate will be appointed and other action taken to ensure the rights of children with a disability as required by law.

Legal Reference: 92 NAC 51-009.10

19. Early Intervention Services – Consent

When a parent refuses to provide consent under 92 NAC 52, a meeting will be held or offered to explain to the parents how their failure to consent affects the ability of their child to receive services under 92 NAC 52.

Legal Reference: 92 NAC 52

Legal Reference: 34 CFR Parts 300, 303 and 304
Neb. Rev. Stat. § 79-1110 to 79-1167
92 NAC 51

Adopted: Aug. 8, 2011
Reviewed: Nov. 14, 2011, Nov. 12, 2012, Nov. 11, 2013, and Nov. 10, 2014
Revised: Aug. 10, 2015
Reviewed: Nov. 9, 2015, Nov. 14, 2016

School Social Workers/Mental Health Counselor

The School Social Workers/Mental Health Counselor's primary role is to assist students in being successful at school. She works with students, teachers and families to find solutions to problems that may be interfering with a student's success at school and/or at home. Students may be having emotional, behavioral, or family problems that can be addressed.

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., vomiting, diarrhea, chills, cough, shortness of breath, difficult breathing, muscle or body aches, new loss of taste or smell, sore throat, 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 card 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.

COVID-19 Update

In the event of COVID-19 symptoms or confirmed cases, District and local Health Department Policies will be followed. District protocols can be found here.

Guidelines for Administering Medication

Students may be required to take prescription medication during the school day. These medications shall be administered by the school nurse, or in the nurse's absence, by a person who has been trained in the administration of medication. Prescription medication will not be administered without written authorization from the parent and must be in the original container, properly labeled with the child's name, medication, dosage, time of administration and prescribing doctor. A written record of all medication administered will be kept. All medication records shall be kept confidential. Medication for diabetes, asthma or anaphylaxis may be self-administered by a student with signed consent from the doctor and parent on file in the nurse's office. The school **does not** provide pain relieving medications (Tylenol, Motrin, etc.) for headaches, toothaches, or cramps. When brought from home, these products must also be in an original container with written parental consent before they will be given. Under no circumstances will expired medications be administered.

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.

The school nurse, or in the nurse's absence, the person who has been instructed by the school nurse shall have access to medication. No medication will be brought to school or sent home with a child. **An adult must bring all medication to the nurse's office**. Emergency protocol for medication-related reactions will be in place.

Health Statute 79-3-002, 3-002

Students showing any signs or symptoms of a contagious or infectious disease as defined by school health guidelines shall be sent home immediately, or as soon as safe and proper conveyance can be found. The term "communicable disease" shall mean an infectious or

contagious disease spread from person to person, or animal to person, or as defined by law. When a student is sent home because of a suspected reportable communicable disease it shall be the responsibility of the school nurse to report the circumstances to the county board of health and the principal. Health data of a student is confidential and it shall not be disclosed to third parties. Additional information is available from the school nurses. Students **may** be excluded from school for, but not limited to, the following communicable diseases:

Chicken Pox
Conjunctivitis (Pink Eye)
Coryza (Common Cold)
Diphtheria
Erythema Infectiosum (5th Disease)
German Measles (Rubella)
Hepatitis A, B, or C
Hemophilias Meningitis
Impetigo
Measles
Meningococcal Meningitis
Mumps
Pediculosis (Head/body lice)
Ringworm
Scabies
Scarlet Fever
Tuberculosis
Scarlatina
Strep Throat
Whooping Cough (Pertussis)
Influenza

School Health Screenings/Physical Examinations

Vision, hearing and dental screenings are performed for the purpose of identifying students whose learning may be affected by an unrecognized problem. Parents of students needing a further evaluation and/or treatment will receive a written referral, If parent/guardian wishes to refuse their students participate in required school health screenings, the parent/guardian must submit written statement(s) from a qualified examiner that the child has received the minimum required screenings within the previous six months, or the child be screened at school. The minimum required school health screenings and physical exams are:

ATTACHMENT 1: DHHS MINIMUM REQUIRED ANNUAL SCHOOL HEALTH SCREENINGS

SCREENINGS SCREENING by Grade or Age Level For procedural guidelines and competencies for each screening, see DHHS School Health Guidelines for Nebraska Schools.	Age 3-5 yrs	K	1	2	3	4	5	6	7	8	9	10	11	12
HEARING: pure tone audiometry	**annually**	X	X	X	X	X			X			X		
VISION: distance	**annually**	X	X	X	X	X			X			X		
VISION: hyperopia (near vision)			X		X									
DENTAL: inspection of teeth	**annually**	X	X	X	X	X			X			X		
WEIGHT/HEIGHT STATUS: body mass index percentile	**annually**	X	X	X	X	X			X			X		
Physical Examination * By physician, physician assistant, or advanced practice registered nurse		X							X					
Visual Evaluation* By physician, physician assistant, advanced practice registered nurse, or optometrist. *or Transferring from out of state.		X												

Additional Indications for Screening:	**Notes:**
1. New to district at any time, with no previous screening results available. 2. Student enters the Student Assistance Process, with no recent or current screening results available. 3. Periodic screenings as specified by the student's Individualized Education Plan (IEP) 4. Nurse concern, i.e. sudden wt. loss/gain, change in stature or appearance; parent or teacher concern; audiologist referral. 5. Unremediated concerns from previous year.	1. The student with known hearing or vision deficits may not need periodic screenings for these conditions. This will be determined on an individual basis by the child's Individualized Education Plan (IEP) and/or school personnel following the student. 2. Screening results may be taken from physical examination, visual evaluation, or dental examination reports if equivalent screening results are available and documented. 3. If parent/guardian wishes to refuse school health screening, parents/guardian must submit written statement(s) from a qualified examiner that the child has received the minimum required screenings within the previous six months, or the child will be screened at school. 4. Parents/guardians may waive physical examination and visual evaluation requirements by submission of written statement of objection to the school.

Guidelines for Head Lice

Head Lice: Head lice are small, tan/brown parasitic insects that live on scalp hair. No disease is associated with head lice, so their presence is considered a nuisance and not a health threat. Symptoms are itching and the presence of lice and nits (eggs). Head lice are communicable, most often by DIRECT head-to-head contact or the sharing of personal items like combs, hats and towels. Guidelines based on current "best practice" evidence from the Centers of Disease Control, American Academy of Pediatrics and the National Association for School Nurses will be used by Plattsmouth Schools to reduce absenteeism due to head lice and involve parents as partners in control efforts.

Injuries/Accidents

Injuries occurring at school or school-sponsored activities should be reported to a nurse, teacher, sponsor, coach or the office. The school nurse is on duty during the day and will be contacted if a student becomes injured or ill during school. In case of severe injury, an emergency unit will be called immediately at the discretion of school personnel. **Students leaving school due to injury or illness must check out through the office.** Parents will be contacted to inform them of the injury or illness and to receive permission for the student to leave the school. If a parent cannot be reached, the emergency contact will be called.

Physical and Visual Examination

Evidence of a physical examination and a visual evaluation is required within six 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. **Failure to comply with this law will keep your child (ren) from enrolling in school.**

Immunizations

A written record of a student's immunization record must be kept on file in the office of the school nurse. State Law requires that before entering the classroom, a child must have proof of receiving all mandated immunizations. Exemptions or temporary waivers or religious reasons. Unimmunized students may be excluded from school in the event of a disease outbreak. Immunization requirements for all students enrolled Pre –K – 12 per Nebraska School Rules and Regulations located in the back of the handbook. **Please refer to Article 5 5001 Attachments.**

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. **Failure to comply with this law will keep your child (ren) from enrolling in school.**

Transportation Services

Transportation to and from school is provided to students in accordance with law and Board policy (5501).

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.

ACADEMICS

Nebraska Frameworks

Plattsmouth Elementary is accredited through the Nebraska Department of Education's Frameworks. Being accredited means that this school meets high criteria for quality education for students.

Current school improvement goals are:

- ➢ Reading: All students will improve their reading performance.

- ➢ Math: All students will improve their math performance.
- ➢ Civic Engagement: All students will have the opportunity to participate in at least one Civic Engagement.

Parent Communication

- Infinite Campus Messenger
  Infinite Campus Messenger is a mass notification system designed to reach parents in minutes using phone numbers, text messages and e-mail alerts regarding a time-sensitive situation or just day-to-day events, such as school closing, testing notification or when parental notification is necessary. **So, we can best serve you, please let the know office when your phone number or email address has changed.**

- Bulletins/Newsletter
  The school will post a monthly newsletter on the district website during the first week of each month highlighting special activities for the upcoming month. Reminders of future activities are included. Occasionally special notes will be sent home giving specific information on a topic.

- Informal Communication
  Teachers will informally let parents know of successes and problems by telephone, notes and/or class newsletters. Also, parents may email teachers. Teacher email addresses are located under the staff directory of the elementary school website.

- Parent/Teacher Conferences
  Parents are encouraged to make appointments for conferences with teachers, the counselor, or the administrators at any time by telephoning the appropriate person or the school office. Regular Parent/Teacher Conferences will be held at the end of the first quarter and third quarter for parents to meet with teachers to discuss their son/daughter's academic progress.

Regular Programs

All students in kindergarten through fourth grade receive instruction in reading, writing, handwriting, math, social studies, science, and social skills taught by the classroom teacher. Spelling is included in grades one through four. Specific phonics and phonemic awareness skills are also taught in kindergarten through second grade. Word study skill instruction is included in third and fourth grade.

Special Programs

Multi-Tiered System of Support

As the district *works in partnership with parents and community members to ensure students demonstrate academic achievement, responsible behavior, and civic engagement*, students are expected to meet performance goals identified at the early childhood center, elementary school, middle school, and high school. Examples of

performance goals at each building may include: arrive to class prepared for learning, use work time appropriately, complete assigned tasks on time, demonstrate respect for people and property, and follow staff directives. If a student does not respond appropriately to performance goal expectations, they may receive increasing levels of support. Students will be monitored to determine if they respond to interventions developed by the team.

Potential team members include student, teacher(s), parents, building administrator, school psychologist, and District administrator

If a student does not respond to interventions, the team will likely consider additional problem solving that may include an alternative setting, alternative curriculum, alternative schedule, 504 plan, or referral for a special education evaluation.
Students will not be considered for a special education evaluation, until they have consistently demonstrated academic or behavior challenges that are significantly different from their same-age peers.

High Ability Learners Program (HAL)

The High Ability Learners Program is designed to extend the learning environment for high potential students. Classes are defined as being expanded learning experiences for able learners capable of studying in depth matters of an academic and creative nature. Students in fourth grade may be selected to participate in the High Ability Program.

Students' individual needs and learning styles should be accommodated by differentiated programs achieved through flexible and appropriate programming. The High Ability Program is to aid students in attaining the highest level of achievement possible in their unique talent area and enhancing the student's social responsibility and adjustment.

Title 1

Students who need help with their reading skills may be served in small groups or as an individual taught by Title I reading teacher or paraprofessional.

Student Placement

In the spring, classroom teachers and other staff members meet to determine student class placement for the next school year. It is essential that equitable, compatible, and balanced classrooms are assembled and that classrooms reflect what teachers know about the conditions under which your child best learns. If your child has a special need not known to the school that would impact class placement, please submit your concern in writing to the principal when your child enrolls in school for the first time, or in the spring as classroom assignments are being considered. **We do not accept requests for individual teachers.** However, we value information that will enable us to select the best placement for your child. Please do not call or write to request a specific teacher or expect a classroom teacher to place your child with a specific teacher.

Textbooks and Supplies

Textbooks are loaned to the students as a benefit from the Plattsmouth Community Schools. The students are responsible for the condition of these books. If a textbook is not returned in good condition or is lost, the student will be assessed a fine. All fines will be due immediately and payable to Plattsmouth Elementary School.

Students and their parents may choose to provide minor personal or consumable items for specific courses and activities, such as pencils, pens, erasers, glue sticks, notebooks, and binders.

ACTIVITIES

Students are reminded that participation in activities is a privilege, which may be forfeited pursuant to the *Student Conduct Rule (Board Policy No. 5101).* https://www.pcsd.org/Page/24

Activity and Event Regulations

As with all school-sponsored activities, all student behavior guidelines will be followed including adherence to the dress code. Students attending any school activity may not leave and re-enter the activity. If a student leaves, he/she will be required to leave the school property. Students are at events to be spectators and not to cause disruptions. Students who cause disruptions will be removed from school grounds for this event and could be restricted from events for the remainder of the school year. This includes events at all three schools. **Elementary students should be accompanied by an adult at all school activities.**

Elementary students who are attending events at other buildings need to follow the behavior guidelines at those buildings. Students should not play in the halls or run around the buildings. They should stay with their parents or relatives.

The Quick Guide to Buying and Bringing Snacks to School

The following is a grade level list of recommended healthy snacks to bring for daily snacks. All other snacks will be sent home, based on the school's healthy schools policy and procedures. Snacks should be individually packaged.

Acceptable Snacks

Lite Popcorn
Animal Crackers
Dried Fruit
Pretzels
Fruit Cups
Teddy Grahams
100-Calorie Snacks
Baked Cheetos
String Cheese
Vegetables
Fruit Snacks made with Real Fruit
Goldfish
Fruit
Graham Crackers
Nuts
Reduced sugar or 90 calorie granola bars
Yogurt
Baked Chips
Cheese and Crackers
Beef Jerky
Cereal

Field Day
A half-day outdoor event may be held in May for students. There are appropriate game and athletic activities for the students.

Practices/Rehearsals
The school will avoid scheduling activities on Wednesday evenings or Sundays. Exceptions to this will only be made by prior approval of the superintendent of schools.

If school is dismissed early due to inclement weather, all scheduled practices and activities are canceled for that day.

Student Council
Plattsmouth Elementary School has an active Student Council. Two students are elected to serve from each second, third, and fourth grade classroom for one year. The Student Council meets twice a month, plans fundraisers and supports the Staff Appreciation Day. The members also collect food for the Food Pantry and manage the school store.

GENERAL GUIDELINES

Dress Code
A student's clothing should be appropriate and in good taste. Weather conditions should be considered when selecting the student's daily apparel. During the winter months, if a child wants to go outside for recess, long pants will be required. When the conditions are wet or snowy and recess is still held outside, students must wear boots and snow pants if they expect to play off the paved playground. Any clothing that interferes with the learning process will not be accepted and you may be called to bring appropriate clothing. Hats are not to be worn in the building, unless it is a specific hat day. Masks are optional for students and staff.

Apparel must comply with the health and safety codes and not interfere with the educational process. We will not allow intimidating, hostile, or offensive messages on face coverings. Apparel that advocates tolerance for or advertises controlled or illegal products or substances will not be permitted. Any face covering by virtue of its color, arrangement, trademark, symbol, or any other attribute which indicates or implies membership or affiliation with a gang will not be tolerated. Any question concerning appropriate apparel shall be handled on an individual basis by the immediate supervisor, teacher, or building administrator.

Bathroom Behavior
Students will be taught appropriate behavior for using the bathrooms.

Change of Address/Phone Number
Please contact the office when there is a change in a student address or phone number or that of the parent or guardian. Please help the office staff maintain up-to-date records.

Distribution of Materials

The principal must approve non-curricular materials before they can be distributed. There are guidelines to be met before a request can be considered.

Fire/Tornado /Crisis Drills

Fire and tornado drills are required by law at regular intervals and are an important safety precaution. Teachers in each classroom will give instructions for these drills. The instructions will be posted in each classroom and students should be familiar with the procedures.

The fire alarm is a signal for all students and teachers to make a quick, quiet, and orderly exit from the building. Students should remain with their class group, moving at least 100 feet from the building, and are not to reenter the building until directed to do so.

Tornado drills will be signaled and directions will be given on the intercom. Students should follow the tornado drill instructions by moving into the hallways. An intercom announcement will instruct students when it is safe to return to class. Security drills will be held during the school year.

Food and Drink Regulations

No opened containers may be brought into the building. This includes but is not limited to opened liter bottles, sports bottles, cups, and other containers that are not sealed. Water bottles are allowed to be brought from home.

Hall Rules

Students will be taught rules to help make the school orderly and safe. These are:

- Walk on the right
- Help keep our halls quiet
- Keep your hands to yourself
- Walk single file

Kindergarten Round up

Parents of future kindergartners (those students who will be five years old on or before July 31) will be informed of the yearly Kindergarten Round-Up. Parents will be able to register their child by visiting school and bringing the child's certified birth certificate, immunization records, and a record of a physical exam.

Library

The school library is organized to aid students with their schoolwork. It serves as a reference center for supplies, resource material, books, periodicals, and novels for personal interest reading. The library is available as a quiet study area when doing research. The policies governing the use of the library, checkout of library materials, fines, etc., are posted in the library. Students violating the rules and regulations of the library will lose their privilege of library use. If a book is lost a bill will be sent home. If the book is found later, a refund will be issued.

Lunch Room & Food Service Guidelines

Plattsmouth Community Schools offers breakfast and lunch every day with a focus on lots of choices and good nutrition. The school food service program is a pre-pay system. There must be funds in your account for your child to make purchases. The district reserves the right to block any account that is delinquent. If a family account has a negative balance, your account may be inactivated and your student will not be able to make any purchases on the family account. An alternate meal may be provided to your child if your account is delinquent. We understand families may have emergency situations. We can work with you to set up payment arrangements for your account, if you contact us.

We strive to assist parents with their efforts to maintain a positive account balance by providing notice of a low balance. Food service staff will give verbal reminders to students. Please sign up for low balance notices via email through Infinite Campus. You can monitor your account balance online at any time through Infinite Campus. We encourage parents to enroll in the online payment system through Infinite Campus. All foodservice payments made online post directly to your family account. Debit and credit card payments can be made at the District Central Office or by phone 402-296-3361. Cash payments can be made at your child's school. **We do not accept checks**.

Student Lunches

During the 2021-22 school year, each student can receive one free breakfast and one free lunch per day. If students would like seconds or two entrees, the cost of a lunch is $2.95 and a breakfast is $2.20. Students may bring lunches from home. They may purchase milk for $.50 or bring a drink. They are encouraged not to bring pop.

If you have any questions regarding your family meal account, please contact us at 402-296-3361 ext. #2800 - rsalazar@pcsd.org

All families who qualify for free or reduced price meals must fill out a new application form each school year. Families that fail to turn in a new application will be charged full price for meals**.** Parents are responsible for all charges on the account until a new application has been received and processed. Applications will be available late July or early August. If you do not receive an application by the beginning of school please contact the food service office.

Our school district currently contracts the operation of our food service program with OPAA Foods. All menus along with nutritional information are posted online.

The school food service program operates under USDA guidelines.

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 race, color, national origin, sex, disability, age, 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.gBraille, 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 Rights1400 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.

Lunch Rules

1. Students are to use proper table manners and not misuse food or beverages.
2. Trays and trash must be returned to the proper area.
3. Students are encouraged to drink healthy beverages. Pop is not encouraged.
4. Violation of these rules will result in disciplinary action.

Make-Up

Please do not allow your child to bring make-up to school because of the potential health hazard when the make-up is shared with other students.

Money

Please do not send money to school unless there is a reason such as lunch money or school store purchase.

Office Referral

A student may be sent to the office for serious inappropriate behavior. Teachers and other staff members will re-teach/redirect that behavior whenever possible before an office referral is made. Some behaviors are severe enough that a student is sent to the office with little staff intervention. An office referral form is filled out for the student stating the behavior and what is known about the incident. Administrators will investigate the behavior or incident, work with the student, and attempt to reach parents to inform them of the situation and discuss the resolution of the problem. A copy of the office referral will be sent home with the student or mailed to the parents. Occasionally a parent/student/principal or assistant principal conference may be needed.

Parent Involvement

A parent may object in writing to textbooks, tests, and other curriculum materials, the subject matter of courses, assemblies, counseling sessions, or other instructional activities. If parents know in advance of topics or activities from which they wish to have their child(ren) excused, the school expects parents to request to have the student excused from participation.

Parents wishing to participate in counseling sessions with their children may make such a request of the building administrator. Upon receiving such a request, the building principal will contact the counselor to determine if, in the opinion of the counselor, parental participation is

appropriate.

Pets
Students and/or parents shall not be permitted to bring animals into the school and/or classroom.

P.T.O.
Parents and guardians are encouraged to join the P.T.O. This organization sponsors activities and helps to raise money to help Plattsmouth Elementary School. The P.T.O. Board meets monthly and welcomes any parent to attend.

Recess
Children will have the opportunity to get exercise, fresh air, and socialize with friends at recess. If your child is well enough to attend school, she/he is well enough to participate in the elementary schedule. Exceptions will be made when a note from a doctor excuses a child from certain activities. **Please dress your child appropriately for the weather. Please make sure your child is dressed appropriately for outside activities when the weather becomes cold.** It is at the discretion of the principal whether the clothing a child is wearing is appropriate for the weather conditions. Students will not be sent outside if it is raining or the temperature and/or wind chill is below 10 degrees. When the temperature and/or wind chill is above 10 degrees recess will be outside. **When the conditions are wet or snowy and recess is still held outside, students must wear boots and snow pants if they expect to play off the paved playground.** Occasionally the presence of ice on all hard outdoor surfaces necessitates that students stay inside. **Students are asked to not bring toys or equipment from home to play with before and after school or during recess unless the building principal has granted permission.** Toys may be brought for classroom projects only (show and tell, writing assignments, etc.) and should be done so only with permission of the classroom teacher.

School Cancellation and Closing
In the event of severely inclement weather or mechanical breakdown, school may be closed or the starting time was delayed. The same conditions may necessitate early dismissal. School closings, delayed starting time or early dismissal will be announced over television, radio stations, and Infinite Campus. Reports in the morning will be between 6:00 a.m. and 8:00 a.m. If no report is heard it should be assumed school is in session. If school is dismissed early because of inclement weather, all scheduled practices and activities may be canceled for that day.

School Closing Due to Health Conditions
The school district works closely with the Nebraska Department of Health during outbreaks of illness. In accordance with the Nebraska Department of Health recommendations, if 25-30 percent of students are absent and/or if an insufficient number of staff members are available to teach classes due to health, the administration of the school will consider closing the school. School or classrooms may also be closed due to COVID-19 confirmed cases.

School Property
Students marking or damaging school equipment or property in any way will be required to clean the article or pay for the damage done. Parents and students are responsible for materials loaned

to the student.

Soiling and Wetting

Occasionally children do have soiling and wetting accidents. In grades K-4, if your child soils or wets, it is expected that you will come and/or pick him/her up, clean and change him/her and return him/her back to school. These are the procedures that Plattsmouth Elementary School will follow:

1. The first time the student soils or wets their pants the school will provide a place for the students to clean themselves and change clothes. If the students cannot clean themselves the parents are expected to come and help their child clean up or take them home to clean up and return the student to school. If the student cleans themselves, a note will be sent home and must be signed and returned to the classroom teacher.

2. The second time the student soils or wets their pants the school will provide a place for the students to clean themselves and change clothes. If the students cannot clean themselves the parents are expected to come and help their child clean up or take them home to clean up and return the student to school. If the student cleans themselves, a note will be sent home and must be signed and returned to the classroom teacher.

3. The third time the student soils or wets their pants the school will provide a place for the students to clean themselves and change clothes. If the students cannot clean themselves the parents are expected to come and help their child clean up or take them home to clean up and return the student to school. A meeting with the parents of the student will be set and a plan will be established to address the issue.

At the team meeting, the plan should include the following information:

a. Possible reasons for the toileting issue.
b. Possible solutions for the toileting issue.
c. A home/school plan detailing who is responsible for each step of the plan at each location.

Students with medical or special needs may be exempt from this policy. A toileting plan will need to be established detailing who is responsible for each step of the plan at each location.

Telephone

Teachers are conducting classes from 8:10 - 2:50. If you need to talk to a teacher, you may call and leave a message. Teachers can be reached by phone during their planning time, lunchtime, and before and after school. Please do not ask to talk to a teacher during instructional time.

The school telephone is for school business. Students may not make personal calls, unless they are urgent and are given permission from their classroom teacher. Students may not receive phone calls during the instructional day. The school will make every effort to get messages to students during the school day. Try to let your child(ren) know their after school plans before they come to school.

Toys/Games

Toys, games, and video games will not be allowed at school unless they are to be used for a special activity. Please make sure your child does not bring toys to school unless a teacher or administrator has given prior approval. This includes all types of trading cards. This policy has been changed due to the number of conflicts resulting from lost, broken, and stolen toys.

LEGAL NOTICES AND STUDENT RIGHTS

Anti-Bullying Policy
Discussed in Board Policy 5415

Child Find/Special Services
If special educational needs of students exist or arise, they will be addressed in a manner that complies with State and Federal requirements. If you have questions about special education identification or services, contact the Assistant Director of Student Services Pam Dobrovolny at 296-3361.

Discontinuance of Enrollment for Children Younger Than Six Years of Age
Discussed in Board Policy 5002

Freedom of Expression
Student expression, other than student expression in student-produced official school publications, made on the school district premises or under the jurisdiction of the school district or as part of a school-sponsored activity may be attributed to the school district; therefore, student expression must be responsible. Student expression must be appropriate to assure that the students learn and meet the goals of the school activity and that the potential audience is not exposed to material that may be harmful or inappropriate for their level of maturity.

Students will be allowed to express their viewpoints and opinions as long as the expression is responsible. The expression shall not, in the judgment of the administration, encourage the breaking of laws, cause defamation of persons, be obscene or indecent, or cause a material and substantial disruption to the educational program. The administration, when making this judgment, shall consider whether the activity in which the expression was made is school-sponsored and whether review or prohibition of the students' speech furthers an educational purpose. Further, the expression must be done in a reasonable time, place, and manner that is not disruptive to the orderly and efficient operation of the school district.

Administration
The administration is authorized to adopt such administrative rules, regulations or practices necessary to properly implement this policy. Such regulations, rules or practices may vary the procedures set forth herein to the extent necessary to fit the circumstances of an individual situation. Such rules, regulations and practices may include administrative forms, such as checklists to be used by staff to record observed behavior and to determine the proper plan of action.

Student Discipline & Early Childhood Student Discipline
Discussed in Board Policy 5101.

Academic Integrity
Discussed in Board Policy 5101.

Student Fees
Discussed in Board Policy 5195.

Multicultural Policy
Discussed in Board Policy 6370.

Notice to Parents of Rights Afforded by Section 504 of the Rehabilitation Act of 1973
The following is a description of the rights granted to qualifying students with disabilities under Section 504 of the Rehabilitation Act. The intent of the law is to keep you fully informed concerning the decisions about your child and to inform you of your rights if you disagree with any of these decisions. You have the right to:

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of his/her 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.
5. Have your child receive services and be educated in facilities which are comparable to those provided to every student.
6. Have evaluation, educational and placement decisions made based on a variety of information sources and by persons who know the student and who are knowledgeable about the evaluation data and placement options.
7. Have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the district) at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
8. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.
9. Examine all relevant records relating to decisions regarding your child's identification, evaluation and placement.
10. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. (You and your child may take part in the hearing. Hearing requests are to be made to the Superintendent).
11. File a local grievance.

Notification of Rights Under FERPA
Discussed in Board Policy 5202Z

Student Privacy Protection Policy

Discussed in Board Policy 5421

Parental Involvement Policies
Discussed in Board Policy 6400

Title I Parental and Family Engagement Policy_____
Discussed in Board Policy 6410

Homeless Students Policy
Discussed in Board Policy 5417

Interviews Of Students By Outside Agencies
Discussed in Board Policy 5413

Community Use of School Facilities
Discussed in Board Policy 1100

Option Enrollment
Discussed in Board Policy 5006

Student Records
Discussed in Board Policy 5202

Identification of Learners with High Ability
Discussed in Board Policy 5414

Search and Seizure
Discussed in Board Policy 5406

Internet Safety and Acceptable Use Policy
Discussed in Board Policy 6800

Safe Pupil Transportation Plan
Discussed in Board Policy 5306

Fire Drills & Crisis Plans
Discussed in Board Policy 6115

Assessments -- Academic Content Standards
Discussed in Board Policy 6212

Reading Instruction and Improvement
Discussed in Board Policy 6213

Concussions
Discussed in Board Policy 6284

Return to Learn From Cancer
Discussed in Board Policy 6286

Tobacco Policy
Discussed in Board Policy 1120

Title I Parent and Family Engagement Policy
Discussed in Board Policy 6410

Title I Funds
Discussed in Board Policy 3570

Insufficient Funds
Discussed in Board Policy 3580

Board Minutes
Discussed in Board Policy 9340

Employee Conduct Regulations
Discussed in Board Policy 4020 and 4020A

Workplace Privacy Act
Discussed in Board Policy 4027

Option Enrollment
Discussed in Board Policy 5006

Student Discipline
Discussed in Board Policy 5101 and Board Policy 5105 for students with disabilities

Drug and Substance Use and Prevention
Discussed in Board Policy 5104

Internet Safety and Acceptable Use Policy
Discussed in Board Policy 6800

Self-Management of Asthma Anaphylaxis and Diabetes

Discussed in Board Policy 6921 and 6921A

All Board Policies can be found at https://www.pcsd.org/Page/14

2021-2022 STUDENT HANDBOOK: COVID SUPPLEMENT

Refer to district website for COVID protocols and updates: www.pcsd.org COVID Protocols

FORMS FOR HEALTH RELATED ADMISSION REQUIREMENTS

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

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

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

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

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

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

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

8. **HHS Summary of the School Immunization Rules and Regulations 2018-2019**

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

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

11. **Section 9528. Armed Forces Recruiter Access to Students and Student Recruiting Information**

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

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

1. A certified copy of the student's birth certificate issued by the state in which the child was born, prior to admission of a child for the first time. Other reliable proof of the child's identity and age, accompanied by an affidavit explaining the inability to produce a copy of the birth certificate, may be used in lieu of a birth certificate. An affidavit is defined as a notarized statement by an individual who can verify the reason a copy of the birth certificate cannot be produced. (Failure to provide the birth certificate does not result in non-enrollment or disenrollment, but does result in a referral to local law enforcement for investigation).
2. Evidence of a physical examination by a physician, physician assistant, or nurse practitioner, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a physical examination.
3. Evidence of a visual evaluation (for school year 2017-2018 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 [Name] Public Schools responsible for any injury or harm caused by or relating to such refusal to obtain immunization for the child.

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

_____
Affiant

STATE OF NEBRASKA)
) ss.
COUNTY OF _____)

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

_____
Notary Public

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

AFFIDAVIT

Refusal of Immunization of Student for Religious Reasons

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 [Name] Public Schools, or who are transferring from out of state into any grade in [Name] Public Schools:

Child No. 1: _____
Child No. 2: _____

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

I hereby object in writing to the:

_____ physical examination

____ visual evaluation

(check one or both)

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

Dated this ____ day of _____, 20__.

_____

Parent or Guardian

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

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: _____

_____

_____

_____

_____

_____

Summary of the School Immunization Rules and Regulations
For 2021-22 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 is not required after a 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 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)

Source: Nebraska Immunization Program, Nebraska Department of Health and Human Services, 2011. 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 2/2014

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 before July 31 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 _____, 2018.

_____

Parent or Guardian

STATE OF NEBRASKA)
) ss.
COUNTY OF _____)

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

_____
Notary Public

Plattsmouth Community Schools

Plattsmouth Community Schools
Addition to Student Code of Conduct
Appendix "2"

ACCEPTABLE USE OF COMPUTERS AND NETWORKS

STUDENT'S AGREEMENT

In order to make sure that all members of Plattsmouth Community Schools community understand and agree to these rules of conduct, Plattsmouth Community Schools asks that you as a student user sign the following statement:

I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by the Plattsmouth Community Schools, and I understand and will abide by those district guidelines and conditions for the use of the facilities of Plattsmouth Community Schools and access to the Internet. I further understand that any violation of the district guidelines is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges will be revoked. School disciplinary action and/or appropriate legal action will be taken.

I agree not to hold the Plattsmouth Community Schools, any of its employees, or any institution providing network access to Plattsmouth Community Schools responsible for the performance of the system or the content of any material accessed through it.

Student's Name _____

Student's Signature _____

Date: _____

This form will be retained on file by authorized
faculty designee for duration of applicable
computer/network/Internet use.
Plattsmouth Community Schools
Addition to Student Code of Conduct
Appendix "3"

ACCEPTABLE USE OF COMPUTERS AND NETWORKS

PARENT'S AGREEMENT

In order to make sure that all members of Plattsmouth Community Schools community understand and agree to these rules of conduct, we ask that you as a parent/guardian sign the following statement:

I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by Plattsmouth Community Schools. As parent or guardian of the student named below, I grant permission for my son or daughter to access networked computer services such as electronic mail (e-mail) and the Internet. I understand that this free access is designed for educational purposes. I also understand that individuals may be held liable for violations of those Terms and Conditions. However, I also recognize that it is impossible to restrict access to all controversial materials and I will not hold Plattsmouth Community Schools responsible for materials acquired or sent via the network.

I agree not to hold the Plattsmouth Community Schools, any of its employees, or any institution providing network access to Plattsmouth Community Schools responsible for the performance of the system or the content of any material accessed through it.

Student's Name _____

Parent's Signature _____

Date: _____

This form will be retained on file by authorized faculty designee for duration of applicable computer/network/Internet use.

ASTHMA OR ANAPHYLAXIS MEDICAL MANAGEMENT PLAN

I. CONTACT AND PLAN INFORMATION

Student's Name: _____ **Date of Birth:** _____/____/_____
(Month) (Day) (Year)

Health Condition: ☐ Asthma ☐ Anaphylaxis (For t*his Plan "Health Condition" means the condition(s) checked)*

Mother/Guardian: _____

Section IV.01 Address:

_____

Telephone: Home _____ Work _____ Cell_____

Father/Guardian: _____

Section IV.02 Address:

_____

Telephone: Home _____ Work _____ Cell _____

Student's Doctor/Health Care Provider:_____

Section IV.03 Address:

_____

Telephone: _____ Emergency Number: _____

Other Emergency Contacts:_____

Relationship: _____

Telephone: Home _____ Work _____ Cell _____

II. PARENT OR GUARDIAN AUTHORIZATION, APPROVAL AND LIABILITY WAIVER

The parents or guardians (hereinafter "Parent") request that [Name] Public Schools allow the Student to self-manage the health condition and accept and agree to this Medical Management Plan. The Guidelines for Asthma or Anaphylaxis Medical Management Plan are incorporated into and are a part of this Plan.

Parents understand and agree that if the Student injures school personnel or another student as the result of the misuse of necessary asthma or anaphylaxis medical supplies, Parents shall be responsible for any and all costs associated with such injury. Parents acknowledge that (a) the school and its employees and agents are not liable for any injury or death arising from the Student's self-management of the Student's Health Condition and Parents release same from any such claims and (b) Parents shall and do hereby agree to indemnify and hold harmless the school and its employees and agents against any claim arising from the Student's self-management of Student's Health Condition. This release, indemnification and hold harmless agreement shall take effect immediately and shall stay in effect for as long as the Student is provided permission to self-administer medication.

Parent/guardian signature: _____ Date: _____

Parent/guardian signature: _____ Date: _____

III. STUDENT AGREEMENT

I will use the prescription asthma or anaphylaxis medication only as prescribed and as permitted by the Plan. I will not share the medication with others and I will not create an unnecessary distraction to others. I have been instructed how to self-administer this medication and understand the side effects of improper use and will promptly report self-administration and follow the Guidelines. I understand that if I do not abide by these terms, I may be disciplined and that this Plan will be re-evaluated. I release the school and its employees of any liability in any way related to this Plan or my use of the medication.

Student signature: _____ Date: _____

IV. MEDICAL MANAGEMENT PLAN

A. Health care services the Student may receive at school relating to Student's Health Condition: See Guidelines (Part V).

B. Evaluation of Student's understanding of and ability to self-manage Student's Health Condition.

The parents/guardians and the Physician certify that the Student has a sufficient level of understanding and ability to self-manage the Student's Health Condition as follows:

1. Access to Prescription Asthma/Anaphylaxis Medication

☐ May have medication in Student's possession at any time.

☐ May have medication in Student's possession when the health office is not accessible (for example, when the Student is out of the school on field trips or participating in extracurricular activities) but should otherwise be maintained in the health office.

☐ May not have medication in Student's possession except for emergency use.

2. Self-Administration of Prescription Asthma/Anaphylaxis Medication

☐ May self-administer independently and without supervision. The Student has had training and is proficient in self-administering medication.

☐ May self-administer when the health office or school staff authorized to administer medication are not readily accessible (for example, when the Student is out of the school on field trips or participating in extracurricular activities); but should otherwise have medication administered by the health office or authorized school staff.

☐ May not self-administer except for emergency use.

C. It is agreed that this Plan permits regular monitoring of Student's self-management of Student's Health Condition by an appropriately credentialed health care professional.

D. Name, purpose and dosage of prescription asthma or anaphylaxis medication prescribed for Student: See Student Asthma/Anaphylaxis Action Plan (Part IV(F)).

E. Procedures for storage and access to backup supplies of such prescription medication for Student's Health Condition:

1. The Student, when permitted to be in possession of medication, will have only the prescription medication that might be needed for the Student's own use. For example, the Student may have one inhaler, but not two, unless the first is nearly empty
2. The school will store any backup supply needed in accordance with its medication storage procedures.
3. The student may have access to the backup supply when necessary by requesting such from the health office.

F. Student Asthma/Anaphylaxis Action Plan

Student Name: _____ **Date of Birth:** _____/____/_____
(Month) (Day) (Year)

EXERCISE PRECAUTION - Administer inhaler 15-30 minutes before exercise (eg, gym class, recess)

☐ Albuterol inhaler (Proventil, Ventolin) 2 inhalations

ASTHMA TREATMENT	**IF SCHOOL STAFF INVOLVED-- CLOSELY OBSERVE STUDENT AFTER QUICK RELIEF ASTHMA MEDICATION IS ADMINISTERED**
Give or self-administer ***quick relief medication*** when Student experiences asthma symptoms such as, coughing, wheezing, or tight chest. **Quick relief medication:** ☐ Albuterol inhaler (Proventil, Ventolin) 2 inhalations ☐ Pirbuterol inhaler (Maxair) 2 inhalations ☐ Albuterol inhaled *by nebulizer* (Proventil, Ventolin) ☐ 0.63 mg/3 mL ☐ 1.25 mg/3 mL ☐ Levalbuterol inhaled *by nebulizer* (Xopenex) ☐ 0.31 mg/3 mL ☐ 0.63 mg/3 mL ☐ 1.25 mg/3 mL ☐ May carry and self-administer metered-dose inhaler per Part IV(B) of Medical Management Plan.	**If after 10 minutes:** • Symptoms are improved, student may return to classroom after notifying parent/guardian. • If no improvement in symptoms, repeat the above medication and notify parent/guardian immediately and determine student's ability to remain in school for the day. • ***If student continues to worsen*** **CALL 911 and INITIATE Emergency Response to Life-Threatening Asthma or Systemic Allergic Reactions Protocol (Asthma).**

ANAPHYLAXIS TREATMENT	**IF SCHOOL STAFF INVOLVED--CLOSELY OBSERVE STUDENT AFTER EPINEPHRINE IS ADMINISTERED**
Give or self-administer ***epinephrine*** when Student experiences allergy symptoms, such as hives, difficulty	

breathing (chest or neck "sucking in"), lips or fingernails turning blue, or trouble talking (shortness of breath). □ The Student has severe allergies to the following: _____ □ Epinephrine injection (please specify): □ EpiPen 0.3 mg □ Twinject 0.3 mg □ EpiPen Jr. 0.15 mg □ Twinject 0.15 mg □ May carry and self-administer epinephrine injection per Part IV(B) Medical Management Plan.	• ***CALL 911*** **and closely observe the student.** • Notify parent/guardian immediately. ● Even if student improves, the student should be observed for recurrent symptoms of anaphylaxis in an emergency medical facility. ● *If student does not improve or continues to worsen*, INITIATE Nebraska's schools Emergency Response to Life-Threatening Asthma or Systemic Allergic Reactions Protocol (Anaphylaxis).

Possible adverse reactions to be reported to physician _____

_____

Special instructions _____

I am the Student's Physician or other health care professional who prescribed the medication for treatment of the student's condition. Student has ☐ Asthma ☐Anaphylaxis and has been prescribed the medication referenced above. Student has the ability to safely and responsibly self-manage Student's Health Condition in accordance with this Asthma or Anaphylaxis Medical Management Plan. I approve the Medical Management Plan and the Student Asthma/Anaphylaxis Action Plan and authorize Student to self-manage Student's Health Condition at school in accordance with the Plan.

Physician signature: _____ Date: _____

V. GUIDELINES FOR ASTHMA OR ANAPHYLAXIS MEDICAL MANAGEMENT PLAN

Term of Plan: The plan is effective for the current school year. A new plan must be established each school year or more often if changes occur to the student's health or prescribed treatment or student's ability to self-manage.

Medications: The parents or guardians are responsible for supplying any and all prescription asthma/anaphylaxis medications required under the Plan; the school is not responsible for providing the medications. Prescribed asthma/anaphylaxis medications to be used by the Student under this Plan must be furnished in a current original container from the pharmacy with the student's name and the name of the medication, and where applicable, the strength and the dosage to be given. Inhalers must have a label attached to the inhaler itself, not on the packaging. If the prescribed medication, dosage or time of medication changes, the parents or guardians must promptly submit to the school nurse or designee the new prescription and as necessary a new asthma/anaphylaxis action plan. Any non-prescription medication must be furnished in the original container from the manufacturer. The school will store any backup supply needed in accordance with its medication storage procedures. The student may have access to the backup supply when necessary by requesting such from the health office.

Health care services the Student may receive at school relating to Student's Health Condition.

1. Standard health services available to all students.
2. Storage of backup asthma or anaphylaxis medication supplies.
3. Recording of student self-administration reports.

Consultations: The school may consult with a registered nurse or other health care professional employed by such school during development of the plan.

Permitted Self-Management: Pursuant to the Asthma or Anaphylaxis Medical Management Plan the Student shall be permitted to self-manage the Student's asthma or anaphylaxis condition in the classroom or any part of the school or on school grounds, during any school-related activity, or in any private location specified in the plan.

Student Reports of Self-Administration: The Student shall promptly notify the school nurse, the school nurse's designee, or another designated adult at the school when the Student has self-administered prescription asthma or anaphylaxis medication pursuant to the Plan.

Responses to Student Misuse: The possession of medications by Students is a violation of the school's drug and student conduct policies and may result in an expulsion from school. To the extent this Asthma or Anaphylaxis Medical Management Plan permits the Student to be in possession of prescribed asthma/anaphylaxis medications, the Plan allows the Student an exception to the school drug and student conduct policies. However, this exception only extends to the extent provided in the Plan. In the event the Student uses his or her prescription asthma or anaphylaxis medication other than as prescribed, or possesses medication other than as permitted by the Plan, the Student is subject to disciplinary action by the school, up to and including an expulsion. The school will promptly notify the parent or guardian of any disciplinary action imposed. The disciplinary action will not include a limitation or restriction on the student's access to such medication; however, it is agreed that in the event of any such misuse, a re-evaluation of the Student's understanding of and ability to self-manage Student's Health Condition will occur and the re-evaluation may result in a modification or termination of this Plan.

Sharing Plan: It is agreed that this Asthma or Anaphylaxis Medical Management Plan may be

shared with school officials and agents who have a need to be aware of it; that those who have the need to be aware of it include student health staff and also include staff responsible for student discipline (e.g. staff need to know that the Student is authorized to have the medication on the Student's person so the Student is not reported for a violation of the school's drug policies). The school officials who may be informed of the Plan thus include: administration, school nurse, school office staff, teachers and any paraeducators or specialists who provide services to the Student, and the coaches and sponsors of extracurricular activities in which the Student participates.

Filing of Plan: This Asthma or Anaphylaxis Medical Management Plan is to be kept on file at the school where the Student is enrolled.

VI. SCHOOL NURSE ACKNOWLEDGEMENT OF ASTHMA OR ANAPHYLAXIS MEDICAL MANAGEMENT PLAN

☐ Parent Request and Liability Waiver signed ☐ Student Agreement signed.

☐ Management Plan (including Action Plan) signed by Physician.

☐ Guidelines reviewed with the Student and Parent/Guardian.

☐ Copy of Guidelines and Student Agreement received by Parent/Guardian for reference.

School Nurse or designee signature: _____ Date: _____

Asthma/Allergy Self-Management Log

Student Name_____

Student Date of Birth _____

Date Started	Medication	Dosage	Time	Frequency	Physician	Phone #

Date/time of report	Date/time administration	Observation/Complications	Employee Recording Student Report	Parent Notification
				Date:_____ ☐Phone ☐Form
				Date:_____ ☐Phone ☐Form
				Date:_____ ☐Phone ☐Form
				Date:_____ ☐Phone ☐Form
				Date:_____ ☐Phone ☐Form
				Date:_____ ☐Phone ☐Form
				Date:_____ ☐Phone ☐Form
				Date:_____ ☐Phone ☐Form
				Date:_____ ☐Phone ☐Form

Parents/Guardian_____ Phone_____

Teacher_____ Grade_____

PLATTSMOUTH HIGH SCHOOL

STAFF HANDBOOK

2022 - 2023

Plattsmouth High School
1916 East Highway 34
Plattsmouth, NE 68048
402-296-3322

Plattsmouth High School
Faculty Staff Handbook
Event + Response = Outcome

PLATTSMOUTH HIGH SCHOOL STAFF

Administrative Assistants
Jeannie Hardy, Office Manager**
Michele Quinn, Att./ Guidance*

AFJROTC
Col. Ernie DeSimone***
Msgt Bruce Price***

Business
Tyson Schroeder*
Jana Shuey**

English/Foreign Language
Laura Phillips (Dept. Chair)***
Cynthia Duechting
Kyle Graves*
Ardena Mrasek*
Monica Olsen**
Eilene Rodriguez**
Janel Schweitzer***
Teri Wehrbein**

Family & Consumer Science
Carmen Hall**
Brynn Jobman**

Fine Arts
Meri Sedlak (Dept. Chair)*
Jeremy Haupt**
Chris Work**

Guidance Counselors
Sabrina Ayala (Dept. Chair)***
Jim Knierim*

Industrial Technology
Marc Fugleberg*
Lane Kelly*
Ethan Scholting*

Library/Media
Christine Knust**

Math
Nicole Springer (Dept. Chair)*
Trey Cossel***
Stephanie Reynolds***
Rick Titus***

Nurse
Amy Anderson***

Para Professionals
Holly Foote*
Missy Haswell**
Kristen Johnson*
Martha (Joey) Layne*
Sheila Nelson**
Deanna Rader*
Tara Sainz*

Physical Education
Conner Dukes***
Kevin Tilson**
Chris Wiseman*

Science
Deeny Nielsen (Dept. Chair)***
Ashley Classen**
Thomas Howard***
Jim Olsen*
Megan Poppen**

Social Studies
Brett Shuler (Dept. Chair)*
Austin Lenhoff**
Cheyenne McClain***
Dan Oatman***

Social Worker
Katie Lorenzen**

Special Education
Charlotte Urbauer (Dept. Chair)**
Curtis Larsen*
Barb Morehead***
Corinne Schwenk*
Jamie Wood*

Academy Assignments
*ATEAM
**BEACH
***STEAM

Our Core Team Value:
POSITIVE - mentor, encourage, praise, inspire and lead with optimism and positivity
RESPECTFUL - value ourselves, each other, and our role in the community
INTENTIONAL - purposeful and genuine in our interactions
DETERMINED - will not allow failure to overtake us or our teammates
ENGAGED - positively and actively involved in a united community

By identifying our core values and announcing them to our community, we are saying to all of our team members that we are accountable to these behaviors and will do our best to adhere to them.

WE ARE ASKING YOU TO:

Help Create a Positive Culture

- Observe and compliment each other
- Take responsibility for the academic growth of students
- Be patient with students and staff - even the ones you may not enjoy

Help Create a School Known for Great "Customer Service"

- Listen intently when someone is speaking to you
- Recover well when mistakes are made
- Acknowledge - Apologize - Affirm
- Respond in a timely manner (one business day)
- Own the problem and attempt to resolve it
- Use eye contact and a friendly greeting (e.g., Hello, how are you? Can I help you?)
- Remember to keep backstage things backstage

Avoid Producing a Negative Culture

- Remove, "That's the way we've always done it" from your responses
- Focus on what more you can do instead of saying, "I gave students the material, it's not my fault they didn't learn it"
- Do not pass blame on others such as, "It's the parents that are the problem"
- Abstain from gossip

PROFESSIONAL EXPECTATIONS

1. **Be on time and ready to teach**
   - **a.** Be prepared with necessary supplies and equipment
   - **b.** Use class time appropriately - on task, engaged, and teach to the bell
   - **c. Teachers/Staff should not use their cell phone during instructional time with students**

2. **Do your job**
   - **a.** Visibly post learning targets
   - **b.** Modeling
   - **c.** Practice time
   - **d.** Assess

3. **Demonstrate respect for people and property**
   a. Use appropriate language - professional
   b. Take care of school property

4. **Respond professionally to staff directive**

Professional Behavior

Physical or sexual abuse of students, including inappropriate and intentional sexual behavior, by employees will not be tolerated. The definition of employees for the purpose of this policy includes not only those who work for pay but also those who are volunteers of the school district under the direction and control of the school district. Employees found in violation of this policy will be subject to disciplinary action up to and including discharge.

The school district will respond promptly to allegations of abuse of students by school district employees by investigating or arranging for the investigation of an allegation. The processing of a complaint or allegation will be handled confidentially to the maximum extent possible. Employees are required to assist in the investigation when requested to provide information and to maintain the confidentiality of the reporting and investigation process. The superintendent is responsible for drafting administrative regulations to implement this policy.

Leaving the Regularly Assigned Classroom

For safety and security reasons, any time that a teacher holds class outside or in a classroom other than their regularly assigned classroom, the teacher must contact an administrator for approval. This will enable the administrative office to locate and/or contact all students and staff members in the event of an emergency, etc.

IEP Conferences

Individual Education Plan (IEP) conferences are usually organized and scheduled to discuss difficulties an individual student is experiencing at school in an attempt to find solutions so the student can experience success. **ALL** meetings require the presence of a regular education teacher, counselor, administrator, usually a school psychologist, teachers who work with the student and parents. Other school, agency and family representatives may be invited to participate. **It is essential that all staff members invited to participate in an IEP conference meeting be in attendance and be prepared to give written and verbal observations and recommendations.**

PHS PROFILE OF A GRADUATE

PHS CONTINUUM OF EXPERIENCES

ONE SCHOOL, THREE ACADEMIES

PLATTSMOUTH HIGH SCHOOL

Mission: To work in partnership to develop career ready graduates who apply their personal strengths, talents, experiences and continuing education to bring value to their workplace, community, and career through their performance, skill, diligence, ethics and responsible behavior.

ATEAM — Dedicated and Prepared

ATEAM ACADEMY

- Architecture, Construction
- Transportation/logistics
- Environment & Agriculture
- Art
- Manufacturing

Groups: Skills USA, FFA

BEACH — Learning through Serving

BEACH ACADEMY

- Business, Marketing & Management
- Education
- A/V Technology, Fine Arts
- Communications
- Human Services & Hospitality

Groups: FCCLA. ER. DECA. Jazz Band, Show Choir

STEAM — Creative, Ethical, Scientific

STEAM ACADEMY

- Science
- Technology
- Engineering
- Aeronautics
- Mathematics

Groups: HOSA, JROTC, Skills USA

CONTINUUM OF EXPERIENCES

TIME	EXPERIENCES
FRESHMAN	CAREER EXPLORATION BUSINESS TOURS COLLEGE VISIT COLLEGE FAIR CAREER SPEAKERS BUSINESS ADVISORS ACADEMY SELECTION CORE CLASSES
SOPHOMORE	BUSINESS TOURS COLLEGE VISIT COLLEGE FAIR BUSINESS ADVISORS PRE-ACT TEST FIELD TRIPS AND SPEAKERS CORE AND CAREER CLASSES
JUNIOR	COLLEGE VISITS COLLEGE FAIR BUSINESS ADVISORS PORTFOLIO ACT TEST/ASVAB JOB SHADOWING INTERNSHIPS CORE AND CAREER CLASSES
SENIOR	CAPSTONE CLASS COLLEGE APPLICATONS FIN. AID/SCHOLARSHIPS CERTIFICATIONS BUSINESS ADVISORS PORTFOLIO WORK RELEASE/INTERNSHIPS DUAL CREDIT CORE AND CAREER CLASSES

Working in partnership to ensure Academic achievement, responsible Behavior and Civic engagement

Staff Identification Cards

All staff are required to wear their school issued ID cards at all times during the school day.

Employee Conduct and Appearance

Employees are role models for the students who come in contact with them before, during and after school hours. Appearance can influence the way in which students, visitors, and other staff members interact with PHS' employees and perceive their abilities to perform their jobs. Therefore, it is the responsibility of the employees to dress, groom, and conduct themselves in a manner appropriate to the educational environment.

All certificated employees will dress in a manner and have an appearance that is appropriate and professional in light of their job duties and work environment. Any appearance that is prohibited for students to wear is also prohibited for staff.

The employee's direct supervising administrator will handle exceptions to the dress code on an individual basis relative to the position or a special event. If an employee is unsure about the appropriateness of a certain type of appearance, he/she should consult with the building principal. However, for health, safety, and professional reasons, flip-flops are not acceptable attire.

Support staff should maintain the same standard of dress expected of certified employees. Certified employees of the school district shall also follow the code of ethics for their professions. **Conferences and Open House are times where PHS staff need to put their best foot forward. All staff are required to dress up professionally for these events.**

Both classified and certified staff will **only be allowed to wear jeans on Fridays if they are in good condition and worn with a PHS, PCSD or other spirit wear or staff shirt of nice quality.** Jeans may be worn during a designated "jeans week" in which money is being raised for a "worthy cause."

During "jeans week," a nice shirt, a nice sweater, or a professional jacket will be worn with jeans. Crewneck sweatshirts, hoodies, polos, or pullovers that promote any other team other than Plattsmouth are not accepted as professional dress, unless we have a team apparel day.

Teacher Workday

The normal teacher workday will be between the hours of 7:30am and 3:45pm**.** On days when school is dismissed because of inclement weather or other emergencies, or on the days immediately preceding a scheduled holiday, the instructional staff member's day may end ten minutes after the end of the pupils' school day. **Instructional staff are expected to be in their rooms by 7:30. Supervision begins at 7:35am.**

Personal leave may not be granted during August 17- September 2 and May 8-26. Exceptions may be made for once-in-a-lifetime events (i.e. son or daughter's wedding or graduation). These types of events will be pre approved by the building principal. Emergency Personal Leave for an event, which is beyond the control of the employee, may be used during these periods when personal leave is not allowed.

Personal Day requested on a Professional Development Day has to be approved by the building principal and Dr. Hasty. The information missed will need to have a plan for make up.

Attending School Activities

Teachers are encouraged to attend school-sponsored activities. Attendance demonstrates interest in students and is greatly appreciated by students and parents. We have many talented students. Please support them!

Classroom Attendance

Attendance should be taken and recorded every class period**,** including advisory. A tardy is any late arrival to any class period. A student will be considered tardy up to the first ten (10) minutes at the start of the day. After ten (10) minutes a student will be counted absent. A student will be considered tardy up to the first six (6) minutes at the start of each subsequent period of the school day. After six (6) minutes a student will be counted absent.

Lesson Plans

Lesson plans specifying learning targets, activities, and materials to be used are to be organized on a daily, unit, and semester basis. **Probationary teachers will need to have lesson plans available for administration to view on Google Docs no later than 8:00am on Monday for the week. All other teachers should have lesson plans available for adminsitrtion to see upon request.**

Quality lesson plans contain the following information:

- Learning target for the day
- Opening activity
- Presentation of content
- Student engaged activities
- Closure/assessment strategies for student learning
- Materials and equipment
- State Standard addressed

Lesson expectations - each classroom/lesson will have the following:

- Clearly stated and posted learning target - student will be able to…..
- Learning chunked, utilizing modeling and working with exemplars
- Time for rehearsal of knowledge and skills
- Formative assessment

Professional Learning Communities (PLC)

All staff will be involved in a PLC at the designated time. Each PLC meeting will be facilitated by the Department Chair, have an agenda, and will be centered around student achievement, student data, and instruction.

Faculty/Academy Workshops

Faculty Workshops will be the third Wednesday of each month. The workshop will meet from 3:15 to 4:15, unless it falls on the night of Parent-Teacher Conferences. On the week of Faculty Workshops teachers can leave 10 minutes after the end of the pupil's school day on the Friday after the Faculty Workshop.

Academy Meetings
Academy meetings will be arranged by the Assistant Principal/Academy Facilitator. The Academy Leader of each Academy will lead the Academy meetings. Academy meetings will be centered on student achievement, academy growth and promotion, and career readiness skills that pertain to the academy.

Faculty Meetings
All teachers are required to attend faculty meetings. Faculty meetings are held at least once a month and impromptu, if needed. Prompt attendance is required. Agenda items can be submitted up to one day before the meeting for inclusion into a written agenda. Whenever possible, information will be shared with teachers through email. Faculty meetings will be held either weekday mornings at 7:15am or Fridays at 3:00pm. All absences from the faculty meeting must be cleared with the building principal prior to the meeting. There will be make-up meetings held the following morning for staff that were absent.

Supervising Students
Teachers should be in their classrooms or in an area where they will be available for students by 7:30am, unless attending a building/district level meeting. All teachers should be in the hallway outside their door during student passing time. All staff members are expected to assist in the supervision of the hallways and restrooms during school, before school, passing periods, and after school. **The best method to prevent inappropriate behavior is to be highly visible in all portions of the building**. **Students should not be left unsupervised during class.**

Doors
All doors will be locked at all times. This is a safety precaution and it will be followed at all times. Outside doors should never be propped open unless maintenance has a temporary reason for it. Teachers should not give students staff keys to unlock areas/doors.

Classroom Door Windows
The windows on the classroom doors will be uncovered at all times.

Leaving the Building
When leaving the building, it is the responsibility of the teacher to stop at the office to sign out and in. For all other leaves, refer to the 2022 - 2023 Master Agreement.

Parent-Teacher Conferences
All teachers are expected to attend Parent-Teacher Conferences. In order to be absent from Parent-Teacher Conferences, you must have prior approval from the building principal. Your Parent-Teacher Conferences need to be completed, or you must have a schedule of times prepared in advance to meet with parents.

Assemblies
Properly planned and organized assemblies can be a valuable educational experience. For every school assembly, all teachers will be responsible for their respective students and should sit with them during the assembly program. **Teachers who do not have a regularly scheduled class will be expected to attend and be disbursed about the facility to supervise.**

Substitute Teacher Folders
This folder should be completed by the end of the second week of school. It should contain the class schedule, duty assignments, lunch schedule, duties to be performed by students, classroom guidelines, attendance procedures, homeroom activities, teachers to ask for assistance, and some emergency activities that the substitute can use for instruction with the students.

What I Need (WIN) Time
What I Need (WIN) Time will be distributed by Monday morning or the first day of the week. Advisory teachers need to share with their students that they have WIN time and where to go.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) - ACADEMIC ACHIEVEMENT

Level 1
All students are Level 1.

Level 2
The Level 2 Coordinator monitors all students' grades. If a student has a grade below 60% in one or more classes, the student will be moved to a Level 2 for Academic Achievement. Grades will be checked every Friday at 4:00pm. Students will have a 4 week grace period at the beginning of the school year.

Students that are placed at Level 2 for academics will be required to attend What I Need (WIN) Time for twenty (20) school days from 3:05 - 3:40pm, or until they are passing all classes. The Level II Coordinator will continue to monitor the student's grades for twenty (20) school days while a student is in WIN.

If after twenty (20) school days a student is still failing a class, they could be moved to Level 3 of the MTSS process.

Level 3
At the Level 3 placement, a School Psychologist could be utilized and a student may be placed on a Performance Improvement Plan (PIP). They could also potentially lose an elective for the next semester and be placed in the Plattsmouth Academy for Learning (PAL) Study Hall for the next semester.

Level 4
At the Level 4 placement a student will be referred for additional testing that could result in a Special Education service.

STUDENT RECORDS
The teacher is to keep an accurate and up-to-date record on Infinite Campus. This should include, but not be limited to homework, formative assessments, summative assessments, and any special projects and reports. This allows a student's grade to be followed by office staff and parents. **All grades need to be updated weekly and posted by 4:00 PM each Friday.**

Remember that a student should not be failed at the end of a quarter or semester, if the pupil and parent/guardian have not received warning during the quarter or semester. If you have a student that is going to be failing, that student's parent/guardian should be notified via email or phone call.
Report cards shall be issued following each semester.

- Reports should be accurately and conscientiously made because they represent a serious estimate of each pupil's degree of success.
- The teacher should be adequately prepared to defend all decisions as given on the report of success.
- The office will notify teachers when grades are due in the computer.

Student cumulative records folders are maintained in the guidance office. These records include all student grades, standardized test scores, teacher comments, important correspondence, health notes, accident reports, records from other schools, notes, reports on student achievement, behavioral problems, pupil test scores, and records of parent conferences.

Parents/guardians and eligible students (those who are 18 or are attending any school after graduation from high school) have certain rights regarding educational records. For more information, see Board Policy No. 5061.

Progress Reports

To increase communication, and more closely monitor student progress, parents will be informed of definite times to check their child's grades on Infinite Campus. Emails should be sent out to parents approximately every two weeks. Do not limit emails to failing students only; a positive email is always welcomed. Emails for failing students should be sent out and cc'd to the building administrator by 4:00pm Friday prior to the following dates:

September 16	January 20	April 28
October 13	February 3	May 12
November 5	February 24	
November 18	March 10	
December 16	April 6	

Teacher Assistants

1. Teachers who request a Teacher Assistant will need to meet with the principal to share the performance expectations of the Teacher Assistant and how they will be utilized. **Student assistants will be under the direct supervision of the teacher at all times**. **They should not be sent from school to run errands for teachers or office personnel.**
2. Under no circumstances are they allowed to leave the classroom without wearing their PHS Teacher Assistant badge.
3. They are to remain in the classroom even when you do not have work for them to do. They should not be sitting in the hallway.
4. Remember that student assistants do not perform teaching duties, or manipulate confidential material and data. Students do not carry grade reports to the Guidance Office or to any other location.

Advisor/Advisee
All students will be assigned to a teacher known as an advisor and will remain with the same teacher for the four years of high school. Each advisor/advisee program will consist of approximately 15-18 students. Teachers are expected to act as advocates for their students and visit with his/her students about career options, preparation for post secondary education, grades on progress reports and report cards, character education traits, and so forth. Assigned activities for the advisor/advisee program will be utilized.

Advisory Supervision
1. Advisory is designed for students and teachers to make connections. Be as responsible for your advisory assignment as you are to your academic classes. This includes **starting the advisory ON TIME**, and demanding the students are also there on time.**Take attendance!**
2. Advisors will be expected to **follow the developed curriculum for Advisory.**
3. On Mondays students are expected to be in their assigned advisory and should not be pulled to other advisories. **They are not to leave to visit other rooms. Tuesday through Thursday students can be requested by other teachers for academic support. Club meetings can take place on Thursdays.**
4. Always have an updated seating chart. If you move a student, be certain to make the change on the chart. Be certain that all students have an assigned seat and try to keep deviations from seating arrangements at a minimum. This is important for the students and for any substitute teacher who may fill in for you.
5. The teacher should always be situated in an area from which the complete advisory can be observed.
6. Advisory should be a productive time. Students should be engaged in the advisory curriculum or studying.

INSTRUCTIONAL PROCEDURES

Community Resources
The supervising administrator will approve all outside guests utilized as resource people in the classroom. Teachers are encouraged to involve community resource people to complement the instructional program.

Course Descriptions and Student Expectations
All teachers are required to turn into their supervising administrator a syllabus for each course they are teaching. This syllabus should include at minimum a course description, unit calendar, grade and evaluation criteria, attendance and tardy expectations, and behavior expectations. This syllabus should be distributed to all students in the class and turned in to the supervising administrator **by the first day of school**. Please use the PHS Core Education Common Syllabus Template for all of your classes. It can be found online at *https://docs.google.com/document/d/1yzNDM0DAGc5RZLAfMaJ0XqWsvBL6lmvFT5tcaVHe7UQ/edit?usp=sharing* or ask your building principal.

Academy Leaders
Academy leaders assist the administration and disseminate information that relates to their assigned academy tasks and responsibilities: Some of these duties include:

- Assist with academy projects, teacher collaborations, etc.
- Serve as liaisons between teachers and administration
- Work with student leaders to plan events and projects within the academy
- Encourage teamwork, collaboration, curricular integration, projects and student empowerment
- Facilitate academy meetings

Department Leadership Assignments

The department/grade level chairs will serve as the leaders in their particular field. They will be knowledgeable and up-to-date in their subject area, constantly studying the curriculum. It is his/her duty to research and know the new trends and means of learning in their field. It is their responsibility to encourage the teachers of the department to use these methods to meet the needs of the students and provide better educational opportunities.

The department/grade level chairs will serve as the representatives of the school at various curriculum meetings. One important factor that should be noted: At no time is the chairperson to supplant either the work of the principal, curriculum director or superintendent. Rather, they are given the responsibility to work in cooperation with the administration. He/She will serve as the liaison between the staff and administration.

Department chairs are responsible for collecting information and supplies for the budget. They must review the items desired and present a rationale for purchasing to the administration. Any purchase over $400 requires the district's purchase order form be completed. Department chairs are responsible for having available current inventories of equipment and books specific to their department.

Condition of Classrooms and Offices

Teachers are responsible for the condition of the classroom and the equipment at all times. Students should not sit on student desks or tables, they should sit on the seat. If the classroom is not to be occupied the next period, teachers will turn out all the lights, close and lock all windows, along with close and lock all doors. **Supplies should be stored in an appropriate manner and floors should be kept free of obstacles.**

DISCIPLINE - STUDENT BEHAVIOR

Every teacher should have classroom expectations and procedures, which are consistent with school expectations and district policy. Classroom expectations should be fair, clearly **communicated** to all students, visibly posted, reviewed frequently, and **consistently** enforced. Additionally, classroom expectations should be posted on the class syllabus that is distributed to all students.

Staff members should be familiar with all school rules and enforce them consistently. School rules can be found in the 2022-2023 PHS Student/Parent Handbook. You can pick up a copy in the office or it can be found online at Article 5 STUDENTS Policy No. 5101 Page 1 of 15 Students …

Student Behavior

Good discipline is evident when there is a positive learning climate in the classroom. Therefore, it is the teacher who must assume primary responsibility for discipline in the classroom. Students who do not conform to standards which are necessary to allow the establishment of a positive learning environment, should be dealt with firmly and promptly.

Teachers may assign before or after school detention as a disciplinary measure; however, **they must schedule it when they will be in their classroom to supervise and should contact the student's parent/guardian to notify them.**

If the detention is not served on schedule, the student should be referred to the assistant principal, who will take proper disciplinary action with the student. Teachers should shape student behavior. Students who

continue to cause disruption to the learning environment should be sent to an administrator. **Staff members should communicate to the office with a phone call, email or written referral when they send a student out of class for discipline.**

Teachers should address every behavior concern as promptly as possible. Private conferences with students, as well as direct communication with parents is encouraged. If necessary, joint conferences with student, teacher, counselor, administrator and parents may be called.

Teachers need to remember that when they send a student to the office with behavior problems, they have turned the problem over to the administration. They must accept the consequence that is given. If they have concerns with the consequence, they need to discuss it with the administration.

Only the principal may remove a student permanently from a class. Hallways are not to be used for punishment of students.

When to Fill Out a Behavior Referral

A behavior referral to an administrator should be a teacher's last resort. The following are examples of times a student should be referred to an administrator:

- **Safety/Security Threat** - If a student or students pose a significant threat to safety of others or themselves, they should be referred to an administrator immediately. Examples of a safety/security threat include physical contact with other students or staff, vulgar/obscene language that may escalate to physical contact, bullying/harassment, etc.
- **Repeated Violation of Rules** - If a student is consistently not meeting your behavior expectations and you have gone through the process of notifying parents and assigning classroom consequences, a behavior referral should be filled out and sent to an administrator. If a student is repeatedly not serving your classroom consequences, you may submit a behavior referral.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)
BEHAVIOR EXPECTATIONS OF STUDENTS

1. Arrive to class on time prepared for learning
    - Arrive before tardy bell with materials/supplies
    - Use work time appropriately - on task, engaged and doing what is asked
2. Respond appropriately to staff directives
    - Follow directions
    - Accept feedback from staff in a respectful manner
    - Own your behavior
    - Accept "No" as an answer
3. Demonstrate respect for people and property
    - Use appropriate language
    - Respect personal space and boundaries

Any one of these items that do not meet teacher expectations will require a problem solving conference with the teacher prior to the next period that the student has with the teacher. Conferences could take place before school, after school, or at the end of the class period. After the third PRIDE problem-solving meeting,

the student will be issued an office referral. If a student returns to class after an office referral for having three problem-solving issues with one teacher they will automatically receive an office referral on their next problem-solving issue with that teacher.

Consequence for not meeting expectations:
Minimum sanction - Detention with teacher, mandatory study hall, or short- term suspension
Maximum sanction - Long-term suspension, expulsion, legal authorities will be contacted

Student Appearance
The school staff has the responsibility to help students develop an understanding of appropriate attire and good taste in matters of dress and appearance. Teachers have the right to require appropriate dress under the conditions of safety or school representation and the responsibility to assist in the enforcement of the above policy. Read the Student Parent Handbook for the dress code at PHS.

BUSINESS PROCEDURES
District Funds and Purchase Orders
Any items requested during the school year must be put on an online purchase order by the building principal or principal designee. **Ordering by staff will not be allowed without first securing that approval from the building principal for non-NSAA activity purchases and the athletics/activities director for all NSAA** activity purchases. The following procedures need to be followed:

- Find the item you wish to purchase and the vendor (must have a W-9 on file)
- Give information to the administrator and the administrator will enter the data from the proper account (anything over $400 will require a separate form for superintendent approval)
- Once all necessary information is entered and the requisition has been approved, you will be given the requisition number to place the order

If anything is purchased without a proper school issued requisition order, it will be the responsibility of the individual purchasing it. This applies both to ordering items from an outside vendor and to requesting reimbursement for items purchased by a staff member.

Most businesses in Plattsmouth allow school employees to charge items with a valid purchase order. In addition, with the correct charge cards from the Administration Center, Walmart in Bellevue, Nobbies, Menard's, Amazon, and Office Depot (on line) will accept a purchase order.

When you charge purchases at a business, you need to obtain a detailed receipt showing the items purchased, and within 24 hours turn in a purchase order for the charged item with the ticket attached. YOU MUST HAVE A CHARGE TICKET FROM THE BUSINESS WITH THE PURCHASE ORDER. **If you choose an out-of-town vendor, you must submit the form 3180 which can be found online, showing the cost savings from an out-of-town vendor versus a local vendor.**

Activity Accounts
At the high school level, an administrative assistant from the administration office is in charge of receiving and depositing activities money into the district's activity fund account on a timely basis. As a backup, office personnel from the building may be required to also count money turned in each day. A spreadsheet is forwarded to the business manager at the end of each month for entry into the accounting system and

reconciliation of deposits. A detailed description of each deposit shall be provided on the spreadsheet (e.g., shirts sold, fundraising sales, etc.).

Depositing shall be made at least weekly and more frequently if large sums of money are collected. Staff members in each building are required to turn in money collected from students and patrons for fundraising and other activities to the school office daily. **Money is not to be taken home or away from school premises for any reason. There are no exceptions. Money collected is also not to be kept overnight in a classroom, but is to be turned in to the office each day.**

If the building administrator finds that faculty members are holding money longer than one day in their classroom or any other location, especially away from school premises, the building administrator must address the situation with the faculty member and advise the superintendent.

Any event or activity that is associated with Plattsmouth High School, or sponsored by an organization within Plattsmouth High School, must process all receipts through the activity account. A monthly report is available on all financial activity in your organization's account. Any discrepancy with your records should be noted and brought to the principal or principal's designee's attention immediately.

All requests for money disbursed through the activity account must be accompanied by a purchase order. The purchase request should be legibly written with proper spelling. The principal or principal's designee must approve before you purchase items or services for which you will expect the school to pay. **Sponsors and coaches are financially responsible for their organization's funds.**

Any violation of the procedures in this handbook regarding money and the collection of money can result in a written reprimand and any other additional disciplinary action that may be necessary.

Procedure for Purchasing with Activity Funds

1. Obtain activity purchase order number from the building principal or designee.
2. Place your order.
3. Mail, email or phone in your purchase then turn in the copies of invoices and receipts to the office. Check the box that indicates mailed, called, or faxed. NO ONE ELSE WILL PLACE THIS ORDER.
4. Occasionally, a check must accompany your order. In this case, attach an addressed envelope to your purchase order when you turn it in for authorization, as well as the order form, filled out completely. The check will be written and sent on with your order. This is the only time a purchase order will be mailed by someone else.
5. Even though you phone in your order, you are reminded that authorization is needed prior to ordering. Be sure to mark on your purchase order "Confirmation Order - Order Phoned In."
6. If you are picking up the order yourself and need the purchase order returned, please note this on the purchase order.
7. All activities money should be turned in to the office immediately upon receiving them.

Sales Tax

We must pay sales tax on all things the school purchases if the school is not the ultimate consumer of the goods. The only exception to this are food items sold in connection with school activities on the school premises. In other words, we must pay sales tax on uniforms, t-shirts, books, magazines, lumber, metal, fabric, car parts, etc.that are used in projects which are taken home. The sales tax collected should be equal to the prevailing rates. Be sure to add enough to the cost of products to cover sales tax and transportation.

Fundraising

All fundraising activities must be scheduled and approved in advance with the high school principal utilizing the proper Plattsmouth Community Schools Request For Fundraising or Camp Activity form. Only one fundraiser per organization will be approved for each semester.

Due to the negative impact fundraising has in school public relations with the community, fundraising is discouraged. If fundraising is to be done, service-oriented fundraising is preferred versus sales. All fundraising should be approved using a request form through the office. Adherence to the following procedures when conducting fundraising activities may be useful to you:

1. All students must be made to follow definite deadlines in the deposit of money or return of unsold items. Establish the expectation that all students will meet the deadline and follow up immediately with the parents of any students who do not meet the deadline.
2. Students must be made to understand that any products they are given must be accounted for when the fundraiser ends. Any unsold merchandise must be returned, if applicable, and if the items are lost or stolen, the student is responsible for replacement of the missing items.
3. All money must be turned into the office in a timely manner. Receipts will be issued for all deposits. Keep those receipts in order to check on any errors that may occur.
4. Profits from the fundraisers may not be spent until all bills have been paid. Activity accounts will not be allowed to have a negative balance. Purchases made with the profits from the fundraiser may be expended only with the authorization of the principal, assistant principal, or activities director.
5. The only fundraisers that will be authorized are those that benefit the school or the involved organization as a whole. No fundraisers will be authorized which result in only personal gain for the individual student.

Solicitations

Participation in any fund or charity drive by either students or employees shall be entirely voluntary so far as each individual is concerned. There shall be no cause for embarrassment for those who do not or cannot participate or contribute.

Organization Dues, Material Costs, Fines

When it comes to organization dues, material costs, fines, etc., the following procedure should be followed:

1. Students should turn in all money for fines directly to the office.
2. All money for materials, such as shop, clothing, and art materials should be turned into the teacher. The teacher should issue the student a receipt. The teacher then turns in the money to the office with the envelope clearly marked, “Material money for _____.”
3. Any dues turned in by activity sponsors must be counted by the sponsor, placed in the appropriate type of envelope with a completed deposit slip.
4. Students enrolled in courses requiring payment of a fee must be continually reminded of their need to pay their fees. If the student has not paid the fee within two weeks of the beginning of the course, contact the administration. Also check with the principal to see if the student is "WAIVED" from paying for consumable items. **Always refer to the state law about student fees**. **Remember that students**

cannot be required to pay for any projects, or to furnish paper, pencils, etc. The State Student Fee policy is in the Appendix.

5. Discretion must be used in allowing students to accumulate materials bills beyond a minimal level. Parents should be contacted and written verification of parental approval should be obtained before students begin a project. Timely payment must be made by students to keep their bill to a minimal level. Unless payment in full has been received for a project, the project should be held and not released to the student.
6. If assistance is needed in the collection of an account, please contact the administration as soon as the problem arises.
7. Sponsors of fundraisers must establish methods to collect all money and/or sale items from students. Students must not be allowed to hold money for an extended period of time. Accountability for all money must be expected. Sponsors are responsible for ensuring that all of the money is accounted for. Once the sponsor has received money, turn it into the office immediately after counting it.

Money Collection

Money collected should be turned into the office on a daily basis. Rhonda Salazar or her designee will pick up the money and deposit it. The school is not responsible for thefts or loss of money. Teachers who collect money must turn the money into the office at the end of the school day. School district money (which includes activity money) is not to be taken off school premises at all. Any violation of the procedures in this handbook regarding money and the collection of money can result in a written reprimand and any other additional disciplinary action that may be necessary.

COMMUNITY BASED LEARNING EXPERIENCES (CBLE)

Written approval of the parent or guardian is always required for participation of pupils in Community Based Learning Experiences.

- Appropriate instruction will precede and follow each CBLE activity.
- CBLE activities will be considered as instruction and planned as such with definite objectives determined in advance.
- All CBLE will begin and end at the school, unless prior arrangements with individual parents have been made.
- CBLE activities requiring school bus transportation will not interfere with the regularly scheduled transportation of pupils to and from school.
- Subject to the approval of the transportation supervisor and the superintendent, bus transportation will be provided for bands, orchestras, or other groups of pupils to participate in activities in communities outside the school district. The principal will approve or disapprove the request and notify the teacher. The activities director will arrange school bus service in advance for the date of the trip.
- The bus driver will see that all rules and regulations are enforced in the use of school buses for CBLE. Certified personnel must assist him/her in doing so.
- When a CBLE is made to a place of business or industry, the teacher will arrange to have an employee of the host company serve as conductor.
- Teachers will accompany pupils on all CBLE and will assume responsibility for their proper conduct.
- Appropriate educational experience and proper supervision will be supplied for pupils whose parents do not wish them to participate in a community activity or CBLE.
- Teachers are to ensure that students pick up any trash from the bus or vehicle before departing.

YOU CANNOT CHARGE FOR ANY CBLE RELATED TO YOUR CURRICULUM.

All CBLE are to be scheduled through the principal's office. The scheduling of buses must be done at least two weeks prior to the date of the event with the activities director. Teachers supervising buses should read the bus regulations closely and make students abide by the rules. It is important that students are in attendance in all of their classes as semester finals approach; therefore, all field trips during the school day must be completed four weeks before finals.

Students are not allowed to drive on CBLE. This pertains to all school sponsored trips and is done primarily for insurance and reasons of liability. Any special circumstances should be discussed and cleared through the principal's office.

All students attending a CBLE must have a permission slip signed and on file with the teacher sponsoring the trip prior to going on the trip. A CBLE is considered to be any time a teacher and their class leaves the school campus. Field trip permit forms may be obtained in the school office.

PLATTSMOUTH HIGH SCHOOL STAFF OBSERVATIONS

Todd Halvorsen (ATEAM)
Amy Anderson
Sabrina Ayala
Kim Caniglia
Luke Chadwell P-1
Connor Dukes P-1
Carmen Hall P-3
Tina HarveyP-1
Jeremy Haupt-P-1
Jim Knierim
Curtis Larsen
Lane Kelley-P-1
Austin Lenhoff P-1
Katie LorenzenP-2
Deeny Nielsen
Laura Phillips
Matt Rathman-ST
Stephanie Reynolds-P-1
Ethan Scholting-P-3
Corinne Schwenk
Meri Sedlak
Brett Shuler
Nicole Springer
Kevin Tilson
Teri Wehrbein-P-3
Chris Wiseman
Jamie Wood
Charlotte Urbauer

Kim Caniglia (STEAM)
Ashley Classen
Trey Cossel
Ernie DeSimone
Kyle Graves
Thomas Howard
Brynn Jobman
Christine Knust
Cheyenne McClain
Ardena Mrasek
Dan Oatman
Jim Olsen
Monica Olsen
Megan Poppen
Bruce Price
Eilene Rodriguez
Tyson Schroeder
Janel Schweitzer
Jana Shuey
Rick Titus
Chris Work

*P = Probationary
*ST= Student Teacher

ADVISORY ASSIGNMENT

Freshman

Mrasek	ATEAM
Sedlak	ATEAM
Springer	ATEAM
Classen	BEACH
Haupt	BEACH
Lenhoff	BEACH
Oatman	STEAM
Titus	STEAM

Sophomore

Gyhra	ATEAM
Dukes	ATEAM
Schroeder	ATEAM
Hall	BEACH
Rodriguez	BEACH
Cossel	STEAM
Howard	STEAM

Sped 9-12:
Larsen, Morehead, Schwenk, Urbauer, Wood

Stuco 9-12
Poppen

Junior

J. Olsen	ATEAM
Shuler	ATEAM
M. Olsen	BEACH
Shuey	BEACH
Tilson	BEACH
Phillips	STEAM
Schweitzer	STEAM

Senior

Scholting	ATEAM
Jobman	BEACH
Knust	BEACH
Work	BEACH
McClain	STEAM
Nielsen	STEAM

ROTC 9-12
DeSimone/Price

BREAKFAST SUPERVISION-7:35 in Cafeteria

Week of:	
August 18	Wiseman
August 22	Schroeder
August 29	Tilson
September 6	Wehrbein
September 12	Shuey
September 19	Lenhoff
September 26	Work
October 3	Scholting
October 10	Rathman
October 17	Rodriguez
October 24	Hall
October 31	McClain
November 7	M. Olsen
November 14	Dukes
November 21	Phillips
November 28	Knust
December 5	Schweitzer
December 12	Graves
December 19	Nielsen
January 9	Poppen
January 16	Springer
January 23	Schroeder
January 30	Cossel
February 6	Reynolds
February 13	Sedlak
February 21	J. Olsen
February 27	Howard
March 6	Shuler
March 13	Spring Break.
March 20	Titus
March 27	Larsen
April 3	DeSimone
April 11	Clasen
April 17	Haupt
April 24	Price
May 1	Tilson
May 8	Jobman
May 15	Scholting
May 22	Kelley

SOUTH LOT SUPERVISION - 7:35 and 3:05

Week of:					
August 18	Urbauer	October 31	Wiseman	January 30	J. Olsen
August 22	Wood	November 7	Cossel	February 6	Schweitzer
August 29	Schwenk	November 14	Poppen	February 13	Shuey
		November 21	Classen	February 21	Oatman
September 6	Morehead	November 28	Rathman	February 27	Mrasek
September 12	Shuler	December 5	Scholting	March 6	Kelley
September 19	McClain	December 12	Rodriguez	March 20	Jobman
September 26	Nielsen	December 19	Wehrbein	March 27	Tilson
October 3	Howard	January 4	DeSimone	April 3	Haupt
October 10	Springer	January 9	M. Olsen	April 10	Sedlak
October 17	Dukes	January 16	Schroeder	April 17	Work
October 24	Titus	January 23	Price	April 24	Reynolds
				May 1	Larsen
				May 8	Hall
				May 15	Haupt
				May 22	Everyone

LUNCH TIMES

1. The lunch schedule operates in two shifts. It is important that you maintain the schedule in order to achieve a balance in the lunchroom. These times are subject to change dependent on enrollments.
2. Lunch times are 11:16 -11:46 and 11:46 -12:16.

Please do not release your students ahead of time. Students should remain in the rooms, not in hallways or stairwells.

3. On special occasions such as field trips, speakers, major test days, or others, you may adjust your assigned lunch schedule provided that you request permission from the principal ahead of time. Do not adjust your lunch schedule without discussing your schedule with the principal and notifying the cafeteria personnel.

PLATTSMOUTH HIGH SCHOOL BUILDING HOURS AND BELL SCHEDULE

The school building is open from 7:30am until 3:45pm.

2022 - 2023 Bell Schedule	**Monday - Friday**
1st/2nd	8:05 - 9:23
3rd/4th	9:27 - 10:45
Intervention Time	10:49 - 11:16
First Lunch/Advisory	11:16 - 11:46
Second Lunch/Advisory	11:46 - 12:16
5th/6th	12:20 - 1:38
7th/8th	1:42 - 3:00
W.I.N.	3:05 - 3:40

What I Need (W.I.N.) Time:
Students who are failing a class are assigned to WIN time on Monday through Thursday. Make arrangements with someone in your department and have it posted on your door where students should meet, if you are not in the building or need to attend an IEP. Coaches/sponsors need to be with their WIN students until 3:40.

BUILDING SECURITY

The following guidelines should be utilized to maintain the security of the high school:

1. No student should be in the building before 7:30am and after 3:45pm unless they are under faculty supervision.
2. No students should be in the building beyond the regular school day unless they are under faculty supervision.
3. For security reasons, it is imperative that students not be permitted to have access to school keys.

EMERGENCY AND MEDICAL PROCEDURES

Accident Procedure

If an employee is involved in an accident while in the line of duty, it is necessary to file an accident report within twenty-four (24) hours with the school nurse.

Classroom Emergency Procedure

If a classroom emergency such as a medical situation should occur, send another student to the office for assistance. Never send the injured student or come yourself, as this leaves the student and class unattended. While awaiting assistance from the office, administer first aid if necessary. If the situation involves an injury or accident, a written report on the circumstances must be given to the principal who in turn will notify the superintendent. Forms for writing these reports are available from the office.

Emergency Procedure

In the event of an emergency such as a fire, the person making the discovery should immediately notify the office. It is the responsibility of the office personnel to notify the appropriate authorities. It is also the responsibility of office personnel to meet the authorities outside the building and tell them the location of the emergency.

Severe Weather Emergency Procedure

Tornadoes are common in Nebraska, particularly in the spring. As a result, in coordination with the Civil Defense and the Cass County Sheriff's Department, we will conduct a tornado drill in early April of each year. In case of severe weather, follow the procedures outlined in the PCS Disaster Plan.

HEALTH POLICIES

Accidents

1. In case of suspected severe injury, an emergency unit will be called immediately at the discretion of the administration or designee.
2. Personnel are urged to stay with an injured student to prevent him/her from being moved until a certified person can render first aid.
3. Parents should always be notified of an injury by phone call or email.
4. When parents are notified, they are to be told what has happened, what has been done, and then ask what they want the school to do.

5. In the event a parent cannot be reached, the emergency person will be called and if this person cannot be contacted, school personnel will make a decision in the best interest of student health and safety.
6. Accident reports are filled out on all major accidents and reports are kept on file in the office of the principal or school nurse.
7. In the event of a serious accident or injury, the student will not be left unattended.

Illness

1. Prescription medication must be brought into school by a parent/guardian. The only person authorized to give medication is the school nurse or those who are trained in medication administration.
2. NO MEDICATION can be furnished by the school.

DISASTER PLAN PHILOSOPHY AND INTRODUCTION

This plan is developed to be used in case of fire, blizzard, tornado, or bomb threat. All members of the faculty and other employees should:

- Familiarize themselves with this plan
- Be prepared to activate it immediately
- Perform any duties to which they are assigned to make its activation effective

The primary consideration in the event of any type of emergency should be the safety of the personnel in the building. Secondary considerations are the protection of school property and the continued orderly operation of the school.

Any type of emergency procedure is considered to be of a very serious nature and it will be standard procedure to turn individuals falsely initiating such procedures over to the proper authorities for prosecution according to the law.

The greatest danger in any of the emergencies covered in this handbook is probably from panic. Please study the instructions carefully so you will know exactly what to do and you will be able to avoid panic.

Notification of Fire

In the event that a fire is discovered in the building, the person discovering it should immediately activate the fire alarm and report to the office to inform office personnel of the fire.

It is the responsibility of office personnel to notify the fire department. It is also the responsibility of office personnel to meet the fire truck outside the building and tell them the location of the fire.

Fire Drills

Fire drills will be conducted monthly. The signal for a fire drill is a continuous pulsing tone. When this tone sounds, all personnel must leave the building. Be sure that all doors are locked and windows are closed before you leave your room.

Fire and Emergency Evacuation Plan

Fire and emergency escape routes are to be posted in every room where people may be located. Check your classroom immediately to make sure the escape route is posted. Teachers and/or staff will move students to the classroom's designated fire exit.

Teacher Responsibilities During Fire Evacuation

1. Remain with your students at all times.
2. Lock your classroom door once everybody has exited.
3. The teacher should exit the building following the last student. Once outside, the teachers are responsible for student control, ensuring that the students are 100 feet from the building and free of fire lanes and should have their grade book with them to take roll and determine the safety of all students under their control.
4. Ensure you have your green and red cards to communicate with administrators or assistants your student attendance at the fire exit location.
5. Keep students quiet at all times to listen for any emergency instructions.

Tornado Disaster Plan

Tornadoes are common in Nebraska, particularly in the spring. As a result, in coordination with the Civil Defense and the Cass County Sheriff's Department, we will conduct a tornado drill in early April of each year. Teachers and/or staff will move students to the classroom's designated tornado shelter.

Teacher Responsibilities During Tornado Evacuation

1. Remain with your students at all times.
2. Lock your classroom door once everybody has exited.
3. Have students 2-3 deep next to the wall in the hallways.
4. Keep students quiet at all times to listen for any emergency instructions.
5. Leave an open aisle down the middle of the hallways.
6. Keep students away from all glass areas including the trophy cases and doorways.
7. Do not congregate students near the fire doors so that if the doors need to be opened for some reason, students will not be behind the doors.
8. Have students cover their heads with their hands and arms.

Social Media Usage

Professional responsibility occurs when there is the presentation of oneself as a representative of the District or employee thereof, whose activities are job related and is subject to the District's policies, rules, procedures, and guidelines.
Personal Responsibility – the presentation of oneself in a manner that is outside professional responsibility in all comments, posting, etc. Personal responsibility encompasses that which is not job related.
*Each staff member who creates a web page or any part of a web page or supervises the creation of a web page or uses an approved social media site or any part of an approved social media site or supervises the creation of an approved social media site is responsible for the content and must inform the Principal/designee of the existence and the intent/purpose of the page prior to such web site or approved social media site being accessible on the Internet. This includes student-produced web pages and social media content.

A. Professional Responsibility. When using District web pages and/or approved social media sites, staff may not engage in the following:

1. Simultaneously identify oneself as a District employee and send, solicit, or display materials that are offensive, including sexually oriented material, graphic depictions of violence, or material that offends or harasses on the basis of race, color, religion, national origin, gender, marital status, disability, or age.

2. Unprofessional communication that could negatively impact the District's reputation or interfere with the District's core mission, or unprofessional/inappropriate communication regarding members of the District's community.

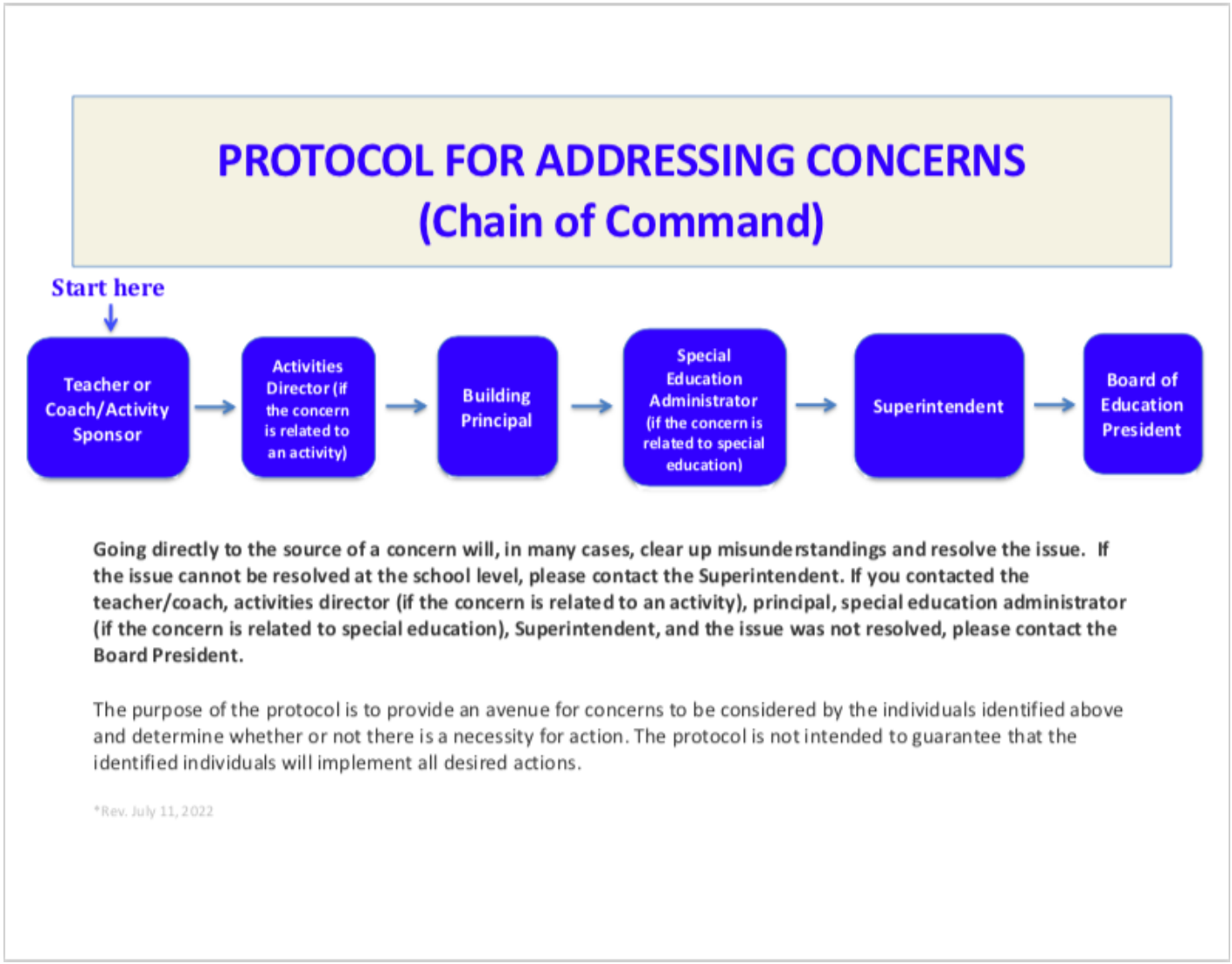
3. Acting as a representative of the District, or acting in a way that would infer that one is a District representative or acting for and on behalf of the District when not authorized to do so (e.g., contacting the media or government officials with District email, responding to complaints or questions about District business on Internet discussion groups, etc.).

B. Personal Responsibility. When using non-District web pages and/or personal social media sites outside of the duties as a staff member of the District, staff should consider the following:

1. For certificated staff, the District's Code of Ethics and the State Standards of Professional Practice are applicable.
*Including simultaneously identifying oneself as a District employee and sending, soliciting, or displaying materials that are offensive, including sexually oriented material, graphic depictions of violence, or material that offends or harasses on the basis of race, color, religion, national origin, gender, marital status, disability, or age.

2. District staff are responsible for all matters which they post or publish.

3. All matters which may be posted or published, including photographs, should reflect high standards of professionalism and professional discretion, and should not negatively or adversely impact relations with students, parents, other staff, or the community.



- Policies
  - 1000 Community Relations
  - 2000 Administration
  - 3000 Business Operations
  - 4000 Personnel
  - 5000 Students
  - 6000 Instruction
  - 7000 New Construction
  - 8000 Internal Board Policies
  - 9000 Bylaws of the Board

ADMINISTRATORS, FACULTY AND STAFF AGREEMENT

Acceptable Use of Computers and Networks
Administrators, Faculty and Staff Agreement

In order to make sure that all members of Plattsmouth Community Schools understand and agree to these rules of conduct for use of the email and Internet systems of the school district, the Plattsmouth School District asks that you, as an administrator, faculty member, or staff member user, sign the following statement:

I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by the Plattsmouth Community Schools, and I understand and will abide by those district guidelines and conditions for the use of the facilities of Plattsmouth Community Schools and access to the Internet. I further understand that any violation of the district guidelines is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges will be revoked. School disciplinary action and/or appropriate legal action will be taken.

I agree not to hold the Plattsmouth Community Schools, any of its employees, or any institution providing network access to Plattsmouth Community Schools responsible for the performance of the system or the content of any material accessed through it.

Employee's
Name_____

Employee's
Signature_____

Date_____

This form will be retained on file by authorized faculty designee for
duration of applicable computer/network/Internet use.

RECEIPT OF 2022-23 TEACHER HANDBOOK
PLATTSMOUTH COMMUNITY SCHOOL DISTRICT

This signed receipt acknowledges receipt of the 2022-23 Teacher Handbook of Plattsmouth Community School District. 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, and that I understand this handbook includes the District's policies of child abuse reporting, 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: _____

_____

Teacher's Signature

Plattsmouth High School PRIDE Form

Date:_____ Student Name:_____
Grade: _____ Teacher/Class:_____

Select the **PRIDE** culture norm you **did not follow:**

Positive **Respectful** **Intentional** **Determined** **Engaged**

Choose the disruptive behavior that resulted in your problem solving.

talking out of turn	technology violation	PDA (public display of affection)
no materials	cheating	harassment/insults/bullying
inappropriate language	horseplay	
throwing items	ignoring the teacher's directions	

Before I was asked to have a Problem Solving, from my point of view, what happened was...

_____
_____

Problem Solving #1
To avoid this problem in the future, I will:
_____Privately tell my teacher any needs or concerns I have before my actions become a problem
_____Listen the first time my teacher asks me to change my behavior
_____Ignore my classmates or ask them to stop their distracting behavior
_____Keep my hands, body, and/or comments to myself
_____Other_____

Problem Solving #2
To avoid this problem in the future, I will:
_____Privately tell my teacher any needs or concerns I have before my actions become a problem
_____Listen the first time my teacher asks me to change my behavior
_____Ignore my classmates or ask them to stop their distracting behavior
_____Keep my hands, body, and/or comments to myself
_____Other_____

Problem Solving #3
To avoid this problem in the future, I will
_____Privately tell my teacher any needs or concerns I have before my actions become a problem
_____Listen the first time my teacher asks me to change my behavior
_____Ignore my classmates or ask them to stop their distracting behavior
_____Keep my hands, body, and/or comments to myself
_____Other_____

Teacher Use Only

_____ MEETING between student and teacher completed
_____ LOG on Infinite Campus for Behavior Referral
_____COPY of form turned into academy administrator
_____Is further action needed from an admin?

IN AN EMERGENCY
TAKE ACTION

HOLD! In your room or area. Clear the halls.

STUDENTS
Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS
Close and lock the door
Account for students and adults
Do business as usual

SECURE!
Get inside. Lock outside doors.

STUDENTS
Return to inside of building
Do business as usual

ADULTS
Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual

LOCKDOWN! Locks, lights, out of sight.

STUDENTS
Move away from sight
Maintain silence
Do not open the door

ADULTS
Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend

EVACUATE! (A location may be specified)

STUDENTS
Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS
Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults

SHELTER! Hazard and safety strategy.

STUDENTS
Use appropriate safety strategy for the hazard

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

ADULTS
Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

K12 2021 STANDARD RESPONSE PROTOCOL

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Plattsmouth Middle School

Handbook

2022-2023

PLATTSMOUTH COMMUNITY MIDDLE SCHOOL
MISSION STATEMENT
Plattsmouth Community Middle School fosters academic excellence, creativity, and responsible behavior.

Preparation - Empowering students to live and learn in an ever changing and diverse world.

Cooperation - Working together with students, parents, staff, and community to create a dynamic learning environment.

Mastery - Encouraging students to be motivated to reach for their highest levels of performance.

Success - Providing students with the skills required to conquer the challenges of the future.

PLATTSMOUTH COMMUNITY MIDDLE SCHOOL
VISION STATEMENT

Plattsmouth Community Middle School provides a safe, caring and flexible learning environment. Students and staff respect each other and take pride in their school. A consistent and fair discipline system protects the rights of everyone to learn and teach. A core curriculum is emphasized, strategies for all learning styles are in place and creativity is fostered. Opportunities are provided for and participation is encouraged in exploratory courses and extracurricular activities. Students have a desire to learn, take an active role in the education process, and value education beyond monetary rewards. The staff, parents, and community work together to guide the Plattsmouth Community Middle School students to achieve realistic high expectations that are meaningful within the lifelong learning process.

PROCEDURES AND REGULATIONS SUBJECT TO CHANGE

The information contained is current and in effect at the time of the printing. However, the procedures and regulations set forth in the handbook may be altered or revised as necessary. Some of our procedures and regulations may be altered as we work within the frameworks of our building, the new staff members, parent response, student input, as well as new Board of Education policies, and as State and Federal laws change. Much of the handbook is an extension of Board Policies. **Current board policies are available at www.pcsd.org.** This handbook does not form a contract.

PLATTSMOUTH SCHOOL BOARD MEMBERS

Steve Barr, President
Cory Wehrbein, Vice President
Brian Harvey, Secretary
Max Muller, Treasurer
Bob Fuller
Matt Glup
Nolan Siemonsma
Karen Tesarek-Parsons
Ken Winters

PLATTSMOUTH SCHOOLS ADMINISTRATIVE STAFF

Superintendent/Special Education Director – Dr. Richard Hasty
Director of Instructional Services – Dr. Cheryl Larson
Early Childhood-Head Start Director- Juliana Beck
Director of Special Education – Amanda Wright
Systems Administrator– Zach Schroeder
Technology Support- Wesley Phillipson
Business Manager – Jennifer Serkiz
Payroll- Chris Hudson
Office/Data Manager- Barb Baker
Business Service Assistant- Rhonda Salazar
Administrative Assistant- LeeAnn Stander

MIDDLE SCHOOL ADMINISTRATIVE STAFF

Mr. John Campin - Principal
Mr. Claude Michel - Assistant Principal/Activities Director

MIDDLE SCHOOL SUPPORT STAFF

Mrs. Sara Barada – School Social Worker
Mrs. Jill Bradney – Administrative Assistant
Mrs. Katie Graves - School Nurse
Mrs. Sherri Johnson – Data/Student Support Facilitator
Mrs. Tami Petri – Office Manager

PLATTSMOUTH COMMUNITY MIDDLE SCHOOL STAFF

Mrs. Ann Albers - 5th Grade Science
Mrs. Colleen Ksiazek – 5th Grade Resource
Mrs. Leigh La Rosa - 5th Grade Math/Social Studies
Mrs. Staci McDonnell- 5th Grade Math/Social Studies
Mrs. Sharon Poindexter- 5th Grade Language Arts/Reading

Mrs. Kasey Barr - 6th Grade World History
Ms. Robin Christiansen - 6th Grade Language Arts/Reading
Mr. Larry Kress- 6th Grade Math
Mrs. Amanda Phillipson - 6th Grade Science

Mr. Zach Biere- 7th Grade World History
Mr. Joel Dix -7th Grade Language Arts
Mrs. Dee Hellbusch - 7th Grade Science
Mr. Chase Lofing- 7th Grade Math/Pre-Algebra
Ms. Pam Osthus- 7th Grade Resource

Mrs. Katie Bashus - 8th Grade Science
Mr. David Dukes - 8th Grade Resource
Mrs. Heather Irish - 8th Grade Language Arts/Reading
Mrs. Jaima Negrete- 8th Grade American History
Mr. Matthew Timm- 8th Grade Pre-Algebra/Algebra

Mrs. Mandi Crick – Vocal Music
Mrs. Cynthia Duechting- ELL
Mr. Kyle Graves - HAL Facilitator
Ms. Lenette Haliburton- Instrumental Music
Ms. Kelli Henry – Read 180
Mrs. Brenda Jessen- Art
Ms. Michelle Knight - Career Explorations and Tech
Mr. Mike Knust - Industrial Technology
Mrs. Julie Little - Library/Media Center
Mrs. Kim Ryerson- 5th-8th Life Skills
Mrs. Marla Smith – Health
Mr. Troy Steele - Physical Education

Mrs. Mandy Creekmore – Teacher Associate
Mr. Jerry Hodge – Teacher Associate
Mrs. Heidi Korsmo- Teacher Associate
Mrs. Shelley Quade – Teacher Associate
Mrs. Donna Shrimpton - Teacher Associate

CLASS SCHEDULES FOR 2022-23

8TH GRADE

Specials	8:08 a.m. – 10:00 a.m.	Special 1- 8:08-9:02, Special 2- 9:06-10:00
Core 1	10:04 a.m. – 10:58 a.m.	Core Class
Lunch	11:02 a.m. - 11:32 a.m.	Lunch
Core 2	11:36 a.m. – 12:30 p.m.	Core Class
Core 3	12:34 p.m. – 1:28 p.m.	Core Class
Core 4	1:32 p.m. – 2:26 p.m.	Core Class
Flex	2:30 p.m. – 3:00 p.m.	Flex

7TH GRADE

Core 1	8:08 a.m. – 9:02 a.m.	Core Class
Core 2	9:06 a.m. – 10:00 a.m.	Core Class
Core 3	10:04 a.m.- 10:58 a.m.	Core Class
Lunch	11:02 a.m. - 11:32 a.m.	Lunch
Specials	11:36 a.m. - 1:28 p.m.	Special 1- 11:36- 12:30, Special 2- 12:34- 1:28
Core 4	1:32 p.m. - 2:26 p.m.	Core Class
Flex	2:30 p.m. - 3:00 p.m.	Flex

6TH GRADE

Core 1	8:08 a.m. - 9:02 a.m.	Core Class
Core 2	9:06 a.m. - 10:00 a.m.	Core Class
Core 3	10:04 a.m. – 10:58 a.m.	Core Class
Core 4	11:02 a.m. – 11:56 a.m.	Core Class
Lunch	12:00 p.m. - 12:30 p.m.	Lunch
Specials	12:34 p.m. – 2:26 p.m.	Special 1- 12:34- 1:28, Special 2- 1:32- 2:26
Flex	2:30 p.m. - 3:00 p.m.	Flex

5th GRADE

Core 1	8:08 a.m. - 9:02 a.m.	Core Class
Core 2	9:06 a.m. - 10:00 a.m.	Core Class
Specials	10:04 a.m. – 10:58 a.m.	Specials
Core 3	11:02 a.m.- 11:56 a.m.	Core 3
Lunch	12:00 p.m. - 12:30 p.m.	Lunch
Recess	12:34 p.m. - 1:28 p.m.	Recess
Core 4	1:32 p.m. - 2:26 p.m.	Core Class
Flex	2:30 p.m. - 3:00 p.m.	Flex

Plattsmouth Community Schools
2022-2023 Calendar

AUGUST 2022

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

SEPTEMBER 2022

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

OCTOBER 2022

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

NOVEMBER 2022

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

DECEMBER 2022

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

August

8-10 PD New Teachers
11-16 PD All Staff/No Students
17 First Day of School 1st-9th; PM Kind.
18 First Day of School for AM Kind., 10th-12th
17-22 Early Childhood Home Visits
23 First Day for Early Childhood

September

5 No School - Staff & Students
9 No School – Half Day Teacher PD
14 P/T Conferences: MS 4:30 PM-7:30 PM, HS 5-8 PM

October

12 End of 1st Qtr.=39 student days
12 P/T Conferences: ES/MS 4:30 PM-7:30 PM, HS 5-8 PM
13 No Students-PD for All Teachers
13 P/T Conferences: ES 4:30 PM-7:30 PM
14 No School for Staff & Students- Teacher Comp. Day

November

9 EC P-T Home Visits: 4:30 PM-7:30 PM
10 EC P-T Home Visits: 8 AM-7:30 PM, No classes
11 EC P-T Home Visits: 8 AM-4 PM, No classes
23 No Students-Half Day Teacher Professional Development
24-25 No School for Staff & Students
28 No Students – Teacher Planning

December

21 End of 2nd qtr.=44 student days, End of 1st semester Student days=83, Teacher days=90 (Oct. 14 is a comp. day)
22-30 No School- Staff & Students

January

2 No School- Staff & Students
3 No Students-PD for All Teachers
4 First Day of Second Semester
16 No School for Staff & Students

February

8 P/T Conferences: MS 4:30 PM-7:30 PM, /HS 5-8 PM
20 No Students-PD for All Teachers
22 & 23 P-T Conferences: EC 4:30 PM-7:30 PM
24 P-T Conferences: EC All Day, No classes at EC

March

8 P/T Conferences: ES/MS 4:30 PM-7:30 PM, HS 5-8 PM
9 P/T Conferences: ES 4:30 PM-7:30 PM
9 End of 3rd Qtr.=45 student days
10 No Students – PD for All Teachers
13-17 No School-Spring Break (3/17 is a Teacher Comp. Day)

April

7 & 10 No School - Staff & Students

May

10 & 11 PT Conferences: EC 4:30 PM-7:30 PM
12 P-T Conferences: EC 8 AM-4 PM, No classes at EC
15 EC Comp. Day, No classes at EC
21 High School Graduation
25 Half Day for Students – End of 4th Qtr.=46.5 student days, End of 2nd Semester=91.5 student days
26 No Students-PD for All Teachers, Teacher days=96 (Mar. 17 is a comp. day)
25-26 Inclement weather make-up days, PD

JANUARY 2023

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

FEBRUARY 2023

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

MARCH 2023

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

APRIL 2023

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

MAY 2023

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

	Professional Development (PD)- New Teachers
	Professional Development (PD)-All Teachers-No Students
	Half Day - Students
	Parent/Teacher Conferences
	No School for Staff & Students
	Planning day – No students

If necessary, the Board will revisit the calendar.

GENERAL INFORMATION

Classes Begin at 8:08 a.m. **School Dismisses at 3:00 p.m.**

Access to Buildings

Students are not to arrive at school before 7:45 a.m. If students participate in the breakfast program, they may enter the building at 7:45 a.m. All students must be out of the building by 3:15 p.m. However, with specific permission from a teacher and with direct supervision, a student will be granted access for such activities as practices, tutorials, detentions, lab and media use. Upon arriving at school, students are to report to their designated grade level area, or the gym (depending on the weather conditions).

Closed Campus

Plattsmouth Community Middle School operates on a closed campus basis. During the school day (including the lunch period), students are prohibited from leaving the school ground or being in the parking lot unless permission to do so has been granted by the principal or his/her designee. Parents should contact the office if their child needs to leave the school grounds.

Leaving During the School Day

No student is to leave the school during school hours without permission of the principal or the principal's designee, which will be granted only after parents or guardians have been contacted. The student must then sign out in the office. Leaving the school campus without permission will result in after-school detentions and/or in-school suspension.

Lunch Schedule

5th Grade	12:00- 12:30
6th Grade	12:00- 12:30
7th Grade	11:02-11:32
8th Grade	11:02-11:32

Cafeteria Rules

Food is confined to the cafeteria area and may not be taken to other parts of the building or the bleachers. Students are to use proper table manners and not misuse food or beverages. Trays, serving utensils, plates, and silverware must be returned to the proper area. Students should never be late to class following breakfast or lunch. Serving lines will close 10 minutes before the period ends and at 8:00 a.m. in the mornings.

Meal Costs

Student Breakfast- $2.20 Full price $.30 Reduced
Student Lunch- $3.05 Full price $.40 Reduced

Food Service Guidelines

Plattsmouth Community Schools offers breakfast and lunch every day with a focus on lots of choices and good nutrition. The school food service program is a pre-pay system. There must be funds in your account for your child to make purchases. The district reserves the right to block any account that is delinquent. If a family account has a negative balance, your account may be inactivated and your student will not be able to make any purchases on the family account. An alternate meal may be provided to your child if your account is delinquent. We understand families may have emergency situations. We can work with you to set up payment arrangements for your account, if you contact us.

We strive to assist parents with their efforts to maintain a positive account balance by providing notice of a low balance. Food service staff will give verbal reminders to students. Please sign up for low balance notices via email thru Infinite Campus. You can monitor your account balance online at anytime thru Infinite Campus. We encourage parents to enroll in the online payment system thru Infinite Campus. All foodservice payments made online post directly to your family account. Debit and credit card payments can be made at the District Central Office or by phone 402-296-3361. Cash payments can be made at your child's school. We do not accept checks.

If you have any questions regarding your family meal account, please contact us.
402-296-3361 ext. #2806 - rsalazar@pcsd.org

All families who qualify for free or reduced price meals must fill out a new application form each school year. Families that fail to turn in a new application will be charged full price for meals**.** Parents are responsible for all charges on the account until a new application has been received and processed. Applications will be available late July or early August. If you do not receive an application by the beginning of school please contact the food service office. Our school district currently contracts the operation of our food service program with OPAA Foods. All menus along with nutritional information are posted online.

The school food service program operates under USDA guidelines. 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 race, color, national origin, sex, disability, age, 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.gBraille, 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 Rights1400 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.

Anti-Bullying Policy 5415
One of the missions of the District is to provide a physically safe and emotionally secure environment for students and staff. The school district shall review the anti-bullying policy annually. See www.pcsd.org for more information on Board Policy 5415.

Bicycles
Bicycles are to be parked immediately upon arrival on school grounds in the provided racks. Students are advised to secure their bicycles with a lockable device. **PCMS is not responsible for stolen or damaged bicycles.**

Book Bags
Book Bags are to be kept in student lockers from the time they enter school until the end of the day. Book Bags are not allowed in classrooms during the school day. (Special circumstances, please see the principal)

Bulletins and Announcements
The daily bulletin will be read to students each day. Any items that need to be in the bulletin must be in the office before 7:45 a.m. Announcements/ messages will take place at the end of the day. Parents are encouraged to call before 2:50 p.m. in order to ensure their message gets delivered.

Change of Address
Any change in your address or phone number or that of your parent or guardian must be reported to the office immediately.

Changing/Dropping Classes
The policy for changing and/or dropping exploratory classes is as follows. Students enrolled in exploratory classes that are only a quarter in length cannot add or drop those classes after the fifth day of the quarter in which they are enrolled in the course. The only exception to these guidelines will be when the parent/guardian, child, teacher of the course and the principal meet to conference about the situation

Computer Use
The computer has become an essential educational tool. Therefore, students at PCMS will interact with them on a daily basis. This use must be responsible. Students who misuse computers (for example, abuse them or access the Internet without prior parental permission) may be denied access privileges (for the school year) and/or receive more serious consequences. Students and parents will be required to sign an application for an Internet account. A complete statement of student rights and responsibilities will be distributed at registration. **See Board Policy 6800 at www.pcsd.org for more information on the district computer use policy.**

Drug Free Schools

PCMS is a Drug Free School and as such receives money from the Federal Government to ensure the delivery of curriculum targeting a drug free education. Upon receipt of written notification from the parents or legal guardians of a student, PCMS shall withdraw such student from any program or activity funded under this program.

Field Trips

Field trips are encouraged and organized for the enrichment opportunities of our students. These are learning situations related to classroom instruction that take place outside of the school setting. Students must have a permission slip signed by a parent before participating in a field trip.

Fire/Tornado/Security Drills

Fire and Tornado drills are required by law at regular intervals and are an important safety precaution. Teachers in each classroom will give instructions for these drills. The instructions will be posted in each classroom and students should familiarize themselves with these. The fire alarm is a signal for all students and teachers to make a quick, quiet, and orderly exit from the building. Students should remain with their class group, moving at least 100 feet from the building, and are not to reenter the building until directed to do so. Tornado drills will be signaled by a siren tone via the intercom. Students should follow the tornado drill instructions in moving into the hallways. An intercom announcement will instruct students to return to class. Security drills will be held during the school year.

Freedom of Expression

Student expression, other than student expression in student-produced official school publications, made on the school district premises or under the jurisdiction of the school district or as part of a school-sponsored activity may be attributed to the school district; therefore, student expression must be responsible. Student expression must be appropriate to assure that the students learn and meet the goals of the school activity and that the potential audience is not exposed to material that may be harmful or inappropriate for their level of maturity.

Students will be allowed to express their viewpoints and opinions as long as the expression is responsible. The expression shall not, in the judgment of the administration, encourage the breaking of laws, cause defamation of persons, be obscene or indecent, or cause a material and substantial disruption to the educational program. The administration, when making this judgment, shall consider whether the activity in which the expression was made is school-sponsored and whether review or prohibition of the students' speech furthers an educational purpose. Further, the expression must be

done in a reasonable time, place, and manner that is not disruptive to the orderly and efficient operation of the school district.

Guidance

As an integral part of the total educational program, guidance and counseling services are concerned with the study, understanding, and adjustment of every student attending PCMS. The Guidance Department is organized for the purpose of helping each student adjust to the present environment, to enjoy all educational opportunities and to aid students in becoming self-directed individuals.
The services, offered in the Guidance Department include:
Individual and group counseling
Educational and occupational planning
Testing and student assessment
College and job placement/awareness
Parent and staff referrals
Referral follow-up and evaluation
Student registration and scheduling

High Five's

1. Be respectful
2. Be responsible
3. Be there/Be ready
4. Follow instructions
5. Keep hands/feet to self

Infinite Campus

Infinite Campus is the student information management system used by Plattsmouth Community Schools. It allows parents and students to access information about grades and attendance through the Internet via a login name and password. Contact the school office to obtain your student's login and password. Parents and students are encouraged to use this information to continuously monitor student progress. Computers are available at all schools or at local libraries.

Insurance

Plattsmouth Community Schools does not provide insurance to any students. Insurance is available, however, for purchase at the students' expense. Forms are available at the administration office.

Library

The school library is organized to aid students with their schoolwork. It serves as a reference center for supplies, resource material, books, periodicals, and novels for personal interest reading. The library is available as a quiet study area when doing research. It is open from 7:45 a.m. to 3:15 p.m. The policies governing the use of the library, checkout of library materials, fines, etc., are posted in the library. Students violating the rules and regulations of the library will lose their privilege of library use.

Lockers

Lockers are assigned to students for their own convenience in storing school-related materials. Students are prohibited from storing anything in their lockers that is not needed for school- connected activities, or any instrument that can be considered a lethal weapon. In assigning lockers to students, the school does not relinquish control over those lockers. A student is not to change to another locker at any time for any reason unless given permission by the office. Do not divulge your combination to anyone! It is the student's responsibility to keep the locker locked at all times. Grade level teacher teams determine access to lockers.

Lost and Found

All articles that are found should be taken to the main office. If you misplace books or personal possessions, check with the school secretaries to determine if the lost items have been turned in. **The lost and found storage area will be cleared at the end of each quarter.**

Money and Valuables

You are advised to bring no cash or any other valuable item with you to school unless it's absolutely necessary. If such an occasion arises, the safe in the office is available for securing your property and/or cash. **PCMS is not responsible for lost or stolen items.**

Problem Solving

When a problem or concern about your child arises, please contact the staff member who is involved with your child. This is usually the classroom teacher or the sponsor/coach. This individual has the most knowledge of this concern and will be able to discuss the matter with you at a convenient time for both of you either by phone or at a conference. Most of the time solutions can be found for your concerns by contacting the district employee. If you do not feel your concerns are adequately addressed, then contact the building principal.

Safety Glasses

Safety glasses are required in some of the classes at PCMS. Failure to wear eye protection could result in injuries or loss of eyesight.

School Cancellation and Closing

In the event of severely inclement weather or mechanical breakdown, school may be closed or the starting time delayed. The same conditions may necessitate early dismissal. School closing, delayed starting time or early dismissal will be announced over television radio stations. Reports in the morning will be between 6:00 a.m. and 8:00 a.m. If no report is heard it should be assumed school is in session. If school is dismissed early because of inclement weather, all scheduled practices and activities may be canceled for that day.

School Closing Due to Health Conditions

The school district works closely with the Nebraska Department of Health during outbreaks of illness. In accordance with the Nebraska Department of Health recommendations, if 25-30 percent of students are absent and/or if an insufficient number of staff members are available to teach classes due to health, the administration of the school will consider closing the school.

School Property

Students marking or damaging school equipment or property in any way will be required to clean the article or pay for the damage done. Parents and students are responsible for materials loaned to the student.

Student Fee Policy 5195

The Board of Education of Plattsmouth Community Schools adopts a student fees policy in accordance with the Public Elementary and Secondary Student Fee Authorization Act. See www.pcsd.org for more information on Board Policy 5195.

Telephone/Cell Phones

Teachers are conducting classes from 8:08 a.m. - 3:00 p.m. If you need to talk to a teacher, you may call and leave a message. Teachers can be reached by phone during their planning time, and before or after school. The school telephone is for school business. **Students may not make personal calls, unless they are urgent** and are given permission from their classroom teacher. The school will attempt to get emergency messages to students during the school day. **Try to let your children know their after-school plans before they come to school.**

Student cell phones MUST be on silent. Cell phones are not allowed to be used at any time during the school day. Students will have their cell phone confiscated if they are caught using it by a staff member.
First Offense: Student may pick up their phone at the end of the day.
Second Offense: Parents will be required to pick up the phone.
Third Offense: Parents will be required to pick up the phone. Students will not be allowed to bring their phone for 30 days.
Fourth Offense: Students will be required to turn their phone into the office at the start of the school day, where it will remain locked in the safe until the student's day is done.

ACADEMICS

Grading Scale for all grades
A = 100- 90%
B = 89- 80%
C = 79- 70%
D = 69- 60%
F = Below 60%
I = Incomplete

Promotion and Retention

The administration and staff of PCMS will determine the promotion and retention of all students at PCMS in accordance with Board Policy 5201. Parents who wish to discuss the retention of a student must contact the Principal.

Parent/Teacher Conferences

Parents are encouraged to communicate frequently with their children's teachers. Appointments for conferences with teachers, counselors, or administrators can be made at any time by telephoning the school office. Parents can meet with grade level teacher teams in person during the school week or they can utilize a telephone conference. Team planning times are:

5th grade: 10:04 a.m. - 10:58 a.m.
6th grade: 12:34 p.m. – 2:26 p.m.
7th grade: 11:36 a.m. – 1:28 p.m.
8th grade: 8:08 a.m. – 10:00 a.m.

Regular Parent/Teacher Conferences will be held four times per year, for parents to meet with teachers to discuss their son/daughter's academic standing.

Plagiarism

Copying someone else's homework, copying someone else's computer disk, copying from another students quizzes, tests, or exams, or plagiarism of published works is a serious infraction. If a student is caught cheating or plagiarizing, the teacher shall document the incident. This documentation will be submitted to the administration and parents will be contacted. The consequences for cheating or plagiarism will depend upon the severity involved and the number of times the student has demonstrated this behavior.

Report Cards

The school year will consist of four quarters, each consisting of approximately 45 school days. Report cards are available at the end of each quarter in your Infinite Campus portal. Your student's grades can be viewed at any time via your Infinite Campus portal. An end- of-year report card will be mailed home at the end of the school year.

Student Support System Purpose and Goals

The Plattsmouth Student Support System is designed to promote the ongoing development of students so the school district mission can be fulfilled for all students. Three goals will be achieved through implementation of The Plattsmouth Student Support System:

1. **Outcomes** – Students will master academic and behavior performance goals with appropriate levels of support.

BIG FIVE GOALS

Academic	Behavior
Arrive to class prepared for learning. Use work time appropriately. Complete assigned tasks on time.	Demonstrate respect for people and property. Respond appropriately to staff directives.

2. **Quality –** The efficiency of the Student Support System will improve continuously through design-based data gathering, objective and subjective data analysis, intervention plan development, plan implementation, and sustained monitoring.
3. **Assurance –** The school district will demonstrate accountability to local, state and federal governing bodies by assuring that "no child is left behind."

The Student Support System will utilize several levels of support

Level 1: Student, teacher(s), and parents

Level 2: Student, teacher(s), parents, Level 2 coordinator, and possibly an administrator

Level 3: Student, teacher(s), parents, building administrator, and school psychologist

Level 4: Student, teacher(s), parents, building administrator, school psychologist, and District administrator

Interventions and Procedures

Interventions and procedures will include:

- Conferences, that may or may not include the student, parent, teachers, counselors, and administration.
- Detentions
- After school study hall
- Study Hall
- Guided Study Hall

Extra Curricular Activities Eligibility: Any student who has been placed in mandatory after school study hall through the Student Support System will not be eligible to participate in any extra curricular activities.

Teacher Assistance (Extra Help)
Students who require additional time to adequately master assigned work may arrange such sessions with their teachers. In some cases, teachers may request students to report outside of class time for sessions of supervised study.

Textbooks and Supplies
Textbooks are provided to students as a benefit from Plattsmouth Community Schools. Students are responsible for the condition of these books. If a textbook is not returned in good condition or is lost, the student will be assessed a fine. All fines will be due immediately and payable to Plattsmouth Community Middle School. Students are asked to provide materials such as notebooks, paper, pencils, pens, and books or special supplies needed for specific classes. If a student cannot provide these materials they can request a waiver application by contacting the principal or superintendent.

Transferring Students
Any student leaving the middle school permanently must obtain a checkout form from the office. This sheet will be signed by each of the student's teachers when all books and materials have been returned. It will also indicate that all fines and assessments have been paid. The checkout form is to be returned to the office prior to leaving the building.

ATTENDANCE

Absence

When a student is absent or tardy from school, parents are asked to call the school by 9:00 a.m. The school office, whenever possible, will call the parents or guardians of the students whose names are on the student absentee list if a prior call has not been received from the parent regarding the absence. A written excuse shall be presented to the office upon the day of return or parents may excuse the absence by phone.

Students must follow specific guidelines if they plan an extended absence from school for any reason:

- The student must notify the office and teachers as soon as possible.
- The student must arrange to make up all work as possible before going.
- Parents or guardians must provide written notification to the office prior to the time of the student's departure.
-

Tardiness

Classroom instruction will begin when the bell rings. Teachers will assign before or after school detentions for unexcused tardies beginning with the third tardy. Students who are more than fifteen minutes late to class will be considered absent. Teachers may refer students to the principal if the problem persists.

Unexcused Absence

Students with unexcused absences may be assigned detentions or other consequences.

Board Policy 5008 (Can be viewed at www.pcsd.org)

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 all staff are expected to implement this policy and administrative rules and regulations to encourage such regular and punctual student attendance. The Principal and teachers are required to maintain an accurate record of student attendance. If you have any questions regarding your child's attendance, please contact the middle school office.

ACTIVITIES

Student Activities

Student activities play an important role at PCMS. In order to promote student participation, the following activities are sponsored by the school district:

Band
Jazz Band
Vocal Music
Destination Imagination
Student Council
Art Club
NJHS

Student Council

The Student Council is an organization representative of the PCMS student body working for the benefit of the PCMS students. At the end of each year, Student Council elections are held to elect members for the upcoming school year. Grade level elections for class representations and an election by the Student Council members is held for Student Council officers.

Athletics

Competitive athletics present many challenges and learning opportunities for PCMS students. In order to promote student participation, the following athletic activities are offered for 7th and 8th graders: Football, Volleyball, Basketball, Wrestling, and Track and Field. We also have a competitive Cross Country Club for 6th through 8th graders.

INTERSCHOLASTIC ATHLETICS AND ACTIVITIES
PARTICIPATION GUIDELINES

Introduction - The purpose of these guidelines is to share important knowledge and to explain the Plattsmouth Community Schools (PCS) rules and regulations that student athletes must follow in order to participate in athletics. The Athletic Department is proud of the students and coaches who have made this athletic program a success; therefore, it expects all PCS student athletes to conduct themselves in a manner designed to ensure continuing success.

Our philosophy is to provide extracurricular experiences that will help students develop physically, mentally and socially. We believe that the middle school program should emphasize student participation over sports competition. In the ninth grade, the emphasis begins to shift as we prepare our athletes for varsity competition. In high school the

transition is complete, and sports competition is emphasized over student participation. At no time, however, does the athletic program supersede the educational curriculum.

Team Selection and Playing Time

Team selection and playing time is based on a variety of factors and is to be determined by the school officials in charge of the activity.

Eligibility - All boys and girls may try out for any of the PCS interscholastic team/s available to them, provided they meet the requirements established by Plattsmouth Community School District, and they agree to follow the "Student Behavior Guidelines" (Student/Parent Handbook) and the "Requirements for Participation" enumerated in this guide. To remain eligible to participate, student athletes must, at all times, abide by these requirements and guidelines.

Requirements for Participation

1. Academic Eligibility- Students must maintain passing grades in their classes. Students will be declared academically ineligible if they are placed in a mandatory after school program.

2. "Good Standing" with the school - Students may not participate who are:
    a) On suspension (in or out of school)
    b) In the alternative setting
    c) In compliance with the "Office Referral" criteria.

3. Office Referral Criteria - The following are the consequences for receiving an office referral for behavioral reasons during the season of each sport in which the student participates:
    a) First behavioral referral - student will miss practice/activity
    b) Second behavioral referral - student will not participate in next game/match/next activity
    c) Third behavioral referral - student will be dismissed from the team/club/activity

4. Sportsmanship - Student athletes must:
    a) Consider all opponents as guests of PCS and treat them with courtesy.
    b) Accept all decisions made by officials without question.
    c) Avoid use of abusive or profane language.
    d) Applaud good sportsmanship and performance of teammates and opponents.
    e) Strive for victory through fair play, following all rules of the game.
    f) Love competition for its own sake--in victory and in defeat.
    g) Win without boasting and lose without excuses!

1. Attendance Eligibility - In order to be eligible for an activity, athletic event, practice, or rehearsal, which is not part of an academic requirement, the student must be in school attendance at least a half-day to participate in extra curricular activities. (Noon would be the cut off time.) There may be special cases where an absence not due to illness is unavoidable. In such cases, an exception may be made by the administration. If a student is placed on in/out of school suspension the day of an activity, they will not be allowed to participate in the activity.

2. Physical Examinations - Each year a complete physical exam is required of all student athletes before they may participate in any phase of the interscholastic athletic programs at PCS. The PCS dictates that the exam takes place after May 1st to ensure eligibility for the following school year. Students must obtain a physical exam card from the activities director's office. The completed card shall be returned to the activities director's office before athletes will be issued equipment or be allowed to practice.

3. "Permit to Participate" Card - Athletes will not be allowed to participate without a clearance form from the AD's office. Athletes will be given clearance after filing with the activities office the following two forms:
    a) completed physical exam form
    b) completed parent consent form
    c) payment of $50 participation fee or approved student fee waiver.

4. Attendance at Practice - All practice start times will be designated by the individual coach and AD. Athletes must be dressed and on the field or playing court at the time set by the coach. Athletes unable to attend practice must contact the coach before the practice begins.

5. Trips - Team members travel to and from away events as a unit. Exceptions to this rule must be approved by parents and the coach. Such parental requests must be in writing. Athletes will not be allowed to travel with anyone except their parents or the parents of another student without prior permission through the completion of the "Alternate Transportation Form."

6. Signs, Banners, etc. - Streamers, signs, banners, etc, may not be paraded at any athletic event sponsored by PCMS. Such items may be posted prior to an event if they are in good taste. Mechanical noisemakers, confetti, or other nuisance items are prohibited.

7. Building Use - Athletes are not allowed in the building without a coach or a faculty sponsor.

8. Removal or Change from Athletic Teams - Any athlete removed from a PCS team for any reason will not be allowed to participate on any other PCS team during the season in progress.

9. Coaches' Rules - All rules and regulations adopted by the coach and/or sponsor of an athletic activity must be followed, provided that the participants have been notified of such rules and regulations in writing.

10. Student Conduct Rule (**Board Policy No. 5101 and 5103**) - Participation in school activities is a privilege. School activities provide the benefits of promoting additional interests and abilities in the students during their school years and for their lifetimes. Students who participate in extracurricular activities serve as ambassadors of the school district throughout the calendar year, whether away from school or at school. Students who wish to have the privilege of participating in extracurricular activities must conduct themselves in accordance with board policy and must refrain from activities that are illegal, immoral or unhealthy. Students who fail to abide by this policy and the administrative regulations supporting it may be subject to disciplinary measures.

Penalties for Student Athlete Misconduct - Generally, the administration and coaches/sponsors will impose penalties for violations of #1-13 in some situations, a coach/sponsor may elect to involve the Activities Disciplinary Committee (ADC). The ADC will impose penalties for violations of #14 and #15. The Committee may also be involved in the imposition of penalties for violations of #1-13 at the request of a coach/sponsor. The ADC is the first avenue of appeal for athletes who have been disciplined by a coach/sponsor.

Activities Disciplinary Committee - Members: the student athlete's head coach/sponsor, the activities director, and the building principal.

Due Process - Prior to the imposition of any disciplinary penalty for athlete misconduct, the ADC will abide by the following procedures:

1. A reasonable investigation will be made of the facts and circumstances of the alleged violation.
2. A penalty may be imposed if;
    - **a.** a staff member or administrator of PCS sees the athlete commit the act of misconduct,
    - **b.** if the athlete admits committing the act,
    - **c.** if after a reasonable investigation, the coach/sponsor and/or ADC concludes that the athlete has committed the act,
    - **d.** if the athlete is arrested for committing the act and a reasonable investigation by the ADC concludes that the athlete has committed the act, or
    - **e.** if the athlete is criminally convicted of the act.
3. The athlete will be notified of the charges against him/her and provided with an explanation of the evidence.
4. The athlete will be afforded an opportunity to explain his/her version of the facts.

5. The student athlete and/or parents may request a conference with the coach/sponsor and/or ADC to discuss the matter and any proposed penalty.
6. Any decisions made by the ADC will be put in writing and mailed to the student athlete and his/her parents within twenty-four hours.
7. The athlete and/or parents may request that the Superintendent of Schools review the imposition of the penalty to determine if it was fairly imposed under the circumstances.

Suspension from School - Students suspended (in-school or out of school) for disciplinary reasons may not participate in any extracurricular activities during the period of suspension. In addition, Requirement for Participation #3 applies.

Activities on Sunday/Wednesday Nights - The PCS allows no Middle School contests on Sundays. Additionally, PCMS will schedule no activities on Wednesday nights.

Stormy Weather Procedures - PCS coaches, sponsors, and staff members are directly responsible for all students under their supervision at any PCS activity. When severe weather strikes with little or no warning, these individuals directly in charge of the activities must determine, in their best judgment, what action/s are in the students' best interest.

At away events, when severe weather becomes a concern, coaches/sponsors along with the bus drivers will determine the best course of action to take, keeping in mind the safety of the students.

Coaches/sponsors should make every effort to keep school officials informed of any changes or deviations from the normal routine of events if weather dictates that such action be taken.

Code of Ethics for Spectators

Education values are inherent in athletics/activities. If the full benefit of athletics/activities as an educational tool is to be utilized, schools must immediately concern themselves with spectator sportsmanship.

The playing of the game should be regarded by the spectators as an art and should be appreciated and enjoyed as such. Respect for our players, coaches, and officials regardless of their own team loyalty is essential for raising the standards of good sportsmanship.

Ethical Considerations for the Spectators:

1. Recognize the official as a person of integrity and qualification and respect the decisions accordingly.
2. Refrain from creating disturbances that would be detrimental to the flow of the game and/or to the safety of the participants involved.

3. Refrain from harassment, profane language or ostentatious behavior with respect to players and coaches.
4. Become familiar with the rules of the game in order to enjoy it more and to understand the decisions made by the officials.
5. Exhibit team loyalties and support without negative action toward opponents or officials of the game.

Activities

Interscholastic activities are an extension of academic classes at PCMS. Therefore, in order to be eligible to represent PCMS in interscholastic activities competition, a student must meet and abide by all applicable Plattsmouth Community Schools' policies, rules, and regulations as an academic student of PCMS. In addition, if the activities are PCS sanctioned, the student must abide by the eligibility rules of the Nebraska School Activities Association (PCS). All students must complete the PCMS Parent Consent Form before participating in any activities outside the regular classroom.

Activity and Event Regulations

As with all school-sponsored activities, all student behavior guidelines will be followed including adherence to the dress code. Students attending any school activity may not leave and re-enter the activity. If students leave, they will be required to leave the school property. Students are at events to be spectators, not to cause disruptions. Any student causing disruptions at an event will be removed from the school grounds for this event and could be restricted from events for the remainder of the school year. This includes events at all three schools.

Activity Tickets

An activity ticket will enable a PCMS student to gain admission to all PCMS sponsored sports activities for the school year. Students without activity tickets will be charged the regular admission fee. Middle School students with an activity ticket may attend High School events at no extra charge, except for District or State events. **Students at PCMS or PHS events are expected to follow school behavior guidelines. Failure to do so may result in the student being asked to leave the event.**

Field Trips

Students participating in field trips that are school-sponsored activities are expected to follow the same student behavior guidelines and rules of participation as athletes. This includes rules regarding parental permission and transportation.

Interscholastic Athletics Eligibility
In order to be eligible to represent PCMS in interscholastic athletic competition, a student must meet and abide by the eligibility rules of the Plattsmouth Community Schools (PCS) and all applicable Plattsmouth Community Schools policies, rules, and regulations.

Interscholastic Athletics
Participation Guidelines distributed to all parents and athletes with the PCMS Physical and Parent Consent Forms that must be completed, signed, and turned in to the athletic director before the athlete may participate in any athletic practices or contests.

Practices/Rehearsals
The school, in cooperation with the local churches and the community, will avoid scheduling activities on Wednesday evenings or Sundays. Exceptions to this will only be made by prior approval of the superintendent of schools.
If school is dismissed early due to inclement weather, all scheduled practices and activities may be canceled for that day.

Travel
The PCS provides transportation to and from athletic events and activity contests. Participants are required to travel on school-provided transportation. Exceptions are made only when prior arrangements have been made by the student's parent using the procedures established by the athletic director.

STUDENTS

5006 Option Enrollment
For a student to attend Plattsmouth Community Schools as an option enrollment student, the student's parent or legal guardian shall submit an application to the Board of Education of the Plattsmouth Community School District during the application period (i.e., between September 1 and March 15 for enrollment during the following and subsequent school years). The Plattsmouth Community School District shall on or before April 1st: (1) provide the resident School District with the name of the applicant and (2) notify, in writing, the parent or legal guardian of the student, the resident School District, and the State Department of Education whether the application is accepted or rejected. **See Board policy 5006 at www.pcsd.org for more information on Option Enrollment.**

Child Find/Special Services

If special educational needs of students exist or arise, they will be addressed in a manner that complies with State and Federal requirements. If you have questions about special education identification or services, contact the Director of Student Services at 296-3361.

Student Privacy—Protection of Pupil Rights Amendment (PPRA)

Protection of pupil rights:

A. Inspection of instructional materials by parents or guardians. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable program shall be available for inspection by the parents or guardians of the children.

B. Limits on survey, analysis, or evaluations. No student shall be required, as part of any applicable program, to submit to a survey, analysis, or evaluation that reveals information concerning:
   1. political affiliations or beliefs of the student or the student's parent;
   2. mental or psychological problems of the student or the student's family;
   3. sex behavior or attitudes;
   4. illegal, anti-social, self-incriminating, or demeaning behavior;
   5. critical appraisals of other individuals with whom respondents have close family relationships;
   6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
   7. practices, affiliations, or beliefs of the student or student's parent; or
   8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program),without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent.

Health Statute 79-3-002, 3-002

Students showing any signs or symptoms of a contagious or infectious disease as defined by school health guidelines shall be sent home immediately, or as soon as safe and proper conveyance can be found. The term "communicable disease" shall mean an infectious or contagious disease spread from person to person, or animal to person, or as defined by law. When a student is sent home because of a suspected reportable communicable disease it shall be the responsibility of the school nurse to report the circumstances to the county board of health and the principal. Health data of a student is confidential and it shall not be disclosed to third parties. Additional information is available from the school nurses. Students **may** be excluded from school for, but not limited to, the following communicable diseases:

- Chicken Pox
- Conjunctivitis (Pink Eye)
- Coryza (Common Cold)
- Diphtheria
- Erythemia Infectiosum (5th Disease)
- German Measles (Rubella)
- Hepatitis A, B, or C
- Hemophilias Meningitis
- Impetigo
- Measles
- Meningococcal Meningitis
- Mumps
- Pediculosis (Head/body lice)
- Ringworm
- Scabies
- Scarlet Fever
- Tuberculosis
- Scarletina
- Strep Throat
- Whooping Cough (Pertussis)
- Influenza

Immunizations

A written record of a student's immunization record must be kept on file in the office of the school nurse. State Law requires that before entering the classroom, a child must have proof of receiving all mandated immunizations. Exemptions or temporary waivers from the immunization requirements will be allowed only for medical, military or religious reasons. Unimmunized students may be excluded from school in the event of a disease outbreak. Immunization requirements for all students enrolled Pre-K-12 per Nebraska School Rules and Regulations are:

Summary of the School Immunization Rules and Regulations 2014-2015

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 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)

Source: Nebraska Immunization Program, Nebraska Department of Health and Human Services, 2011. 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 1/2014

Health Screenings

Health Screenings/Physical Examinations

Vision, hearing and dental screenings are performed for the purpose of identifying students whose learning may be affected by an unrecognized problem. Parents of students needing a further evaluation and/or treatment will receive a written referral. If parent/guardian wishes to refuse their student participate in required school health screenings, the parent/guardian must submit written statement(s) from a qualified examiner that the child has received the minimum required screenings within the previous six months, or the child will be screened at school. The minimum required school health screenings and physical exams are:

ATTACHMENT 1: DHHS MINIMUM REQUIRED ANNUAL SCHOOL HEALTH SCREENINGS

SCREENING by Grade or Age Level *For procedural guidelines and competencies for each screening, see DHHS School Health Guidelines for Nebraska Schools.*	**Age 3-5 yrs**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
HEARING: pure tone audiometry	**annually**	X	X	X	X	X			X			X		
VISION: distance	**annually**	X	X	X	X	X			X			X		
VISION: hyperopia (near vision)			X		X									
DENTAL: inspection of teeth	**annually**	X	X	X	X	X			X			X		
WEIGHT/HEIGHT STATUS: body mass index percentile	**annually**	X	X	X	X	X			X			X		
Physical Examination *By physician, physician assistant, or advanced practice registered nurse*		X	---------- or Transferring from out-of-state ----------						X					
Visual Evaluation *By physician, physician assistant, advanced practice registered nurse, or optometrist.*		X	---------- or Transferring from out-of-state ----------											

Additional Indications for Screening:

1. New to district at any time, with no previous screening results available.
2. Student enters the Student Assistance Process, with no recent or current screening results available.
3. Periodic screenings as specified by the student's Individualized Education Plan (IEP)
4. Nurse concern, i.e. sudden wt. loss/gain, change in stature or appearance; parent or teacher concern; audiologist referral.
5. Unremediated concerns from previous year.

Notes:

1. The student with known hearing or vision deficits may not need periodic screenings for these conditions. This will be determined on an individual basis by the child's Individualized Education Plan (IEP) and/or school personnel following the student.
2. Screening results may be taken from physical examination, visual evaluation, or dental examination reports if equivalent screening results are available and documented.
3. If parent/guardian wishes to refuse school health screening, parents/guardian must submit written statement(s) from a qualified examiner that the child has received the minimum required screenings within the previous six months, or the child will be screened at school.
4. Parents/guardians may waive physical examination and visual evaluation requirements by submission of written statement of objection to the school.

Guidelines for Administering Medication

If a student is required to take medication during the school day, the following shall apply:

All prescription medications must be brought to the nurse's office by an adult. No medications (prescription or over-the-counter) will be sent home with a student. Medications will be administered by the school nurse or school personnel, who have been trained in the administration of medication. Medications will NOT be given until a "Permission to Administer Medication" Form, signed by the parent/guardian, is on file in the health office. Each prescription medication must be in the original container, properly labeled with the child's name, medication, dosage, time of administration and prescribing doctor. Repackaged medication will not be accepted.

All controlled substances prescribed for ADHD, pain management, etc. will be counted and signed for by the parent and school nurse/health aide upon delivery to the school.

Medication for diabetes, asthma or anaphylaxis may be self-administered by a student with signed consent from the doctor and parent/guardian. The nurse will then determination if the student is competent to self-administer in the school setting.

The school does not provide over-the-counter medications for pain (Tylenol, Motrin, etc.) or colds/allergies (Benadryl, Robitussin, etc.) Parents may provide small bottles of these medications to be kept at school for their student if permission forms are on file. These products must also be in the original container. The school nurse will not administer more than the recommended dose of over-the–counter medications without a Dr.'s prescription. The school nurse may limit medications to those set forth in the Physician's Desk Reference. (PDR). Under no circumstances will expired medications be administered. A written record of all medication administered will be kept. All medication records shall be kept confidential. Emergency protocol for medication-related reactions will be in place.

Revised 5-21-14

Instruction

Student Self-Management of Asthma, Anaphylaxis, and/or Diabetes

Students with asthma, anaphylaxis or diabetes will be permitted to self-manage such medical conditions upon:

(1) written request of the student's parent or guardian;
(2) authorization of the student's physician or, for asthma and anaphylaxis, a health care professional who prescribed the medication for treatment of the student's condition;
(3) receipt of a signed no liability statement from the parent or guardian; and
(4) development of an asthma or anaphylaxis or a diabetes medical management plan for the student.

Students with such a medical management plan may possess the necessary medication to manage their medical condition upon the conditions established in the plan and not be subject to discipline for such possession. Provided that, if the student uses or allows the medication to be used for any reason other than as prescribed or as provided in the plan or possesses the medication other than as provided in the plan the student shall be subject to discipline in accordance with the student conduct and drug-free school policies. Please see your school nurse for more information.

Instruction

Activities

Return to Learn From Cancer

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

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

Notice of Nondiscrimination

The Plattsmouth Community School District does not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, marital status, pregnancy, childbirth or related medical condition, 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: Dr. Richard E. Hasty, Plattsmouth Community School District Superintendent/Special Education Director, 1912 Old Hwy. 34, Plattsmouth, NE 68048, (402) 296-3361, rhasty@pcsd.org

Employees and Others: Dr. Richard E. Hasty, Plattsmouth Community School District Superintendent/Special Education Director, 1912 Old Hwy. 34, Plattsmouth, NE 68048, (402) 296-3361, rhasty@pcsd.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 the OCR at 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.

Parent Involvement

A parent may object in writing to textbooks, test, and other curriculum materials, the subject matter of courses, assemblies, counseling sessions, or other instructional activities. If parents know in advance of topics or activities from which they wish to have their child(ren) excused, the school expects parents to request to have the student excused from participation

Parents wishing to participate in counseling sessions with their student may make such a request of the building administrator. Upon receiving such a request, the building principal will contact the counselor to determine if, in the opinion of the counselor, parental participation is appropriate.

Search and Seizure (Board Policy No. 5406)

Student lockers, desks and other such property are owned by the school. The school exercises exclusive control over school property. Students should not expect privacy regarding items placed in or on school property because school property is subject to search at any time by school officials. Periodic, random searches of student lockers may be conducted in the discretion of the administration.

The following rules shall apply to the search and 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 rule violation.

2. Illegal items or other items reasonably determined to be a threat to the safety of others, a threat to educational purposes, or a prohibited nuisance item may be seized by school officials. Any firearm shall be confiscated and delivered to law enforcement as soon as practical.

3. Items which are used to disrupt or interfere with the educational process may be removed from student possession.

Student Conduct Board Policy 5101

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. **Please see the school's website for a complete explanation of Board Policy 5101 and a list of violations that could lead to suspension and/or expulsion.**

B. **Special Education - Discipline Actions for Special Education Students**

See Board Policy 5105.

C. **Use of Corporal Punishment**

Corporal punishment is not to be used as a form of discipline. Physical force may be used against a student only for the following reasons, and in all events only such force as is reasonably necessary may be used:

1. Protection of the staff member;
2. Protection of other students or property from the student;
3. Removal of the student from a situation that endangers the student, other persons, or property.

D. **Law Violations**

1. Cases of law violations or suspected law violations by students will be reported to the police and to the student's parents or guardian as soon as possible.
2. When a principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the principal or other school official 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.
3. In an effort to demonstrate that student behavior is always subject to possible legal sanctions regardless of where the behavior occurs it shall be the policy of the Plattsmouth Community Schools to notify the proper legal authorities when a student engages in any of the following behaviors on school grounds or at a school sponsored event:
   (a) Knowingly possessing illegal drugs or alcohol.
   (b) Aggravated or felonious assault.
   (c) Vandalism resulting in significant property damage.
   (d) Theft of school or personal property of a significant nature.
   (e) Automobile accident.
   (f) Any other behavior which significantly threatens the health or safety of students or other persons, and such other offenses which are required to be reported by law.

   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.

E. **Attire and Grooming**

All students are expected to take pride in their personal appearance. Students should be clean, neat, and dressed in proper clothing to conform to educational standards. The attire should not disrupt the educational process or constitute a possible threat to the safety and health of the student or his peers. Decency and modesty should prevail.

The administration may by regulation establish specific attire that is and is not permitted. The following do not constitute acceptable school attire:

1. Student appearance should be of high enough standard as to contribute to the general learning environment.
2. Students must recognize that brief and revealing clothing are not appropriate apparel in school. The following guidelines on brief clothing are examples and do not cover all situations. Students shall not wear halter tops, tube tops,

spaghetti strap tops, one strap or strapless garments; garments that are "see-through," cut low, or expose one's midriff and/or bust-line are not acceptable; garments that are extremely tight-fitting or sexually suggestive. Sleeveless garments must fit closely under the arms. Short shorts, short skirts, and short dresses are not allowed. Undergarments must not be visible at any time.

3. Students shall not wear pants, jeans, or shorts that, when fastened, sag or fit below the waist. All pants must fit around the waist and be properly fastened. Overalls and suspenders are to be worn in the manner intended, over the shoulders and fastened.
4. Students shall not wear head covering/headgear (caps, hats, sweatbands, bandanas) in the district buildings except for a medical or religious purpose.
5. Students shall not wear clothing items that contain messages that are vulgar, offensive, obscene, or libelous; that denigrate others on the basis of race, color, religion, creed, national origin, gender, sexual orientation, or disability'; that promote tobacco, alcohol or drug use or violence; that are sexually suggestive; that promote gang-related activities; or that are otherwise contrary to the school's educational mission.
6. Students shall not wear items such as chains, "wild ones" contact lens, other items that may cause maintenance problems or disruption; hairstyles or make-up that may cause disruption; clothing that disrupts the educational environment.

The school dress code will be in effect during school hours and school activities unless students are given permission by the principal to wear something different. The final decision regarding attire and grooming will be made by the Principal or Superintendent. On first offense of a dress code, a 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, unless given permission by their parent/guardian and the Principal. Continual violations of the dress code will result in disciplinary actions (suspension or expulsion).

F. Building Entry and Movement

Students involved in special activities before 8:00 a.m. or after 4:00 p.m. must be accompanied by a sponsoring teacher or designated individual and be in a specific designated area. If a student needs to enter the building prior to 8:00 a.m. and will not be under the direct supervision of a teacher sponsor, the student must report to the main office to obtain permission to remain in the building and to obtain assignment to a designated location. Failure to do so will be referred to the Principal.

During school time students may be permitted to leave classroom or study hall for specific purposes. A pass signed by a teacher is required. Each teacher will maintain a sign out sheet in their room.

G. Respect for Persons and Property

Students are expected to exhibit responsibility by showing respect for persons and property. Students also have responsibility neither to take nor damage the property of other students, school personnel or the District.

H. **Tobacco/Alcohol and Other Drugs**

As a participant in Toward a Drug Free Nebraska Program, certain training level and standards are present in Plattsmouth Community Schools policies. A comprehensive, age-appropriate, developmentally based, alcohol and other drug education and prevention program for all students in all grades is in place. The education and prevention program includes information on the legal, social, and health consequences of alcohol and other drug use. The program includes teaching students effective techniques for resisting peer pressure to use alcohol and other drugs.

The District takes the position that the use of illicit drugs and the unlawful possession and use of alcohol is illegal and harmful. This policy will be revised biennially to 1) determine program effectiveness and implement any necessary changes, and 2) to ensure that the policy sanctions are consistently enforced.

Appropriate disciplinary sanctions and educational measures shall be imposed when any Plattsmouth Community Schools student is found to be in violation of school policy relating to the possession, (including "under the influence") use, sale, manufacture or distribution of alcohol, tobacco, (including smokeless tobacco) controlled substances, or "look-alikes," on school property, at school sanctioned activities, (either on Plattsmouth Community Schools property or at other community sites), or when being transported in vehicles dispatched by the school district.

Extracurricular Activity - Grounds for Suspension Policy 5103

Participation in Nebraska School Activities Association (NSAA)-sponsored and/or District-sponsored middle school and high school activities is a privilege. Students who participate in extracurricular activities serve as ambassadors of the District, whether away from school or at school. Students who wish to participate must conduct themselves in accordance with the Board policy and must refrain from illegal activities and improper behaviors. Board policy specifically prohibits several improper behaviors including, but not limited to, the distribution, dispensing, manufacture, possession, use, or being under the influence of alcohol, illegal drugs, tobacco, other controlled substances, or *look alike* substances.

This policy is supplemental to the Plattsmouth Community Schools policy entitled Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment, and any action taken hereunder may be in addition to any action under said policy. **Please see the school's website for further information on Board Policy 5103. Board Policy 5103 includes extracurricular academic standards, attendance, and conduct that may constitute grounds for discipline and/or suspension from practices, participation in interscholastic competition, or other participation in co-curricular activities and competitions.**

Drug and Substance Use and Prevention

Drug-Free Schools

The District shall implement regulations and practices which will ensure compliance with the Drug-Free Schools and Communities Act and all regulations and rules promulgated pursuant thereto. The District's safe and drug-free schools program is established in accordance with principles of effectiveness as required by law to respond to such harmful effects.

Education and Prevention

The District promotes comprehensive, age appropriate, developmentally based drug and alcohol education and prevention programs, which will include in the curriculum the teaching of both proper and incorrect use of drugs and alcohol for all students in all grades of this School District. Further, the District will have proper in-service orientation and training for all employed staff.

Please see the school's website for further information on Board Policy 5104 and standards of student conduct, with regard to drug and substance use and prevention.

A Parent's Guide for Solving Concerns at School

Plattsmouth Community School District
Board of Education

Unfairness, misunderstanding, hurt feelings and conflict are experiences common to all. When children experience these concerns at school, it causes difficulty not only for the children, but also for parents and school staff. How to successfully solve concerns at school is what this guide is all about.

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1. **Take your concern to the person closest to the situation.**

No matter where the concern is, take your concern there first. Whether in the classroom, on the bus, or on the practice field, the quickest and easiest solution is usually found with the staff members most directly involved.

It's best if you can make time to talk with school personnel regularly, before concerns are encountered. Know who your children's teachers, bus drivers, and coaches are and how they may be contacted. Tell them when things are going well, and communicate any concerns you have quickly and openly.

If you call for an appointment to see your child's teacher, why not let them know in advance what the general nature of your concern is? This gives them an opportunity to ask other staff members for information that might relate to your concern. If a personal visit isn't possible, why not call once to state the concern, and during that conversation, offer to call back at a time when you can both discuss the situation in more detail.

The concern you or your child faces may be the result of an oversight or misunderstanding that can be easily corrected once it is brought to the attention of the staff member most directly involved. Give them a chance to tackle the concern first.

2. **Present your concern to the next level.**

The principal is responsible for supervision of staff within buildings. The Director of Transportation supervises all school bus drivers. Each one is an example of the next level of school personnel you should contact if the staff member closest to the concern hasn't been able to satisfactorily resolve the difficulty.

Their ability to help will be improved if you share the steps you've already taken with the staff member closest to the concern, or if you will take time to openly share with them the reasons why you feel uncomfortable dealing directly with the person who is closest to the situation.

Supervisory personnel will rarely have ready access to the information they need to be of immediate assistance and working through them will often require additional time.

3. Talk with the Superintendent of schools.

Sometimes all the best intentions can't solve a concern. When you believe you've taken the concern to the next level but still haven't achieved a satisfactory outcome, the Superintendent of schools is the next place to go.

Keep in mind that the Superintendent's day starts early and often ends late in the evening. Part of the Superintendent's job requires attendance at area-wide meetings outside the district. As a consequence, a meeting with the Superintendent will probably require some advance planning.

4. Contact your School Board members.

School Board members are elected to represent the interest of all parents and district residents, and you should always feel free to tell them your point of view. School Board members do not, however, have direct authority in day-to-day school operations. All authority is the result of official actions by a majority of the Board at meetings open to the public.

The Board's primary responsibility is to make policies that guide the school district. Any change in policy requires two readings at two separate public meetings; a procedure that often takes two or more months. Some policy changes may require substantial public input and consultation with the school district's attorney. These requirements often increase the time required for the Board to make a response.

So when should a Board member be contacted and what can they do?

Contact a Board member...

- after other means to solve a concern have been tried
- when a policy is being enforced but you believe it results in bad consequences
- when you believe a policy isn't being enforced
- when policies or procedures are not enforced fairly for all

A Board member may take one or all of the following actions:

- informally discuss the issue with the Superintendent to consider whether policies or rules should be changed
- request that the Board review the specific policies that relate to the situation
- propose new policies for the Board's consideration.

Item	Brand	Inventory Tag
Microwave	Whirlpool	23887
Boom Box	Sony	07883
VCR	Quasar	14311
Stereo Dual Cassette Deck	Califone	07870
Upholstered Chairs (2)	None	None
Coffee Table	None	None
End Table	None	None
Rug	None	None

Plattsmouth Elementary School

August 4, 2022

To: Plattsmouth Board of Education

From: Dr. Amber Johnson

Re: Request for Disposal of Items

---

1. Californe - Stereo Cassette Player BoomBox (Quantity 1)
2. Califone - Cassette Players (Quantity 4)
3. Aves Old Computer Headphones (Quantity 12)
4. RCA RF Modulator (Quantity 1)

First Student, Inc.
216 West 1st St
Wayne, NE 68787
402-375-2887

ADDENDUM TO THE PLATTSMOUTH COMMUNITY SCHOOLS

Rates for the 2022-2023 school year (***7/1/22 to 6/30/23, 7.3%***↑) will be as follows:

Regular Routes will be billed at $36,971.89 monthly based on a 10-month payment cycle (6 routes at $6,161.98 each) for a total annual cost of $369,718.89.

Early Childhood w/wheelchair lift route will be billed at $6,161.98 monthly based on a 10-month payment cycle (1 route) for a total annual cost of $61,619.80.

Bus Para on Early Childhood route will be billed at $1,197.43 monthly based on a 10-month payment cycle (for 1 route) for a total annual cost of $11,974.25.

Bus Para on SPED route will be billed at $1,989.34 for a period of 10 months, for a total annual cost of $19,893.42.

Activities will be billed at $2.54 per mile and $17.96 per hour sitting time; with a minimum trip of $62.83 (yellow bus).

SPED Bus will be billed at $3.52 per mile and $17.96 per hour sit time.

SPED Van will be billed at $2.77 per mile and $17.96 per hour sit time.

For trips that are cancelled, without a 24-hour notice, there is a $51.93 canceled trip fee.

Deadhead miles for additional buses brought into the district for activities will be billed at $1.72 per mile.

Rates based on _____ attendance days.

Payment is due within three (3) business days after each monthly board meeting. If received later than the 20th, a $50.00 late fee will be charged to your next month's bill.

Plattsmouth Schools	**First Student, Inc.**
_____	_____
Superintendent	Dean A. Carroll, District Manager
_____	_____
Witness	Witness
_____	_____
Date Signed	Date Signed

AIA® Document G702® – 1992

Application and Certificate for Payment

TO OWNER:	Plattsmouth Community Schools 1912 E. Highway 34 Plattsmouth, NE 68048	**PROJECT:**	Plattsmouth High School 1916 US-34 Plattsmouth, Nebraska	**APPLICATION NO:** 017 **PERIOD TO:** November 30, 2021 **CONTRACT FOR:** General Construction **CONTRACT DATE:** February 11, 2019 **PROJECT NOS:** / 20009 /	**Distribution to:** OWNER: ☐ ARCHITECT: ☐ CONTRACTOR: ☐ FIELD: ☐ OTHER : ☐
FROM CONTRACTOR:	Lund-Ross Constructors, Inc. 4601 F Street Omaha, NE 68117	**VIA ARCHITECT:**	DLR Group 400 Essex Court Omaha, NE 68114		

CONTRACTOR'S APPLICATION FOR PAYMENT

Application is made for payment, as shown below, in connection with the Contract.
AIA Document G703®, Continuation Sheet, is attached.

1. ORIGINAL CONTRACT SUM		$6,022,000.00
2. NET CHANGE BY CHANGE ORDERS		$126,160.48
3. CONTRACT SUM TO DATE (Line 1 ± 2)		$6,148,160.48
4. TOTAL COMPLETED & STORED TO DATE (Column G on G703)		$6,148,160.48
5. RETAINAGE:		
a. 0.01 % of Completed Work (Column D + E on G703)	$68,923.00	
b. 0 % of Stored Material (Column F on G703)	$0.00	
Total Retainage (Lines 5a + 5b or Total in Column I of G703)		$68,923.00
6. TOTAL EARNED LESS RETAINAGE (Line 4 Less Line 5 Total)		$6,079,237.48
7. LESS PREVIOUS CERTIFICATES FOR PAYMENT (Line 6 from prior Certificate)		$5,854,913.15
8. CURRENT PAYMENT DUE		$126,000.00 ~~$224,324.33~~
9. BALANCE TO FINISH, INCLUDING RETAINAGE (Line 3 less Line 6)	$167,247.33 ~~$68,923.00~~	

CHANGE ORDER SUMMARY	ADDITIONS	DEDUCTIONS
Total changes approved in previous months by Owner	$272,456.70	$124,029.02
Total approved this Month	$0.00	$22,267.20
TOTALS	$272,456.70	$146,296.22
NET CHANGES by Change Order		$126,160.48

The undersigned Contractor certifies that to the best of the Contractor's knowledge, information and belief the Work covered by this Application for Payment has been completed in accordance with the Contract Documents, that all amounts have been paid by the Contractor for Work for which previous Certificates for Payment were issued and payments received from the Owner, and that current payment shown herein is now due.

CONTRACTOR:
By: _____ Date: December 13, 2021

State of: Nebraska
County of: Douglas
Subscribed and sworn to before me this 13th day of December 2021

State of Nebraska – General Notary
ANN L. COUFAL
My Commission Expires
March 1, 2024

Notary Public: Ann L. Coufal
My Commission expires: March 01, 2024

ARCHITECT'S CERTIFICATE FOR PAYMENT

In accordance with the Contract Documents, based on on-site observations and the data comprising this application, the Architect certifies to the Owner that to the best of the Architect's knowledge, information and belief the Work has progressed as indicated, the quality of the Work is in accordance with the Contract Documents, and the Contractor is entitled to payment of the AMOUNT CERTIFIED.

AMOUNT CERTIFIED Amount changed per agreement with Lund Ross → $126,000.00 ~~$224,324.33~~ TK

(Attach explanation if amount certified differs from the amount applied. Initial all figures on this Application and on the Continuation Sheet that are changed to conform with the amount certified.)

ARCHITECT:
By: _____ Date: August 5, 2022

This Certificate is not negotiable. The AMOUNT CERTIFIED is payable only to the Contractor named herein. Issuance, payment and acceptance of payment are without prejudice to any rights of the Owner or Contractor under this Contract.

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User Notes:

(3B9ADA51)

CONTINUATION SHEET											PAGE 2 OF 3
								APPLICATION NO.:		17	
PROJECT #: 20-009								APPLICATION DATE:		11/2/2021	
PROJECT NAME: PLATTSMOUTH COMMUNITY SCHOOLS HIGH SCHOOL ADDITION & RENOVATION								PERIOD TO:		10/31/2021	
A	B	C	D	E	F	G	H	I		J	K
					WORK COMPLETED						
ITEM NO.	DESCRIPTION OF WORK	ORIGINAL SCHEDULED VALUE	CHANGE TO DATE	ADJUSTED SCHEDULED VALUE	FROM PREVIOUS APPLICATION	THIS PERIOD	MATERIAL PRESENTLY STORED	TOTAL COMPLETED & STORED TO DATE	%	BALANCE TO FINISH	RETAINAGE
1	General Conditions	456,198.00		456,198.00	456,198.00			456,198.00	100%	0.00	0.00
2	Performance Bond Costs	40,170.00		40,170.00	40,170.00			40,170.00	100%	0.00	0.00
3	Graphics at Gallery	15,000.00		15,000.00	15,000.00			15,000.00	100%	0.00	0.00
4	Allowance - Exterior Graphics	50,000.00		50,000.00	50,000.00			50,000.00	100%	0.00	0.00
5	Allowance - Glass Overhead Door	75,000.00		75,000.00	75,000.00			75,000.00	100%	0.00	0.00
6	Demolition at Connector Building	4,500.00		4,500.00	4,500.00			4,500.00	100%	0.00	0.00
7	Earthwork	167,388.00		167,388.00	167,388.00			167,388.00	100%	0.00	0.00
8	Site Utilities	250,029.00		250,029.00	250,029.00			250,029.00	100%	0.00	0.00
9	Parking Lot Striping	28,604.00		28,604.00	28,604.00			28,604.00	100%	0.00	0.00
10	Vinyl Coated Chainlink Fencing	16,559.00		16,559.00	16,559.00			16,559.00	100%	0.00	827.95
11	Segmental Retaining Walls	7,731.00		7,731.00	7,731.00			7,731.00	100%	0.00	0.00
12	Landscaping, Sod & Seed	21,430.00		21,430.00	21,430.00			21,430.00	100%	0.00	0.00
13	Concrete Reinforcing	45,495.00		45,495.00	45,495.00			45,495.00	100%	0.00	0.00
14	Footings and Foundations	588,901.00		588,901.00	588,901.00			588,901.00	100%	0.00	29,445.05
15	Polished Concrete & Hardeners	13,519.00		13,519.00	13,519.00			13,519.00	100%	0.00	0.00
16	Hollow Core Slabs	51,014.00		51,014.00	51,014.00			51,014.00	100%	0.00	0.00
17	Masonry	148,700.00		148,700.00	148,700.00			148,700.00	100%	0.00	0.00
18	Structural Steel	79,500.00		79,500.00	79,500.00			79,500.00	100%	0.00	0.00
19	Expanion Joints	7,000.00		7,000.00	7,000.00			7,000.00	100%	0.00	0.00
20	Wood Blocking	930.00		930.00	930.00			930.00	100%	0.00	0.00
21	Finish Carpentry/Specialty Install	11,330.00		11,330.00	11,330.00			11,330.00	100%	0.00	0.00
22	Countertops & Window Sills	5,630.00		5,630.00	5,630.00			5,630.00	100%	0.00	0.00
23	Fluid Applied Air Barrier	15,000.00		15,000.00	15,000.00			15,000.00	100%	0.00	0.00
24	Vapor Control at Slab	5,000.00		5,000.00	5,000.00			5,000.00	100%	0.00	0.00
25	EFIS Repair at Link Connection	1,500.00		1,500.00	1,500.00			1,500.00	100%	0.00	0.00
26	Centria Wall Panels	67,200.00		67,200.00	67,200.00			67,200.00	100%	0.00	0.00
27	Repair Gutters & Downspout Exist Bldg	1,500.00		1,500.00	1,500.00			1,500.00	100%	0.00	0.00
28	Fireproof Steel	12,157.00		12,157.00	12,157.00			12,157.00	100%	0.00	0.00
29	Joint Firestopping, Caulk & Sealants	33,690.00		33,690.00	33,690.00			33,690.00	100%	0.00	0.00
30	HM Doors & Hardware Mat., Access Doors	79,668.00		79,668.00	79,668.00			79,668.00	100%	0.00	0.00
31	Overhead & Coiling Doors	68,450.00		68,450.00	68,450.00			68,450.00	100%	0.00	0.00
32	Glass & Glazing	132,016.00		132,016.00	132,016.00			132,016.00	100%	0.00	0.00

CONTINUATION SHEET

APPLICATION NO.: 17
APPLICATION DATE: 11/2/2021
PROJECT #: 20-009
PROJECT NAME: PLATTSMOUTH COMMUNITY SCHOOLS HIGH SCHOOL ADDITION & RENOVATION
PERIOD TO: 10/31/2021

A	B	C	D	E	F	G	H	I		J	K
					WORK COMPLETED						
ITEM NO.	DESCRIPTION OF WORK	ORIGINAL SCHEDULED VALUE	CHANGE TO DATE	ADJUSTED SCHEDULED VALUE	FROM PREVIOUS APPLICATION	THIS PERIOD	MATERIAL PRESENTLY STORED	TOTAL COMPLETED & STORED TO DATE	%	BALANCE TO FINISH	RETAINAGE
33	Ceramic Tile	3,620.00		3,620.00	3,620.00			3,620.00	100%	0.00	0.00
34	Drywall, FRP	227,671.00		227,671.00	227,671.00			227,671.00	100%	0.00	0.00
35	Resilient Flooring	12,035.00		12,035.00	12,035.00			12,035.00	100%	0.00	0.00
36	Epoxy Flooring	21,474.00		21,474.00	21,474.00			21,474.00	100%	0.00	0.00
37	Paint	75,450.00		75,450.00	75,450.00			75,450.00	100%	0.00	0.00
38	Specialties	31,213.00		31,213.00	31,213.00			31,213.00	100%	0.00	0.00
39	Install Vehicle Equipment	4,950.00		4,950.00	4,950.00			4,950.00	100%	0.00	0.00
40	Casework	48,472.00		48,472.00	48,472.00			48,472.00	100%	0.00	0.00
41	Pre-Engineered Building	594,855.00		594,855.00	594,855.00			594,855.00	100%	0.00	0.00
42	Fire Protection	55,280.00		55,280.00	55,280.00			55,280.00	100%	0.00	0.00
43	Plumbing	550,870.00		550,870.00	550,870.00			550,870.00	100%	0.00	0.00
44	HVAC	773,000.00		773,000.00	773,000.00			773,000.00	100%	0.00	38,650.00
45	Spray Booth Allowance for Booth Doors	2,500.00		2,500.00	2,500.00			2,500.00	100%	0.00	0.00
46	Electrical	938,186.00		938,186.00	938,186.00			938,186.00	100%	0.00	0.00
47	Fee	181,615.00		181,615.00	181,615.00			181,615.00	100%	0.00	0.00
48	Change Order #1	0.00	(61,230.00)	(61,230.00)	(61,230.00)			(61,230.00)	100%	0.00	0.00
49	Change Order #2	0.00	38,957.00	38,957.00	38,957.00			38,957.00	100%	0.00	0.00
50	Change Order #3	0.00	223,138.50	223,138.50	223,138.50			223,138.50	100%	0.00	0.00
51	Change Order #4	0.00	(49,437.82)	(49,437.82)	(59,799.02)	10,361.20		(49,437.82)	100%	0.00	0.00
52	Change Order #5	0.00	(3000.00)	(3000.00)		(3,000.00)		(3,000.00)	100%	0.00	0.00
53	Change Order #6	0.00	(1267.20)	(1267.20)		(1,267.20)		(1,267.20)	100%	0.00	0.00
54	Change Order #7	0.00	(21,000.00)	(21,000.00)		(21,000.00)		(21,000.00)	100%	0.00	0.00
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		6,022,000.00	**126,160.48**	**6,148,160.48**	**6,163,066.48**	**(14,906.00)**	**0.00**	**6,148,160.48**	**100%**	**0.00**	**68,923.00**