

GIPS BOE Regular Meeting
Thursday, July 11, 2024 5:30 PM
Kneale Administration Building - Board Room

1. CALL TO ORDER
Speaker(s): Board President
2. ROLL CALL
Speaker(s): Mrs. Angela Dibbert
3. CONSENT AGENDA
Speaker(s): Board President
 - 3.1. Minutes from the previous month's meeting
 - 3.2. Acceptance of Agendas From Standing Committees
 - 3.3. Claims as submitted
 - 3.4. Bid Proposals as submitted
 - 3.5. Staff Adjustments as submitted
 - 3.6. MOU, Agreements, and Contract Renewals
 - 3.6.1. Educational Service Unit 9 (ESU 9) & Grand Island Public Schools (GIPS) MOU
 - 3.7. Treasurer's Report as submitted
 - 3.8. Approval of Agenda as submitted
4. REQUESTS TO ADDRESS THE BOARD
Speaker(s): Board President
5. INFORMATION ITEMS
 - 5.1. Nutrition Services - Community Eligibility Program (CEP)
Speaker(s): Mrs. Kris Spellman
 - 5.2. QCPUF School Safety & Security Projects and Funding
Speaker(s): Mr. Paul Grieger and Mr. Dan Petsch
 - 5.3. Bond Fund Tender Offer Refinancing
Speaker(s): Mr. Paul Grieger
 - 5.4. Gift Card/Prepaid VISA
Speaker(s): Dr. Summer Stephens
 - 5.5. Staff Handbooks
Speaker(s): Dr. Carrie Kolar
 - 5.6. Staff Training Requirements
Speaker(s): Dr. Carrie Kolar
 - 5.7. Policy
 - 5.7.1. 6230 STAFF PROTECTION
Speaker(s): Mr. Matt Fisher
 - 5.7.2. 8312 EXCESSIVE ABSENTEEISM
Speaker(s): Mr. Matt Fisher
 - 5.7.3. 8456 STUDENT USE OF PERSONAL ELECTRONIC COMMUNICATION DEVICES
Speaker(s): Mr. Matt Fisher
6. ACTION ITEMS

6.1. Transportation Routes for 2024-25 school year

Speaker(s): Mr. Matt Fisher

6.2. Gift Card/Prepaid VISA

Speaker(s): Dr. Summer Stephens

6.3. Substitute Pay Increases 2024-25 school year

Speaker(s): Dr. Carrie Kolar

6.4. Extra Standard Increases for 2024-25 school year

Speaker(s): Dr. Carrie Kolar

Goals: Obj 1.3 Every student learns in a safe and resourced environment , Obj 3.2
Community partnerships that increase supports to students and families

6.5. Staff Handbooks

Speaker(s): Dr. Carrie Kolar

6.6. Staff Training Requirements

Speaker(s): Dr. Carrie Kolar

6.7. 4480 CONTRACT, AGREEMENTS, AND MEMORANDUM OF UNDERSTANDING

Speaker(s): Mr. Matt Fisher

6.8. 2111 BOARD OPERATING PRINCIPLES

Speaker(s): Mr. Matt Fisher

6.9. 8470 WEAPONS AND FIREARMS IN SCHOOL

Speaker(s): Mr. Matt Fisher

6.10. 2320 BOARD MEMBER DEVELOPMENT OPPORTUNITIES

Speaker(s): Mr. Matt Fisher

6.11. 2411 NOTIFICATION OF BOARD MEETINGS

Speaker(s): Mr. Matt Fisher

6.12. 9230 ACCESS TO DISTRICT RECORDS

Speaker(s): Mr. Matt Fisher

6.13. 2480 PUBLIC PARTICIPATION AT BOARD MEETINGS

Speaker(s): Mr. Matt Fisher

6.14. 5510 FOOD SERVICES MANAGEMENT

Speaker(s): Mr. Matt Fisher

6.15. 7510 ENROLLMENT OPTION

Speaker(s): Mr. Matt Fisher

6.16. 8465 FREEDOM OF EXPRESSION

Speaker(s): Mr. Matt Fisher

6.17. 8730 PROMOTION, RETENTION, AND ACCELERATION

Speaker(s): Mr. Matt Fisher

6.18. 8740 GRADUATION REQUIREMENTS

Speaker(s): Mr. Matt Fisher

7. REPORTS

7.1. Grand Island Public Schools Foundation Report

Speaker(s): Mrs. Lindsey Jurgens

7.2. Superintendent Report

Speaker(s): Mr. Matt Fisher

8. NOTIFICATION OF UPCOMING BOARD MEETINGS

9. ADJOURNMENT

*** Proof of Publication ***

State of Nebraska)
County of Hall) SS.

NOTICE OF REGULAR
BOARD MEETING
HALL COUNTY
SCHOOL DISTRICT 2
GRAND ISLAND,
NEBRASKA

Notice is hereby given that a meeting of the Board of Education of Hall County School District 2, A.K.A. Grand Island Public Schools, Grand Island, Nebraska, will be held on Thursday, July 11, 2024, at 5:30 p.m., at the Kneale Administration Building, 123 S Webb Road, Grand Island, Nebraska, where the meeting will be open to the public. An agenda for such a meeting, kept continuously current, is available for inspection at the Office of the Superintendent or on the GIPS Website.
Dr. Summer E. Stephens,
Board Secretary
July 3, 2024 ZNEZ

GRAND ISLAND PUBLIC SCHOOL/Classified

123 S WEBB RD PO BOX 4904
GRAND ISLAND, NE 68802

ORDER NUMBER 1224678

Tracy Underwood, being first duly sworn on oath, says that he/she is employed by The GRAND ISLAND INDEPENDENT, a newspaper printed and published in Grand Island, in Hall County, Nebraska, and of general circulation in Hall County, Nebraska, and as such has charge of the records and files of the GRAND ISLAND INDEPENDENT, and affiant knows of his/her own personal knowledge that said newspaper has a bonafide circulation of more than 500 copies of each issue, has been published at Grand Island, Nebraska, for more than 52 weeks successively prior to the first publication of the annexed printed notice, and is a legal newspaper under the statutes of the State of Nebraska; that the annexed printed notice was published on the dates listed below.

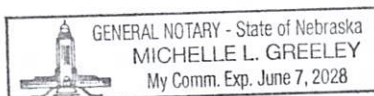
Tracy Underwood

Section: Class Legals
Category: 0099 LEGALS
PUBLISHED ON: 07/03/2024

TOTAL AD COST: 12.40
FILED ON: 7/3/2024

Subscribed in my presence and sworn to before me this 3rd day
of July, 2024

Michelle L. Greeley
Notary Public



Regular Meeting of the Grand Island Public Schools Board of Education

The regular meeting of the Board of Education of Grand Island in the County of Hall in the State of Nebraska was convened and called to order by President Hank McFarland in open and public session on Thursday, June 13, 2024 at 5:30 PM at the Kneale Administration Building - Board Room, 123 S Webb Rd, Grand Island, NE 68802, the usual meeting place of said Board. Notice of the meeting was given in advance thereof by publication in the *Grand Island Independent*, the School District's designated method of giving notice. Notice of the meeting was also given in advance to all members of the Board of Education. All proceedings hereafter shown were recorded while the convened meeting was open to the attendance of the public.

ROLL CALL:

Attendance Taken at 5:30 PM.

Lisa Albers:	Present
Eric Garcia-Mendez:	Present
Joshua Hawley:	Absent
Dave Hulinsky:	Absent
Lindsey Jurgens:	Absent
Katherine Mauldin:	Present
Hank McFarland:	Present
Josh Sikes:	Absent
Amanda Wilson:	Present

AGENDA

1. CALL TO ORDER

The meeting was called to order at 5:30 p.m.

2. ROLL CALL

Mr Hawley, Mr. Hulinsky, Mrs. Jurgens, and Mr. Sikes gave prior notice of their absences.

3. CONSENT AGENDA

3.1. Minutes from the previous month's meeting

3.2. Acceptance of Agendas From Standing Committees

Finance and Facilities Committee

Next Meeting Date: July 2, 2024 at 7:30 a.m.

Leading for Learning Committee

Next Meeting Date: July 9, 2024 at 4:00 p.m.

Personnel Committee

Next Meeting Date: June 28, 2024 at 8:15 a.m.

Policy Committee

Next Meeting Date: July 8, 2024 at 4:30 p.m.

Public Relations and Partnership Development Committee

Next Meeting Date: July 3, 2024 at 8:00 a.m.

Governance Committee

Next Meeting Date: July 3, 2024 at 12:00 p.m.

GNSA/Legislative Committee

Next Meeting Date: None.

3.3. Claims as submitted

3.4. Bid Proposals as submitted

3.5. Staff Adjustments as submitted

3.6. MOU, Agreements, and Contract Renewals

3.6.1. 2024-2025 Head Start MOU

3.7. Treasurer's Report as submitted

3.8. Surplus Property Listing

3.9. Approval of Agenda as submitted

Mrs. Albers will be abstaining from check number: 95130 and Mrs. Mauldin will be abstaining from check number: 95027, but approved all other consent agenda items as submitted.

Approve the agenda as submitted. Passed with a motion by Lisa Albers and a second by Eric Garcia-Mendez.

Lisa Albers: Yea, Eric Garcia-Mendez: Yea, Katherine Mauldin: Yea, Hank McFarland: Yea, Amanda Wilson: Yea

4. SPECIAL RECOGNITION

4.1. PathBack Program Recognition

Mr. Kort recognized Michelle Fuentes and Dwain Duff, selected as the PathBack Program recipients.

5. REQUESTS TO ADDRESS THE BOARD

None.

6. INFORMATION ITEMS

6.1. Transportation Routes for 2024-25 school year

Mr. Harden and Dr. Stephens presented the transportation routes for the 2024-25 school year.

6.2. Extra Standard Increases for 2024-25 school year

Dr. Kolar presented additions made to the Extra Standard Schedule as recommended by the committee for 2024-25.

6.3. Substitute Pay Increases 2024-25 school year

Mr. Harden presented the Substitute Pay Increases for the 2024-25 school year.

6.4. Review the 2023-24 Climate/Culture and SEL Competencies

Dr. Stephens reviewed the 2023-24 Climate/Culture and SEL Competencies.

6.5. Update on Mental Health Resources for Families, Students, and Staff

Dr. Stephens updated on Mental Health Resources for Families, Students, and Staff.

6.6. Policy

6.6.1. 4480 CONTRACT, AGREEMENTS, AND MEMORANDUM OF UNDERSTANDING

Mr. Fisher presented policy 4480 Contract, Agreements, and Memorandum of Understanding.

6.6.2. 2111 BOARD OPERATING PRINCIPLES

Mr. Fisher presented policy 2111 Board Operating Principles.

6.6.3. 8470 WEAPONS AND FIREARMS IN SCHOOL

Mr. Fisher presented policy 8470 Weapons and Firearms in School.

6.6.4. 2320 BOARD MEMBER DEVELOPMENT OPPORTUNITIES

Mr. Fisher presented policy 2320 Board Member Development Opportunities.

6.6.5. 2411 NOTIFICATION OF BOARD MEETINGS

Mr. Fisher presented policy 2411 Notification of Board Meetings.

6.6.6. 9230 ACCESS TO DISTRICT RECORDS

Mr. Fisher presented policy 9230 Access to District Records.

6.6.7. 2480 PUBLIC PARTICIPATION AT BOARD MEETINGS

Mr. Fisher presented policy 2480 Public Participation at Board Meetings.

6.6.8. 5510 FOOD SERVICES MANAGEMENT

Mr. Fisher presented policy 5510 Food Services Management.

6.6.9. 7510 ENROLLMENT OPTION

Mr. Fisher presented policy 7510 Enrollment Option.

6.6.10. 8465 FREEDOM OF EXPRESSION

Mr. Fisher presented policy 8465 Freedom of Expression.

6.6.11. 8730 PROMOTION, RETENTION, AND ACCELERATION

Mr. Fisher presented policy 8730 Promotion, Retention, and Acceleration.

6.6.12. 8740 GRADUATION REQUIREMENTS

Mr. Fisher presented policy 8740 Graduation Requirements.

7. ACTION ITEMS

7.1. Nutrition Services Fund Debt Pay Off

Approve the Call Resolution for the Grand Island Public Schools Certificates of Participation 2018A, 2018B and Lease Purchase 2022 as presented. Passed with a motion by Lisa Albers and a second by Eric Garcia-Mendez.

Lisa Albers: Yea, Eric Garcia-Mendez: Yea, Katherine Mauldin: Yea, Hank McFarland: Yea, Amanda Wilson: Yea

7.2. NWEA MAP Growth Renewal

Approve the funds to renew NWEA MAP Growth for the 2024-25 school year. Passed with a motion by Lisa Albers and a second by Eric Garcia-Mendez.

Lisa Albers: Yea, Eric Garcia-Mendez: Yea, Katherine Mauldin: Yea, Hank McFarland: Yea, Amanda Wilson: Yea

7.3. Discuss, consider, and take all necessary action to approve the Purchase Agreement, as presented, for the sale of the real estate at 315 Wyandotte Street, Grand Island, Nebraska, and authorize the Board President to sign the Purchase Agreement on behalf of the District.

Approve the Purchase Agreement, as presented, for the sale of the real estate at 315 Wyandotte Street, Grand Island, Nebraska, and authorize the Board President to sign the Purchase Agreement on behalf of the District. Passed with a motion by Lisa Albers and a second by Katherine Mauldin.

Lisa Albers: Yea, Eric Garcia-Mendez: Yea, Katherine Mauldin: Yea, Hank McFarland: Yea, Amanda Wilson: Yea

7.4. Classified wage increase for 2024-25

Approve the classified wage increase as presented. Passed with a motion by Lisa Albers and a second by Eric Garcia-Mendez.

Lisa Albers: Yea, Eric Garcia-Mendez: Yea, Katherine Mauldin: Yea, Hank McFarland: Yea, Amanda Wilson: Yea

8. REPORTS

8.1. Grand Island Public Schools Foundation Report

Mrs. Albers reported for the GIPS Foundation.

8.2. Superintendent Report

Mr. Fisher presented the superintendent report.

9. EXECUTIVE SESSION FOR THE PURPOSE OF NEGOTIATIONS BECAUSE IT IS IN THE BEST INTEREST OF THE PUBLIC TO DISCUSS THIS MATTER IN CLOSED SESSION

The Board convened to Executive Session at 7:34 p.m.

The recommendation for the Board to convene to executive session for the purpose of discussing negotiations. Passed with a motion by Lisa Albers and a second by Eric Garcia-Mendez.

Lisa Albers: Yea, Eric Garcia-Mendez: Yea, Katherine Mauldin: Yea, Hank McFarland: Yea, Amanda Wilson: Yea

10. RECONVENE FROM EXECUTIVE SESSION

The Board reconvened from Executive Session at 7:49 p.m.

The recommendation that the Board reconvene from executive session. Passed with a motion by Lisa Albers and a second by Eric Garcia-Mendez.

Lisa Albers: Yea, Eric Garcia-Mendez: Yea, Katherine Mauldin: Yea, Hank McFarland: Yea, Amanda Wilson: Yea

11. APPROVAL OF ADMINISTRATION COMPENSATION FOR 2024 - 25 DEEMED NECESSARY AS A RESULT OF EXECUTIVE SESSION

Approve the Administration Compensation for 2024-25 as presented. Passed with a motion by Lisa Albers and a second by Katherine Mauldin.

Lisa Albers: Yea, Eric Garcia-Mendez: Yea, Katherine Mauldin: Yea, Hank McFarland: Yea, Amanda Wilson: Yea

12. NOTIFICATION OF UPCOMING BOARD MEETINGS

Regular Board of Education Meeting - Thursday, July 11, 2024

13. ADJOURNMENT

All business having been completed, the meeting was adjourned at 7:50 p.m.

Angela A. Dibbert, Recording Secretary

Dr. Summer E. Stephens, Secretary to the Board



Personnel Committee Agenda

Date	Agenda
6/28/24	<ol style="list-style-type: none">1. Positions update- 119 total (including admin) openings. Still need:<ul style="list-style-type: none">○ GISH: Skilled & Technical Science - have alt plan○ EL: Wasmer, Barr (Possibly Erik from front desk for one)○ SE: always searching. Need two secondary special educators at GISH plus specialists○ 2 requests to be released: Counselor at Engleman, ELA at Barr2. Ron Hester will be at Barr for Jessica Myers' maternity leave this fall3. GIPS Pipeline<ul style="list-style-type: none">○ Foundation, GISH, CCC, WSC○ Working to create a solid plan in case the NDE receives the Apprenticeship Grant from the Department of Labor4. Secretary PLCs5. Handbooks<ul style="list-style-type: none">○ July - info & action○ Certified○ Classified6. Extra Standard Update<ul style="list-style-type: none">○ July - action7. Training Resolution<ul style="list-style-type: none">○ July - info <p>Next meeting: August 1st at 8:15am</p>

Kneale Administration Building



TO: Facilities & Finance Committee
From: Mr. Petsch, Mrs. Ryan, and Mr. Harden
RE: **Meeting, Monday, July 02, 2024 – Via Zoom**

Mr. Virgil D. Harden, SFO
Chief Financial Officer
123 S Webb Rd
PO Box 4904
Grand Island, NE 68802-4904

Phone: (308) 385-5900 x 201144
Fax: (308) 385-5949
Email: vharden@gips.org
Web: www.gips.org

NEW BUSINESS:

1. Activity Fund Claims – Virg
2. Community Redevelopment Authority & Regional Planning - Virg
3. Request for Proposals – Dan or Gabby
4. Nutrition Services Update – Kris Spellman
5. Information Technology Update – Cory Gearhart
6. Review of Depreciation, Special Building, and General Fund, and Payroll – Virg
7. Federal Programs Financial Report – Virg
8. MOU, LOA, Contracts, Leases, etc.
9. QCPUF Projects & Financing – Mr. Paul Grieger & Virg
10. Bond Fund Tender Offer Refinancing – Mr. Paul Grieger & Virg
11. Project List – Dan
12. McKinney Vento Homeless Gift Cards/PrePaid VISA – Dr. Summer Stephens
13. Open Agenda Items as Necessary – F&F Team

NEXT MEETING: **Tuesday, July 30, 2024, at 7:30 A.M.**

Dan, Gabby, & Virg review agenda items for BOE meeting.

Public Relations and Partnership Development Committee
Agenda
Wednesday, June 3rd, 2024
8:00 - 9:30 a.m. via ZOOM



WE ARE GIPS
WE **ARE** GIPS
WE ARE **GIPS**

AGENDA:

- Beat on the Street - *All*
- GIPS Communications Plan Overview - *Mitch*
- “We Are GIPS” Campaign & District Resources - *Mitch & Kelli*
- Upcoming Transportation & Budget Communications - *Mitch*
- Communication Analytics - *Kelli Mayhew*
 - New Collateral
 - Notable Media Coverage
 - Timely Communications

Next Meeting: August 7th, 2024

Every Student, Every Day, A Success! In educating students, we teach hearts as well as minds.

BOE Policy Committee Meeting – July 8, 2024 – 4:30pm – Mr. Fisher’s Office
*Students prepared to make positive contributions to society and thrive in an ever-changing world.
Empower - Personalize - Design - Partner*

1. **Review Notes from June 10, 2024 – 1.1.**
2. **Review Agenda for changes or additions – 2.1.**
3. **Board role in policy adoption/approval processes:**
 - Policy Committee reviews and makes recommendations to the board for policy adoption, review, or revisions
 - Board adopts or approves policy based on federal, state, and/or local statute requirements
 - Board adopts or approves policy based on the need for formal guidance on certain issues in the district with input from staff /students/community as appropriate
4. **NEXT MEETING:**
August 5 – 4:30pm – Mr. Fisher’s Office
5. **Policy as Information @ July 11, 2024, BoE Meeting**

6230 STAFF PROTECTION: [Proposed Policy 6230](#)

8312 EXCESSIVE ABSENTEEISM: [Proposed Policy 8312](#)

8456 STUDENT USE OF PERSONAL ELECTRONIC COMMUNICATION DEVICES:
[Proposed Policy 8456](#)

Exception to procedural guidelines on purchasing gift cards.

6. **Policy on Final Read @ July 11, 2024, BoE Meeting**

4480 CONTRACT, AGREEMENTS, AND MEMORANDUM OF UNDERSTANDING:
[Proposed Policy 4480](#)

2111 BOARD OPERATING PRINCIPLES: [Proposed Policy 2111](#)

8470 WEAPONS AND FIREARMS IN SCHOOL: [Proposed Policy 8470](#)

2320 BOARD MEMBER DEVELOPMENT OPPORTUNITIES: [Proposed Policy 2320](#)

2411 NOTIFICATION OF BOARD MEETINGS: [Proposed Policy 2411](#)

9230 ACCESS TO DISTRICT RECORDS: [Proposed Policy 9230](#)

Every Student, Every Day, A Success! In educating students, we teach hearts as well as minds.

2480 PUBLIC PARTICIPATION AT BOARD MEETINGS: [Proposed Policy 2480](#)

5510 FOOD SERVICES MANAGEMENT: [Proposed Policy 5510](#)

7510 ENROLLMENT OPTION: [Proposed Policy 7510](#)

8465 FREEDOM OF EXPRESSION: [Proposed Policy 8465](#)

8730 PROMOTION, RETENTION, AND ACCELERATION: [Proposed Policy 8730](#)

8740 GRADUATION REQUIREMENTS: [Proposed Policy 8740](#)

7. Policy for review:

6252 PROFESSIONAL BOUNDARIES BETWEEN STAFF AND STUDENTS:
[Proposed Policy 6252](#)

8463 USE OF BODY WORN CAMERAS - [Body Worn Cameras Policy Template](#)

8. Policy Questions and Discussion:

9. Moved to Board Governance Committee:

10. Working on:

Grand Island Public Schools

Claims Listing

July 11th, 2024

Reference No	Payee	Description	Amount
95318	Charlotte Griffith	Mileage	\$38.66
95319	Gottlob Asphalt, LLC	Equipment	\$2,358.00
95320	Grand Island Express Inc	Repairs	\$148.84
95321	Grand Island Independent	Advertising	\$21.60
95322	Grand Island Physical Therapy	Prof Services	\$40,703.40
95323	Gustave A Larson Company	Supplies	\$2,080.33
95324	Brenmar Company Inc	Paper Products	\$9,061.20
95325	Cash-Wa Distributing	Food	\$8,971.65
95326	Cynthia Montes	Mileage	\$43.28
95327	Ecolab Inc	Paper Products	\$1,684.68
95328	EMS Linq Inc	Coding Services	\$2,051.20
95329	Mid-Nebraska Disposal Inc	Utility Services	\$476.90
95330	Midwest Restaurant Supply LLC	Repairs	\$131.95
95331	Nicole Enck	Mileage	\$106.53
95332	Oscar Garcia	Travel	\$66.23
95333	US Foods - Grand Island	Food	\$86.34
95334	Amazon Cap Services Inc	Supplies	\$13,965.68
95335	Ann Porter	Mileage	\$9.45
95336	Clearly Communications	Telecommunications	\$1,029.99
95337	Estela Morales De Camey	Mileage	\$18.36
95338	First Bankcard Center/Visa	Emp Training	\$5,719.00
95339	First Bankcard Center/Visa	Supplies	\$41.39
95340	First Bankcard Center/Visa	Dues	\$435.00
95341	First Bankcard Center/Visa	Misc	\$58.82
95342	First Bankcard Center/Visa	Travel	\$25,419.60
95343	First Bankcard Center/Visa	Dues	\$583.00
95344	First Bankcard Center/Visa	Emp Training	\$3,818.29
95345	First Bankcard Center/Visa	Travel	\$228.12
95346	First Bankcard Center/Visa	Supplies	\$300.00
95347	First Bankcard Center/Visa	Misc	\$80.00
95348	First Bankcard Center/Visa	Travel	\$980.99
95349	First Bankcard Center/Visa	Travel	\$3,136.04
95350	First Bankcard Center/Visa	Supplies	\$50.40
95351	First Bankcard Center/Visa	Supplies	\$2,084.01
95352	Jessica Hendricks	Misc	\$120.60
95353	Joni Pritchard	Mileage	\$189.61
95354	Josh Summers	Mileage	\$204.59
95355	Kelli Mayhew	Travel	\$576.19
95356	Matheson Tri Gas Inc	Supplies	\$155.31
95357	Mechanical Sales Inc	Equipment	\$42,858.50
95358	Meister	Supplies	\$77.94
95359	Menards	Supplies	\$1,344.43

Grand Island Public Schools

Claims Listing

July 11th, 2024

Reference No	Payee	Description	Amount
95360	Mid-Nebraska Disposal Inc	Utility Services	\$716.66
95361	Midwest Alarm Services	Tech Services	\$2,015.00
95362	Midwest Floor Covering Inc	Equipment	\$32,175.00
95363	Panorama Education Inc	Software	\$15,750.00
95364	Paper Tiger Shredding Inc	Utility Services	\$520.00
95365	Perry Guthery Haase & Gessford PC	Legal Services	\$7,013.50
95366	Prime Communications Inc	Supplies	\$36,045.74
95367	Rebecca Frustaglio	Misc	\$122.00
95368	Rebekah Piel	Mileage	\$12.60
95369	Redbird Flight Simulations Inc	Technical Services	\$236.41
95370	Rentokil North America Inc	Tech Services	\$1,034.56
95371	Roberts Pump & Supply Co	Supplies	\$130.62
95372	Sapp Bros Petroleum Inc	Supplies	\$2,917.50
95373	Scholastic Inc.	Supplies	\$2,549.98
95374	Sherwin Williams Company	Supplies	\$353.10
95375	Sunheat International	Supplies	\$5,748.00
95376	Unite Private Networks LLC	Telecommunications	\$25,908.67
95377	95 Percent Group INC	Supplies	\$5,945.50
95378	Ace Hardware	Supplies	\$362.11
95379	Agricultural Service	Supplies	\$900.00
95380	American Fence Co Western Ne	Equipment	\$2,862.00
95381	Anthem Sports LLC	Supplies	\$32.82
95382	Apple Computer Inc	Supplies	\$427.95
95383	Ashley Knievel	Mileage	\$183.85
95384	Best Buy Business Account	Supplies	\$379.99
95385	Beth Hubl	Mileage	\$7.50
95386	BG Peterson Co	Supplies	\$360.76
95387	Blick Art Materials	Supplies	\$2,101.18
95388	Border States Industries Inc	Supplies	\$179.73
95389	Brown Transit LLC	Student Trans	\$638.00
95390	Care Solace Inc	Other Prof Services	\$10,000.00
95391	CDW Government	Supplies	\$43,196.00
95392	Deanna Jalas	Tech Services	\$518.81
95393	Elizabeth Anne James	Mileage	\$45.43
95394	Head Start Family Dev Program	Other Prof Services	\$52,834.01
95395	Hesslegesser Electric	Supplies	\$940.20
95396	Holiday Express	Student Trans	\$28,070.00
95397	Hugh O'Brian Youth Leadership	Dues	\$280.00
95398	Interstate All Battery Center	Supplies	\$253.80
95399	Island Sprinkler Supply	Supplies	\$142.14
95400	Jacqueline Juarez Meier	Mileage	\$39.60
95401	Jasmin Kunz	Mileage	\$163.68

Grand Island Public Schools

Claims Listing

July 11th, 2024

Reference No	Payee	Description	Amount
95402	Jerrys Sheet Metal	Supplies	\$465.00
95403	Johanna Parten	Mileage	\$90.32
95404	Johnson Hardware	Fund Transfer	\$2,148.00
95405	JP Boiler Service LLC	Tech Services	\$13,750.00
95406	Kaitlyn Hesman	Mileage	\$44.68
95407	Kansas City Audio Visual Inc	Supplies	\$13,791.60
95408	Karma L Lewandowski	Mileage	\$45.09
95409	Kelly Supply Co	Supplies	\$33.80
95410	Kristen Laurent	Tech Services	\$361.00
95411	Krysta Huse	Mileage	\$32.63
95412	Learning Services International & The Ma	Prof Services	\$21,500.00
95413	Legacy Outdoor Advertising LLC	Advertising	\$1,450.00
95414	LUNA Language Services	Tech Services	\$110.00
95415	Marcy R Krolikowski	Mileage	\$13.94
95416	Mark Hemmer	Supplies	\$44.95
95417	Ruth Abigail Hormachea	Mileage	\$71.49
95418	Sarah K Henry	Mileage	\$82.94
95419	Shalee Lindsey	Travel	\$175.50
95420	Clint Hansen	Emp Training	\$480.00
95421	Eakes Office Solutions	Supplies	\$2,910.57
95422	Island Sprinkler Supply	Supplies	\$120.58
95423	The Hearing Clinic Inc	Prof Services	\$6,804.00
95424	West Music Co	Supplies	\$10.00
95425	Hiland Dairy Foods Company LLC	Milk	\$3,884.57
95426	Axtell Community School District 501	Prof Services	\$14,000.00
95427	Teacher Direct	Supplies	\$91.04
95428	The Home Depot Pro	Custodial Materials	\$9,825.62
95429	TK Elevator Corporation	Tech Services	\$1,529.15
95430	Tom Dinsdale Chevrolet Cadillac	Repairs	\$2,191.79
95431	Toofast Supply	Supplies	\$229.89
95432	Trane	Equipment	\$1,423.26
95433	Trassig Corp	Supplies	\$5,057.78
95434	Culligan of Grand Island	Supplies	\$37.90
95435	Hiland Dairy Foods Company LLC	Food	\$4,334.06
95436	HyVee	Food	\$26.04
95437	Kimberly Clegg	Mileage	\$50.25
95438	Pan-O-Gold Baking Co	Food - Bread	\$310.84
95439	Sams Club Direct	Supplies	\$26.97
95440	Theresa McCarthy	Mileage	\$31.83
95441	Culligan of Grand Island	Supplies	\$438.70
95442	Midwest Restaurant Supply LLC	Repairs	\$1,212.22
95444	US Foods - Grand Island	Food	\$6,409.22

Grand Island Public Schools

Claims Listing

July 11th, 2024

Reference No	Payee	Description	Amount
95445	Grand Island Utilities Dept	Electricity	\$123,150.01
95446	Wex Bank	Fuel	\$1,309.27
95447	Wex Bank	Fuel	\$1,710.63
95448	Wex Bank	Fuel	\$1,543.19
95449	Wex Bank	Fuel	\$3,477.22
95450	AKRS Equipment Solutions Inc	Supplies	\$1,361.44
95451	Allo Communications LLC	Tech Services	\$640.00
95452	Audriana Kaelin Camacho	Mileage	\$51.66
95453	Capital Business Systems Inc	Tech Services	\$21,114.42
95454	Carol Helleberg	Prof Services	\$1,200.00
95455	City of Grand Island	Utility Services	\$72.97
95456	Communications Engineering	Equipment	\$25,613.00
95457	Communications Supply Corp	Supplies	\$664.00
95458	Control Services Inc	Supplies	\$503.00
95459	Crane Public Transit	Student Trans	\$342.00
95460	Creative Cabinets Inc	Supplies	\$380.00
95461	Crescent Electric Supply	Supplies	\$193.18
95462	Demco	Supplies	\$123.30
95463	Eakes Office Solutions	Supplies	\$1,148.94
95464	Eberl Plumbing & Drain	Tech Services	\$310.00
95465	Essential Personnel Inc	Technical Services	\$858.57
95466	Follett Content Solutions LLC	Misc	\$3,803.29
95467	Follett School Solutions Inc	Books	\$206.10
95468	GameTime - Cunningham Recreation	Supplies	\$191.21
95469	Gopher Sport	Supplies	\$1,320.56
95470	Grainger	Supplies	\$606.87
95471	Grand Island Area Chamber Of Commerce	Misc	\$150.00
95472	Grand Island Independent	Advertising	\$475.20
95473	Great Lakes Sports	Supplies	\$268.83
95474	Gustave A Larson Company	Supplies	\$1,286.44
95475	hand2mind Inc	Supplies	\$269.85
95476	Healthy Roster Inc	Software	\$1,720.00
95477	Holiday Express	Student Trans	\$980.00
95478	Idea Bank Marketing	Software	\$30.00
95479	Jennifer Hahn	Mileage	\$86.10
95480	John Harder	Mileage Paid to Parents	\$176.88
95481	Kristen Hahn	Mileage	\$41.54
95482	Lakeshore Learning Materials	Supplies	\$672.53
95483	Lavon Glines	Mileage	\$44.09
95484	Learning Services International & The Ma	Prof Services	\$1,500.00
95485	LessonPix Inc	Supplies	\$648.00
95486	NAPA Auto Parts	Supplies	\$431.64

Grand Island Public Schools

Claims Listing

July 11th, 2024

Reference No	Payee	Description	Amount
95487	Sarah Wolf	Mileage	\$89.49
95488	Suyapa Gonzalez	Mileage	\$94.14
95489	Teresita Westover	Mileage	\$22.38
95490	Tumbleweed Press Inc	Software	\$580.00
95491	University of Nebraska Kearney	Misc	\$150.00
95492	UNL Extension Hall County	Misc	\$60.00
95493	Village Cleaners	Tech Services	\$272.44
95494	Winsupply of Grand Island	Equipment	\$2,010.14
95495	Woodwards Disposal Service Inc	Utility Services	\$350.00
95496	Yandas Music	Supplies	\$82.67
95497	Aubrey Melanie Luna	Tech Services	\$90.00
95498	City of Grand Island	Dues	\$596.60
95499	Grand Island Utilities Dept	Electricity	\$39,819.95
95500	Cash-Wa Distributing	Food	\$5,731.47
95501	Midwest Restaurant Supply LLC	Repairs	\$970.94
95502	NAPA Auto Parts	Supplies	\$27.49
95503	Pan-O-Gold Baking	Food - Bread	\$359.70
95504	Uline	Supplies	\$133.21
95505	Pan-O-Gold Baking	Food - Bread	\$713.00
95506	Super Saver	Supplies	\$85.30
95507	Super Saver Five Points	Supplies	\$144.42
95508	Abby Stoddard	Mileage	\$88.97
95509	Amazon Cap Services Inc	Equipment	\$11,926.10
95510	Anneris Shafer	Mileage	\$51.92
95511	Callum Plnkham	Emp Training	\$100.00
95512	Cassandra Jo Stara	Tech Services	\$509.62
95513	Celine Zlomke	Misc	\$39.30
95514	Century Link	Telecommunications	\$1,006.69
95515	Charter Communications Holdings LLC	Telecommunications	\$59.99
95516	Dan Petsch	Mileage	\$101.57
95517	Danita M Stanton	Mileage	\$34.44
95518	DAS State Accounting - Central Finance	Telecommunications	\$267.63
95519	David M Nieves	Prof Services	\$550.00
95520	Elda Leticia Martinez Cruz	Mileage	\$26.00
95521	Griselda Mazariegos	Mileage	\$161.96
95522	Jenna Janulewicz	Misc	\$147.95
95523	Katie Kearns	Misc	\$169.85
95524	Kay L Niebuhr	Supplies	\$19.76
95525	Lauren Schumacher	Mileage	\$21.98
95526	Melinda Sturgill	Mileage	\$16.88
95527	Menards	Supplies	\$274.70
95528	Michala A Soundy	Mileage	\$227.96

Grand Island Public Schools

Claims Listing

July 11th, 2024

Reference No	Payee	Description	Amount
95529	Mid-Nebraska Disposal Inc	Utility Services	\$5,967.45
95530	Midwest Alarm Services	Supplies	\$1,765.00
95531	National School Boards Assoc	Dues	\$5,335.00
95532	Nebraska Council of School Administrator	Dues	\$1,364.00
95533	Nebraska U C Fund	Unemployment Comp	\$4,174.75
95534	One Source	Tech Services	\$1,723.45
95535	Overhead Door Of Grand Island	Tech Services	\$73.00
95536	Pearson Clinical Assessment	Emp Training	\$821.60
95537	PlayCore Group	Supplies	\$3,113.00
95538	Pomp's Tire Service Inc	Repairs	\$48.76
95539	Really Great Reading Company LLC	Supplies	\$16,757.88
95540	Reams Sprinkler Supply Co	Supplies	\$2,660.00
95541	Rentokil North America Inc	Tech Services	\$205.11
95542	Richard Neufeld	Emp Training	\$100.00
95543	Riverside Technologies Inc	Supplies	\$3,192.00
95544	Roberts Pump & Supply Co	Supplies	\$38.50
95545	Scantron Corporation	Supplies	\$521.33
95546	Scholastic Book Clubs Inc	Books	\$5,691.02
95547	Scholastic Inc.	Supplies	\$276.74
95548	School Specialty Inc	Supplies	\$191.16
95549	Sheet Music Plus	Supplies	\$102.75
95550	Sherwin Williams Company	Supplies	\$791.06
95551	Solution Tree LLC	Supplies	\$2,980.32
95552	Sonova USA Inc	Supplies	\$27.00
95553	Stacey Kleint	Misc	\$32.30
95554	State Glass Inc	Supplies	\$3.25
95555	State Of Nebraska State Fire Marshal	Emp Training	\$75.00
95556	State Steel Supply Co	Supplies	\$1,288.50
95557	Stelling Brass & Winds	Other Prof Services	\$3,265.00
95558	Super Saver	Supplies	\$386.46
95559	Super Saver Five Points	Supplies	\$2,063.17
95560	Verizon Connect Fleet USA L	Repairs	\$1,553.05
95561	Wendy Maser	Mileage	\$8.17
95562	Ace Hardware	Supplies	\$38.56
95563	Adventure Bus and Charter	Student Trans	\$1,827.28
95564	Aksam Dodban	Tech Services	\$12.00
95565	Awards Plus	Supplies	\$158.00
95566	Bedford, Freeman & Worth Publishing Grou	Books	\$1,170.00
95567	Border States Industries Inc	Supplies	\$396.28
95568	Bosselman Energy Inc	Supplies	\$121.40
95569	Cannon Moss Brygger & Assoc	Tech Services	\$375.00
95570	Capital Business Systems Inc	Tech Services	\$55.50

Grand Island Public Schools

Claims Listing

July 11th, 2024

Reference No	Payee	Description	Amount
95571	Carlynn Williams	Mileage	\$25.33
95572	Carrot-Top	Supplies	\$1,332.42
95573	Connie Voss	Mileage	\$35.04
95574	Copycat Instant Printing	Supplies	\$1,101.59
95575	Corinne Ellerson	Travel	\$666.87
95576	Culligan of Grand Island	Tech Services	\$62.20
95577	Cummins Central Power	Tech Services	\$2,446.59
95578	Department of Health and Human Services	Dues	\$18.00
95579	Department of Health and Human Services	Dues	\$18.00
95580	Department of Health and Human Services	Dues	\$18.00
95581	Department of Health and Human Services	Dues	\$18.00
95582	Department of Health and Human Services	Dues	\$18.00
95583	Department of Health and Human Services	Dues	\$18.00
95584	Department of Health and Human Services	Dues	\$18.00
95585	Department of Health and Human Services	Dues	\$18.00
95586	Department of Health and Human Services	Dues	\$18.00
95587	Department of Health and Human Services	Dues	\$18.00
95588	Department of Health and Human Services	Dues	\$18.00
95589	Department of Health and Human Services	Dues	\$18.00
95590	Department of Health and Human Services	Dues	\$18.00
95591	Department of Health and Human Services	Dues	\$18.00
95592	Department of Health and Human Services	Dues	\$18.00
95593	Department of Health and Human Services	Dues	\$18.00
95594	Eakes Office Solutions	Supplies	\$34.47
95595	Essential Personnel Inc	Technical Services	\$1,460.82
95596	Gilmore & Bell PC	Legal Services	\$2,250.00
95597	Grand Island Express Inc	Repairs	\$37.21
95598	Grand Island Independent	Books	\$102.27
95599	Grand Island Public Schools Nutrition Sv	Food	\$460.80
95600	Gustave A Larson Company	Supplies	\$244.84
95601	Hall County Election Commissioner	Other Prof Services	\$135.00
95602	hand2mind Inc	Supplies	\$58.62
95603	Hart Floors	Equipment	\$2,950.00
95604	Hesselgesser Electric	Supplies	\$6,724.93
95605	Holiday Express	Student Trans	\$1,850.00
95606	Island Sprinkler Supply	Supplies	\$172.56
95607	Island Supply Company	Tech Services	\$875.00
95608	JDR Consulting LLC	Other Prof Services	\$3,875.00
95609	Johnson Hardware	Equipment	\$13,460.00
95610	Jose L Torres	Travel	\$109.25
95611	JP Boiler Service LLC	Tech Services	\$175.00
95612	Kelly Supply Co	Supplies	\$63.07

Grand Island Public Schools

Claims Listing

July 11th, 2024

Reference No	Payee	Description	Amount
95613	Kidwell Inc	Software	\$194.00
95614	Mary Lamken	Mileage	\$17.62
95615	Megan L Jaixen	Prof Services	\$7,702.50
95616	NAPA Auto Parts	Supplies	\$710.72
95617	The Home Depot Pro	Custodial Materials	\$9,885.68
95618	Therese Hulme	Mileage	\$26.53
95619	Tom Dinsdale Chevrolet Cadillac	Repairs	\$178.92
95620	Uline	Supplies	\$2,785.84
95621	UniFirst Corporation	Tech Services	\$394.84
95622	Varsity Spirit LLC	Supplies	\$2,827.00
95623	Verizon Wireless	Telecommunications	\$1,291.83
95624	Verizon Wireless	Telecommunications	\$564.07
95625	Verizon Wireless	Telecommunications	\$438.75
95626	Village Cleaners	Tech Services	\$127.40
95627	Virco Inc	Supplies	\$13,501.56
95628	Waneta Fletcher	Other Prof Services	\$100.00
95629	Winsupply of Grand Island	Supplies	\$2,614.16
95630	Woodriver Energy LLC	Utility	\$11,953.02
95631	Carolyn Arends	Mileage	\$13.40
95632	Cash-Wa Distributing	Food	\$3,987.30
95633	Copycat Instant Printing	Supplies	\$513.20
95634	LeAnn Masat	Mileage	\$11.99
95635	Nicole Enck	Mileage	\$62.91
95636	Winsupply of Grand Island	Repairs	\$7,544.57
95637	Hiland Dairy Foods Company LLC	Milk	\$1,890.55
95638	Ace Hardware	Supplies	\$218.44
95639	Amber High	Travel	\$175.50
95640	Ameresco INC	Software	\$7,512.50
95641	Blick Art Materials	Supplies	\$3,820.00
95642	Border States Industries Inc	Supplies	\$176.82
95643	Bosselman Energy Inc	Supplies	\$30.64
95644	Brian Kort	Travel	\$88.50
95645	Capital Business Systems, Inc	Tech Services	\$50.00
95646	Carolina Biological Supply	Supplies	\$809.81
95647	Carrot-Top	Supplies	\$1,332.42
95648	City of Grand Island	Rentals	\$1,200.00
95649	Communications Engineering	Equipment	\$48,448.00
95650	Communications Supply Corp	Supplies	\$271.69
95651	Construction Rental	Supplies	\$111.30
95652	Copycat Instant Printing	Supplies	\$342.83
95653	Culligan of Grand Island	Tech Services	\$62.20
95654	Decker Equipment	Supplies	\$28.53

Grand Island Public Schools

Claims Listing

July 11th, 2024

Reference No	Payee	Description	Amount
95655	Demco	Supplies	\$77.42
95656	Eakes Office Solutions	Supplies	\$576.79
95657	Eberl Plumbing & Drain	Tech Services	\$440.00
95658	Emerald Tolles	Travel	\$135.50
95659	Essential Personnel Inc	Technical Services	\$724.42
95660	Freshworks Inc	Technology Software	\$62.95
95661	Goodheart-Willcox Co	Books	\$4,008.15
95662	Gopher Sport	Supplies	\$2,021.75
95663	Grand Island Utilities Dept	Electricity	\$66,243.75
95664	Hamilton Information Systems Inc	Supplies	\$927.00
95665	hand2mind Inc	Supplies	\$186.99
95666	Holiday Express	Student Transportation	\$4,545.00
95667	Jennifer Hahn	Mileage	\$57.08
95668	Karisa Dubbs	Mileage	\$66.06
95669	Kristen Laurent	Tech Services	\$275.71
95670	Lee H Jacobsen	Mileage	\$222.63
95671	Legacy Outdoor Advertising LLC	Advertising	\$725.00
95672	LUNA Language Services	Tech Services	\$301.50
95673	Melissa Anderson	Supplies	\$103.91
95674	Meredith Davis	Mileage	\$69.14
95675	Michelle Thorne	Travel	\$135.50
95676	NAPA Auto Parts	Supplies	\$104.50
95677	Nicole Anderson	Travel	\$135.50
95678	Sara Jelinek	Mileage	\$26.53
95679	Stacie Faber	Mileage	\$85.76
95680	Tarjimly	Other Prof Services	\$3,327.75
95681	Teaching Strategies LLC	Software	\$8,602.00
95682	The Happy Brush	Supplies	\$2,500.00
95683	UniFirst Corporation	Tech Services	\$762.98
95684	University of Nebraska Medical Center	Prof Services	\$1,000.00
95685	West Music Co	Supplies	\$28.00
95686	Westside Community Schools	Other Prof Services	\$22,276.00
95687	Winsupply of Grand Island	Equipment	\$3,553.16
95688	Yandas Music	Supplies	\$573.98
95689	Amazon Cap Services Inc	Supplies	\$16,647.05
95690	Cassandra Noble	Misc	\$70.75
95691	Claudia Demko Reno	Mileage	\$121.20
95692	Colette Sorensen	Mileage	\$95.57
95693	Danny Oberg	Rentals	\$3,100.00
95694	Julie Schnitzler	Mileage	\$162.69
95695	Kelli Mayhew	Mileage	\$400.39
95696	Menards	Supplies	\$1,449.79

Grand Island Public Schools

Claims Listing

July 11th, 2024

Reference No	Payee	Description	Amount
95697	Midwest Restaurant Supply LLC	Other Prof Services	\$592.55
95698	Monoprice Inc	Supplies	\$4.18
95699	MSC Industrial Supply Co Inc	Supplies	\$1,346.70
95700	Nebraska Council of School Administrator	Dues	\$2,984.00
95701	Northwestern Energy	Utility	\$1,820.45
95702	O Reilly Auto Parts	Repairs	\$92.98
95703	Open Up Resources	Books	\$726.00
95704	Panchita Portillo	Mileage	\$24.92
95705	Platte Valley Communications	Supplies	\$747.47
95706	Policy Studies Associates Inc	Prof Services	\$9,166.67
95707	Pomp's Tire Service Inc	Repairs	\$24.38
95708	Providence Health Center Institute LLC	Supplies	\$480.00
95709	Quill Corporation	Supplies	\$694.31
95710	Really Good Stuff Inc	Supplies	\$220.95
95711	Really Great Reading Company LLC	Supplies	\$3,850.00
95712	Rentokil North America Inc	Tech Services	\$887.33
95713	Riverside Technologies Inc	Supplies	\$189.00
95714	Sams Club Direct	Supplies	\$1,640.80
95715	Sara Robinson	Mileage	\$8.04
95716	School Mate	Supplies	\$3,025.55
95717	Sheet Music Plus	Supplies	\$22.94
95718	Sherwin Williams Company	Supplies	\$53.32
95719	State Glass Inc	Supplies	\$310.00
95720	Steve Weiss Music	Supplies	\$2,569.62
95721	Striv AV LLC	Supplies	\$787.00
95722	Toni Palmer	Mileage	\$244.55
	BOKF, National Association	Bond Payment	\$6,020.00
	BOKF, National Association	Bond Payment	\$15,888.38
	BOKF, National Association	Bond Payment	\$13,300.00
	BOKF, National Association	Bond Payment	\$25,675.00
	Central Nebraska Education Agency	Lease Payment	\$45,000.00
	Medsurety	Emp Benefit	\$500.00
	Five Points Bank	Bond Payment	\$2,113.44
	BOKF, National Association	Bond Payment	\$32,472.00
	Discovery Education	Software	\$68,750.00
	Riverside Technologies Inc	Laptops	\$206,750.00
	Riverside Technologies Inc	Laptops	\$168,040.00
			<u>\$1,849,856.86</u>
	June 15, 2024 Payroll		<u>\$8,878,995.04</u>
			<u>\$10,728,851.90</u>



Kneale Administration Building

Dan O. Petsch

Director of Buildings and Grounds

June 28, 2024

RE: Proposals received for the Motorcoach and School Bus Transportation Charges for the 2024-25 School Year

BUDGET:

Varies by Building

PROPOSALS GIVEN TO:

Holiday Express
Adventure Bus and Charter, LLC
Arrow Stage Lines

PROPOSALS RECEIVED:

A complete tabulation of proposals received can be found on Page 2.

RECOMMENDATION:

It is recommended to place the proposals received from Adventure Bus & Charter and Holiday Express on file. The schools will use either provider and schedule trips accordingly. This will be a non-exclusive agreement for the 2024 – 2025 school year.

Dan O. Petsch
Director of Buildings and Grounds

Grand Island Public Schools
 Motorcoach and Transportation Charges Bid Tab
 School Year 2024-25

Motorcoach:

Supplier: Adventure Enterprises, LLC

Travel To	Cost	# of Hours	Cost for additional Hours
Beatrice	\$ 977.00	10	\$ 86.00
Bennington	\$ 1,360.00	10	\$ 86.00
Bellevue	\$ 1,360.00	10	\$ 86.00
Broken Bow	\$ 884.00	10	\$ 86.00
Central City	\$ 730.00	8	\$ 86.00
Columbus	\$ 788.00	10	\$ 86.00
Council Bluffs	\$ 1,360.00	10	\$ 86.00
Crete	\$ 884.00	10	\$ 86.00
Elgin	\$ 884.00	10	\$ 86.00
Elkhorn	\$ 1,360.00	10	\$ 86.00
Firth	\$ 1,076.00	10	\$ 86.00
Fremont	\$ 1,076.00	10	\$ 86.00
Gothenburg	\$ 1,055.00	10	\$ 86.00
Grand Island	\$ 562.00	8	\$ 86.00
Hastings	\$ 798.00	8	\$ 86.00
Henderson	\$ 798.00	8	\$ 86.00
Holdrege	\$ 788.00	10	\$ 86.00
Kearney	\$ 788.00	8	\$ 86.00
Lexington	\$ 893.00	10	\$ 86.00
Lincoln	\$ 971.00	10	\$ 86.00
Minden	\$ 788.00	8	\$ 86.00
McCook	\$ 1,208.00	10	\$ 86.00
Millard	\$ 1,360.00	10	\$ 86.00
Norfolk	\$ 1,129.00	10	\$ 86.00
North Platte	\$ 1,360.00	10	\$ 86.00
Omaha	\$ 1,360.00	10	\$ 86.00
Ord	\$ 798.00	8	\$ 86.00
Peru	\$ 1,593.00	10	\$ 86.00
Scottsbluff	\$ 2,777.00	12	\$ 86.00
Sioux City	\$ 1,559.00	12	\$ 86.00
Sutton	\$ 798.00	8	\$ 86.00
York	\$ 798.00	8	\$ 86.00
\$300.00 cancellation fee if cancelled less than 4 hours prior to load point			

Fuel Surcharge Percentage	Price per Gallon
No Surcharge	\$0.00 - \$3.04
4%	\$3.05 - \$3.25
7%	\$3.26 - \$3.50
9%	\$3.51 - \$3.75
11%	\$3.76 - \$4.00
13%	\$4.01 - \$4.25
15%	\$4.26 - \$4.50
17%	\$4.51 - \$4.75
19%	\$4.76 - \$5.00
21%	\$5.01 - \$5.25
23%	\$5.26 - \$5.50
25%	\$5.51 - \$5.75
27%	\$5.76 - \$6.00
29%	\$6.01 - \$6.25
31%	\$6.26 - \$6.50
33%	\$6.51 - \$6.75

Supplier: Holiday Express

No Motorcoach Bid

School Bus:

Supplier: Adventure Enterprises, LLC

No School Bus Bid

Supplier: Holiday Express

Travel To	Cost	# of Hours	Cost for additional Hours
Albion	\$ 550.00	8	\$ 65.00
Ashland	\$ 825.00	8	\$ 65.00
Aurora	\$ 400.00	6	\$ 65.00
Axtell	\$ 550.00	8	\$ 65.00
Beatrice	\$ 750.00	8	\$ 65.00
Broken Bow	\$ 650.00	8	\$ 65.00
Cairo	\$ 400.00	6	\$ 65.00
Central City	\$ 400.00	6	\$ 65.00
Columbus	\$ 550.00	8	\$ 65.00
Cozad	\$ 650.00	8	\$ 65.00
Crete	\$ 650.00	8	\$ 65.00
David City	\$ 650.00	8	\$ 65.00
Firth	\$ 750.00	8	\$ 65.00
Fremont	\$ 750.00	10	\$ 65.00
Gibbon	\$ 400.00	6	\$ 65.00
Gothenburg	\$ 750.00	6	\$ 65.00
Grand Island	\$ 350.00	8	\$ 65.00
Harvard	\$ 400.00	8	\$ 65.00
Hastings	\$ 400.00	8	\$ 65.00
Holdrege	\$ 650.00	6	\$ 65.00
Juniata	\$ 400.00	8	\$ 65.00
Kearney	\$ 500.00	8	\$ 65.00
Lexington	\$ 650.00	10	\$ 65.00
Lincoln	\$ 650.00	8	\$ 65.00
Minden	\$ 550.00	8	\$ 65.00
Norfolk	\$ 800.00	10	\$ 65.00
North Platte	\$ 875.00	10	\$ 65.00
Omaha	\$ 875.00	10	\$ 65.00
Ord	\$ 550.00	8	\$ 65.00
Osceola	\$ 500.00	8	\$ 65.00
Palmer	\$ 400.00	6	\$ 65.00
Ravenna	\$ 400.00	6	\$ 65.00
St. Libory	\$ 400.00	6	\$ 65.00
St. Paul	\$ 400.00	6	\$ 65.00
Schuyler	\$ 650.00	8	\$ 65.00
Seward	\$ 650.00	8	\$ 65.00
Utica	\$ 550.00	8	\$ 65.00
Wood River	\$ 400.00	6	\$ 65.00
York	\$ 500.00	8	\$ 65.00
Sutton	\$ 500.00	8	\$ 65.00
Bennington	\$ 875.00	10	\$ 65.00
Henderson	\$ 550.00	8	\$ 65.00
Bellevue	\$ 875.00	10	\$ 65.00

Fuel Surcharge Percentage	Price per Gallon
3%	\$3.26 - \$3.50
5%	\$3.51 - \$3.75
7%	\$3.76 - \$4.00
9%	\$4.01 - \$4.25
11%	\$4.26 - \$4.50
13%	\$4.51 - \$4.75
15%	\$4.76 - \$5.00
17%	\$5.01 - \$5.25
19%	\$5.26 - \$5.50
21%	\$5.51 - \$5.75
23%	\$5.76 - \$6.00
25%	\$6.01 - \$6.25
27%	\$6.26 - \$6.50
29%	\$6.51 - \$6.75
31%	6.76 - \$6.75

Child Nutrition Department



Kris Spellman, R.D., S.N.S.
Director of Nutrition Services

June 19, 2024

RE: Proposal for Dairy Products for 2024-2025 School Year

Budget: Nutrition Services Food/ Milk

Proposals given to:
Hiland Dairy
Advertised on GIPS Webpage

Proposals Received:

Supplier	Proposals Received	23-24 Total
	2024-2025	
Hiland Dairy	\$ 652,822.08	598,626.40
No Additional Proposals		
	Increase of 9.1% over 23-24	

Recommendation:

It is recommended that the Board accept the proposal from Hiland Dairy for the amount of \$652,822.08 for the 2024-25 school year. This amount reflects the total cost estimate of all milk and juice used throughout the district. Proposal is an escalating/de-escalating bid.

Kris Spellman
Director of Nutrition Services

Kneale Administration Building



Kris Spellman, R.D., School Nutrition Specialist
Director of Nutrition Services

Date: June 19, 2024

RE: Rollover for Bread and Bakery for 24-25 school year

Budget: Nutrition Services

24-25 Pricing:

It is recommended the Board approve the bid rollover for the 24-25 school year.

Description	24-25 Total Yearly Estimated Usage Cost
Whole Grain Bread, minimum of 51% whole grain or whole wheat flour, each slice to contribute 1 oz grain equivalent for the National School Lunch Program	\$ 18,125.00
Hamburger Buns, sliced, minimum of 51% whole grain to provide <u>2.0 oz Grain Equivalent</u> for the National School Lunch Program	\$ 38,333.33
Coney Buns, Sliced, Minimum of 51% whole grain, to provide <u>1.5 oz Grain Equivalent</u> for the National School Lunch Program	\$ 10,875.00
Dinner Roll, Minimum of 51% whole grain, to provide 1.0 oz Grain Equivalent minimum for the National School Lunch Program	\$ 18,416.67
Deli or Hoagie Rolls, Sliced, minimum of 51% whole grain or whole wheat flour, to provide 2 oz Grain Equivalent minimum for the National School Lunch Program	\$ 4,416.67
Rye Bread	\$ 397.33
	\$ 90,564.00
Percent Increase over 23-24 SY	13.21%

Original Bid Acceptance Notification

Date: June 9, 2021

RE: Proposal for Bread and Bakery for 2021-2022 school year.

Budget: Nutrition Services

Proposals given to:

123 S Webb Rd • Grand Island, NE 68803
308 385-5900 ext 1172 • Fax 308 385-5623 • kspellman@gips.org • www.gips.org

Every Student, Every Day, A Success

Pan O Gold – Grand Island, NE
Bimbo Bakery – Kansas City, MO

Proposals Received:

Pan O Gold – Grand Island, NE

Distributor	Estimated Cost for 21-22	
Pan O' Gold	\$ 62,235.67	\$ 62,235.67
Bimbo Bakery	No Proposal Received	

It is recommended that the Board accept Pan O' Gold as the Prime Vendor for the 21-22 school year with the option to renew each year for up to four years.

Kris Spellman
Director of Child Nutrition

REQUEST FOR PROPOSAL
Grand Island Public Schools
Nutrition Services
Bread 24-25 Pricing

Description	Estimated Usage	Usage Unit	Weight per package OZ	Number of slices or buns per package	Proposed Price per package	per svg cost	23-24 Pricing	24-25 Total Yearly Estimated Usage Cost
Whole Grain Bread, minimum of 51% whole grain or whole wheat flour, each slice to contribute 1 oz grain equivalent for the National School Lunch Program	145,000	slices	24.00	22	\$ 2.75	\$ 0.13		\$ 18,125.00
Hamburger Buns, sliced, minimum of 51% whole grain to provide , 2.0 oz Grain Equivalent for the National School Lunch Program	200,000	buns	120.60	60	\$ 11.50	\$ 0.19		\$ 38,333.33
Coney Buns, Sliced, Minimum of 51% whole grain, to provide 1.5 oz Grain Equivalent for the National School Lunch Program	45,000	buns	24.12	12	\$ 2.90	\$ 0.24		\$ 10,875.00
Dinner Roll, Minimum of 51% whole grain, to provide 1.0 oz Grain Equivalent minimum for the National School Lunch Program	85,000	rolls	11.85	12	\$ 2.60	\$ 0.22		\$ 18,416.67
Deli or Hoagie Rolls, Sliced, minimum of 51% whole grain or whole wheat flour, to provide 2 oz Grain Equivalent minimum for the National School Lunch Program	20,000	buns	60.11	24	\$ 5.30	\$ 0.22		\$ 4,416.67
Rye Bread	2,000	slices	16.00	15	2.98	\$ 0.20	\$ 268.85	\$ 397.33
Submitted By Dan Wright							\$ 79,997.90	\$ 90,564.00
Company Pan-O-Gold Baking Co.					13.21% Percent Increase over 23-24			
Date 6/3/2024								

**GRAND ISLAND PUBLIC SCHOOLS
Grand Island, Nebraska**

**STAFF ADJUSTMENT
July 11th, 2024**

Certified New Hires

<u>Name</u>	<u>Assignment/FTE/Building</u>	<u>Degree/ Level</u>	<u>College/ University</u>	<u>Effective</u>	<u>Replaces</u>
Lesa Clifford	SPED Case Manager/1.0 FTE/ SPED Virtual	MA+00 -09	UNK	08/07/2024	New Position
Gladys Martinez Cruz	Family School Engagement Coordinator/1.0 FTE/ West Lawn	BA+00 -02	UNL	08/07/2024	New Position
Kathlyn Philpot	SPED Resource/1.0 FTE/Barr	MA+45 -11	University of Phoenix	08/07/2024	M. Ross
Jett Stuhr	Science/1.0 FTE/GISH	BA+00 -02	Wayne State	08/07/2024	K. Overmiller
Megan Torres-Moreno	EL Newcomers/1.0 FTE/ Wasmer	BA+18 -06	UNK	08/07/2024	A. Bombeck
Jimmy Torres-Moreno	EL Newcomers/1.0 FTE/ GISH	BA+18 -06	UNK	08/07/2024	New Position
Janice Winkelbauer	SPED Resource/1.0 FTE/ Wasmer	MA+00 -07	Morningside University	08/07/2024	P. Moritz
Donna Wratten	Mathematics/1.0 FTE/Barr	BA+09 -07	UNK	08/07/2024	H. Beck

Extra Standard Assignment/New Hires

<u>Name</u>	<u>Assignment/Building</u>	<u>Effective</u>	<u>Replaces</u>
Mallory Olmstead	HS Summer Weights/GISH	06/03/2024	S. Fahey
Brady Anderson	HS Summer Weights/GISH	06/03/2024	K. Ramsey

Classified New Hires

<u>Name</u>	<u>Assignment/FTE/Building</u>	<u>Effective</u>	<u>Replaces</u>
Paula Gonzalez	Asst Sec Counseling/.5000 FTE/ Walnut	07/23/2024	M.Carreon M
Frank Shoemaker Q.	Asst Cust MS/1.000 FTE/ Barr	06/20/2024	S.Beed
Douglas Soll	Head Cust MS/1.000 FTE/ Barr	07/29/2024	R.Puente
Jase Stahlnecker	Head Cust Elem/1.000 FTE/ West Lawn	06/17/2024	M.Smith
Grecia SanRoman	Elem Tech Assist/ 1.000 FTE/ West Lawn	07/15/2024	T.Saldecki

Certified Separations

<u>Name</u>	<u>Assignment/FTE/Building</u>	<u>Effective</u>
NONE.		

Certified Extra Standard Separations

<u>Name</u>	<u>Assignment/Building</u>	<u>Effective</u>
Gary Alexander	HS Auditorium Sound System Coordinator/GISH	05/23/2024
Sadie Carr Martens	MS Track Assistant Coach/Walnut	05/23/2024
Shandra Fahey	HS Summer Weights/GISH	05/23/2024
Jeffery Hofeldt	MS Basketball Boys Head Coach/Westridge	05/23/2024
Jeffery Hofeldt	MS Football Assistant Coach/Westridge	05/23/2024
Jeffery Hofeldt	MS Track Girls & Boys Assistant Coach/Westridge	05/23/2024
Christopher Holton	HS Yearbook/GISH	05/23/2024
Joe Hoos	MS Basketball Boys Assistant Coach/Westridge	05/23/2024

Certified Extra Standard Separations

<u>Name</u>	<u>Assignment/Building</u>	<u>Effective</u>
Joe Hoos	MS Basketball Girls Assistant Coach/Westridge	05/23/2024
Timber Huynh	MS Volleyball Assistant Coach/Westridge	05/23/2024
Richard Kissack	MS Girls Basketball Assistant Coach/Walnut	05/23/2024
Richard Kissack	MS Boys Basketball Assistant Coach/Walnut	05/23/2024
Richard Kissack	MS Girls Soccer Assistant Coach/Walnut	05/23/2024
Taylor Montgomery	MS Volleyball Head Coach/Westridge	05/23/2024
Taylor Montgomery	MS Track Boys & Girls Head Coach/Barr	05/23/2024
Kip Ramsey	HS Summer Weights/GISH	05/23/2024
Scott Wentling	MS Girls Soccer Assistant Coach/Walnut	05/23/2024

Classified Separations

<u>Name</u>	<u>Assignment/FTE/Building</u>	<u>Effective</u>
Kara Arrants	Elem & MS Para/.9375 FTE/ Walnut	05/22/2024
Kerry Chapman	Paraed Inst Support/.9375 FTE/ Gates	05/22/2024
Jessica Fitch	Paraed Inst Support/.9375 FTE/ Barr	05/22/2024
Miranda Hansen	Paraed Inst Support/.9375 FTE/Gates	05/22/2024
Gary Luft	Maint Mail Delivery/1.000 FTE/ Kneale	06/28/2024
Patty Morris	Secondary Tech Assist/1.000 FTE/Barr	06/17/2024
Faith Oberg	Skill Academy Parapro/.9375 FTE/Westridge	05/22/2024
Dayna Pickett	Paraed Inst Support/.9375 FTE/ West Lawn	05/22/2024
Sallie Rapien	Satellite Clerk/.3750 FTE/ Wasmer	05/22/2024
Melissa Schall	Paraed Inst Support/.4687 FTE/ Howard	05/22/2024
Alexis Trejo	Paraed Inst Support/.9375 FTE/ Stolley Park	05/22/2024

Certified Changes

<u>Name</u>	<u>Former Assignment</u>	<u>New Assignment</u>	<u>Effective</u>	<u>Replaces</u>
Kelsey Alcorn	SPED Resource/1.0 FTE/ Wyandotte - Skills	SPED Resource/1.0 FTE/ GISH - Skills	08/07/2024	Building Change
Brady Anderson	Physical Education/1.0 FTE/ West Lawn	Physical Education/1.0 FTE/ GISH	08/07/2024	S. Fahey
Rochelle Anderson	Counselor/1.0 FTE/Wasmer	Counselor/1.0 FTE/Starr	08/07/2024	W. Kuhn
Kelli Arens	SPED Speech Therapy/ 1.0 FTE/Shoemaker	SPED Speech Therapy/ 1.0 FTE/Seedling Mile/ Non-Publics	08/07/2024	T. McCulley (ESU 10) S. Crouch M. Krolikowski
Emily Armstrong	SPED Speech Therapy/ 1.0 FTE/West Lawn	SPED Speech Therapy/ 1.0 FTE/EDN/HB-CB/	08/07/2024	Open
Annalisa Baade	Mathematics/1.0 FTE/ Westridge	Mathematics/.50 FTE/ Science/.50 FTE/Westridge	08/09/2023	Open
Emily Bailey	First Grade/1.0 FTE/Gates	Third Grade/1.0 FTE/Gates	08/07/2024	J. Engle
Jenny Battershaw	First Grade/1.0 FTE/Wasmer	Second Grade/1.0 FTE/Wasmer	08/07/2024	M. O'Neill
Hannah Beck	Mathematics/1.0 FTE/Barr	Science/1.0 FTE/Barr	08/07/2024	J. Wilkinson
Amanda Bennett	SPED Resource/1.0 FTE/ Lincoln/West Lawn	SPED Resource/1.0 FTE/ Starr/Stolley Park	08/07/2024	M. Orr
John Blomstedt	Aviation/1.0 FTE/GISH	Business/1.0 FTE/GISH	08/07/2024	E. Baker
Amy Bombeck	Bilingual/1.0 FTE/Wasmer	EL C & I Spec K-5/1.0 FTE/ Stolley Park	08/07/2024	S. Frankforter
Amy Boyer	Science/1.0 FTE/GISH	Science/1.0 FTE/Westridge	08/07/2024	K. Zeller
Katie Wollenburg	Diagnosis/1.0 FTE/Lincoln/ Knickrehm/West Lawn	Diagnosis/1.0 FTE/Walnut	08/07/2024	J. Hawkins
Heather Caspersen	Family Consumer Science/ 1.0 FTE/GISH	Physical Education/1.0 FTE/ GISH	08/07/2024	D. Caspersen
Jennifer Clark	SPED Resource/1.0 FTE/ Westridge	SPED Resource/1.0 FTE/ Gates/Jefferson	08/07/2024	J. Otto K. Hesman

Certified Changes

<u>Name</u>	<u>Former Assignment</u>	<u>New Assignment</u>	<u>Effective</u>	<u>Replaces</u>
Ashley Crear	Fourth Grade/1.0 FTE/ West Lawn	Third Grade/1.0 FTE/ West Lawn	08/07/2024	Student Need
Shayla Crouch	Diagnosis/1.0 FTE/Jefferson/ Non-Publics	Diagnosis/.90 FTE/Jefferson/ .10 FTE/Lincoln - Skills	08/07/2024	Student Need
Desere Erpenbach	SPED Resource/1.0 FTE/ Walnut	SPED CBI/1.0 FTE/Walnut	08/07/2024	P. Kok
Scott Galusha	Info Tech/1.0 FTE/GISH	Online Support/1.0 FTE/GISH	08/07/2024	S. Miller
Heather Gearhart	First Grade/1.0 FTE/Howard	Reading Interventionist/ .50 FTE/Dodge/.50 FTE/ Lincoln	08/07/2024	K. Huse
Benjamin Gonifas	Apprentice Teacher/1.0 FTE/ Howard	Kindergarten/1.0 FTE/ Howard	08/07/2024	Student Need
Alisa Grim	Freshman Seminar/1.0 FTE/ GISH	EL Newcomer/1.0 FTE/ GISH	08/07/2024	TBD
Christine Hatterman Ostermeyer	Social Worker/1.0 FTE/ Westridge	FIT Coordinator/1.0 FTE/ Kneale	08/07/2024	C. Morganflash
Jaynie Hawkins	Diagnosis/1.0 FTE/Walnut	Diagnosis/.50 FTE/ Knickrehm/.50 FTE/ West Lawn	08/07/2024	K. Wollenburg
Allison Heiss	Diagnosis/1.0 FTE/OLC/ Starr PK	Diagnosis/1.0 FTE/OLC	08/07/2024	Student Need
Kaitlyn Heseman	SPED Resource/.50 FTE/ Jefferson/.50 FTE/Gates	SPED Resource/1.0 FTE/ Dodge	08/07/2024	T. Scott
Kristina Hirschman	Diagnosis/1.0 FTE/GISH/ Starr/Wasmer	Diagnosis/1.0 FTE/Barr/ Walnut/Westridge	08/07/2024	Student Need
Caitlin Jensen	Assistant Principal/.50 FTE/ Academic Support Coach/ .50 FTE/Engleman	Academic Support Coach/ 1.0 FTE/Howard	08/07/2024	T. Jensen
Terri Jensen	Academic Support Coach/ 1.0 FTE/Howard	Academic Support Coach/ 1.0 FTE/Engleman	08/07/2024	C. Jensen

Certified Changes

<u>Name</u>	<u>Former Assignment</u>	<u>New Assignment</u>	<u>Effective</u>	<u>Replaces</u>
Cynthia Joseph	English/1.0 FTE/Walnut	Social Studies/1.0 FTE/ Walnut	08/07/2024	M. Smith
Amanda Julesgard	Kindergarten/1.0 FTE/ Seedling Mile	Kindergarten/1.0 FTE/ Knickrehm	08/07/2024	Student Need
Jennifer Kipper	English/1.0 FTE/Barr	Elem Counselor/1.0 FTE/ Wasmer	08/07/2024	R. Anderson
Peter Kok	SPED CBI/1.0 FTE/Walnut	SPED Resource/1.0 FTE/ Walnut	08/07/2024	K. Feezell
Savannah Kok	Diagnosis/1.0 FTE/Dodge/ Newell/Seedling Mile	Diagnosis/.50 FTE/Dodge/ .50 FTE/Newell	08/07/2024	Student Need
Marcy Krolikowski	Diagnosis/1.0 FTE/Wasmer/ Non-Publics	Diagnosis/1.0 FTE/Wasmer	08/07/2024	Student Need
Arthur Lienemann	Vocal Music/1.0 FTE/Barr	Orchestra/1.0 FTE/GISH	08/07/2024	R. Pennell
Wendy Louder	Business/1.0 FTE/GISH	Business/Info Tech/1.0 FTE/ GISH	08/07/2024	TBD
Michael Lough	Art/1.0 FTE/GISH	SECA/.80 FTE/West Lawn/ .20 FTE/Lincoln	08/07/2024	L. Creech
Julie McCoy	Second Grade/1.0 FTE/ Dodge	SECA/1.0 FTE/Shoemaker/ Seedling Mile	08/07/2024	R. Riha
Samantha Minne	Lic. Mental Health/1.0 FTE/ Wyandotte - Skills	Lic. Mental Health/1.0 FTE/ GISH - Skills	08/07/2024	Building Change
Bailee Moritz	Second Grade/1.0 FTE/ Howard	SPED Resource/1.0 FTE/ Howard	08/07/2024	H. Engler
Katrina Moseman	First Grade/1.0 FTE/Jefferson	Kindergarten/1.0 FTE/ Stolley Park	08/07/2024	J. Dobbins
Maddison O'Neill	Second Grade/1.0 FTE/Wasmer	First Grade/1.0 FTE/Wasmer	08/07/2024	J. Battershaw
Jeremy Otto	SPED Resource/1.0 FTE/ Jefferson	SPED Resource/1.0 FTE/ Dodge	08/07/2024	A. Anderson
Alyssa Powell	Kindergarten/1.0 FTE/Wasmer	Third Grade/1.0 FTE/Wasmer	08/07/2024	Student Need

Certified Changes

<u>Name</u>	<u>Former Assignment</u>	<u>New Assignment</u>	<u>Effective</u>	<u>Replaces</u>
Meghan Reinhard	Financial Literacy/1.0 FTE/ Westridge	Mathematics/1.0 FTE/ Westridge	08/07/2024	N. Kelsey
Amy Schley	Elem Counselor/1.0 FTE/ Gates	First Grade/1.0 FTE/ Stolley Park	08/07/2024	B. Guerrero
Andy Schneider	Band/1.0 FTE/Westridge	Band/1.0 FTE/Barr	08/07/2024	M. Winegar
TiLynn Scott	SPED Resource/1.0 FTE/ Dodge	SPED Resource/1.0 FTE/ Stolley Park	08/07/2024	C. Stump
Michelle Thorne	Academic Support Coach/ .25 FTE/Seedling Mile/ .75 FTE/Wasmer	Academic Support Coach/ 1.0 FTE/Wasmer	08/07/2024	Student Need
Johanna Vance	Second Grade/1.0 FTE/Newell	Fourth Grade/1.0 FTE/Gates	08/07/2024	K. Harders
Carlos Vargas Castano	Mathematics/1.0 FTE/GISH	EL Newcomer/1.0 FTE/GISH	08/07/2024	TBD
Jason Weaver	Social Studies/1.0 FTE/GISH	Social Studies/1.0 FTE/ Walnut	08/07/2024	E. Lemburg
Brooke Wentzlaff	Physical Education/1.0 FTE/ Walnut	Physical Education/.80 FTE/ West Lawn/.20 FTE/Lincoln	08/07/2024	Student Need
Julie Westerby	Social Worker/1.0 FTE/ Westridge	Social Worker/1.0 FTE/ Wasmer	08/07/2024	R. Sikes
Teresita Westover	Reading Interventionist/ .75 FTE/Howard/.25 FTE/ Knickrehm	Reading Interventionist/ 1.0 FTE/Howard	08/07/2024	Student Need
Carlynn Williams	Diagnosis/1.0 FTE/Barr	Diagnosis/.80 FTE/Barr	08/07/2024	Request
Kaitlyn Wilson	Apprentice Teacher/1.0 FTE/ Starr	Third Grade/1.0 FTE/Starr	08/07/2024	A. Zitterkopf
Jocelyn Wittrock	Second Grade/1.0 FTE/Gates	First Grade/1.0 FTE/Gates	08/07/2024	E. Bailey

Certified Changes/Extra Standard Assignments

<u>Name</u>	<u>Former Assignment</u>	<u>New Assignment</u>	<u>Effective</u>	<u>Replaces</u>
NONE.				

Classified Changes

<u>Name</u>	<u>Former Assignment</u>	<u>New Assignment</u>	<u>Effective</u>	<u>Replaces</u>
Beth Barlow	Elem & MS Para/.6875 FTE/ Lunch Monitor/.0625 FTE/ Starr	Elem & MS Para/.6875 FTE/ Lunch Monitor/.0625 FTE/ Starr Summ Cust Seasonal/.0625 FTE Walnut	06/05/2024	
Sherri Beed	Asst Cust MS/1.000 FTE/ Barr (Night)	Ass Cust MS/1.000 FTE/ Barr (Day)	07/17/2024	J.Newlander
Sergio Gomez O	Asst Cust Sr High/.5000 FTE Wyandotte	Asst Cust Sr High/.5000 FTE Success Academy	06/14/2024	O. Nunez
Ann-Katrin Schug	Secondary Tech Assist/ 1.000 FTE/Walnut	IT Tech/1.000 FTE/ Barr, Walnut, Westridge	06/24/2024	A.Camacho

Certified Special Assignment

<u>Name</u>	<u>Additional Assignment</u>	<u>Effective</u>	<u>Replaces</u>
NONE.			

Certified Special Assignment Separations

<u>Name</u>	<u>Assignment/Building</u>	<u>Effective</u>	<u>Replaces</u>
NONE.			

The Superintendent recommends adoption of the Staff Adjustment on the consent agenda

Memorandum of Understanding
By: Educational Service Unit 9 (ESU 9) & Grand Island Public Schools (GIPS)
Regarding: Migrant Education Program (MEP)

Purpose:

The purpose of this Memorandum of Understanding (MOU) is to

1. Establish ESU 9 office space in the GIPS administration building for Migrant Education Program purposes.
2. Allow ESU 9 access to education records, as needed, to perform the essential functions of the Migrant Education grant.

Terms & Termination

This Agreement shall commence on July 1, 2024 and shall continue for one (1) year, ending on June 30, 2025. This Agreement will automatically renew for successive one-year terms unless either party provides written notice of termination by June 1st. Upon termination, ESU 9 shall have 60 days to vacate the Premises.

Office Space Agreement:

Rent

ESU 9 agrees to pay GIPS a rental fee of \$500 per month or \$6000 per year. The total annual fee is due on or before September 30th each year.

Access and Use of Facilities

GIPS agrees to allow the employees of the Migrant Education Program the same access rights to the building and parking lot as the employees of the school, this includes access to printers, copiers, and related such assets.

Included Costs

The rental fee also covers the cost of all necessary supplies related to the printers and copiers, including, but not limited to paper, ink, toner, and any maintenance or replacement costs of these machines. Additionally, the rental fee includes the following costs: any and all utilities, trash removal, cleaning of the office space, maintenance and alterations, and office furniture including desks, chairs, and other necessary items.

Insurance

GIPS is responsible for providing insurance coverage for the Premises and contents (not including personal property).

Education Record Access

Term

GIPS will allow ESU 9 MEP employee's access to needed educational records.

Grand Island Public Schools

Fund Balances

Fiscal Year: 2023-2024

Month: July
 Year: 2024
 Fund Type:

Include Cash Balance
 FY End Report

<u>Fund</u>	<u>Description</u>	<u>Beginning Balance</u>	<u>Revenue</u>	<u>Expense</u>	<u>Transfers</u>	<u>Fund Balance</u>
01	General	\$27,817,283.91	\$139,923,703.72	(\$111,067,954.14)	\$0.00	\$56,673,033.49
02	Depreciation	\$2,817,190.45	\$0.00	(\$112,431.21)	\$0.00	\$2,704,759.24
03	Employee Benefit	\$3,227,666.22	\$142,449.83	(\$20,939.08)	\$0.00	\$3,349,176.97
04	Contingency	\$1,031,344.09	\$48,166.91	\$0.00	\$0.00	\$1,079,511.00
05	Activities	\$3,485,966.90	\$1,833,408.48	(\$2,359,514.26)	\$0.00	\$2,959,861.12
06	School Nutrition	\$3,185,394.97	\$5,184,106.40	(\$6,929,821.29)	\$0.00	\$1,439,680.08
07	Bond	\$7,512,631.97	\$6,134,007.22	(\$6,032,997.95)	\$0.00	\$7,613,641.24
08	Special Building	\$2,483,551.20	\$983,356.15	(\$382,515.71)	\$0.00	\$3,084,391.64
09	Qualified Capitol Purpose Undertaking	\$1,516,241.64	\$990,142.37	(\$906,856.26)	\$0.00	\$1,599,527.75
10	Cooperative	\$711,935.19	\$0.00	(\$505,331.04)	\$0.00	\$206,604.15
12	Student Fee	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Grand Total:		\$53,789,206.54	\$155,239,341.08	(\$128,318,360.94)	\$0.00	\$80,710,186.68

End of Report

GIPS BOE Regular Meeting
Thursday, July 11, 2024 5:30 PM
Kneale Administration Building - Board Room

1. CALL TO ORDER

Speaker(s): Board President

2. ROLL CALL

Speaker(s): Mrs. Angela Dibbert

3. CONSENT AGENDA

Speaker(s): Board President

3.1. Minutes from the previous month's meeting

3.2. Acceptance of Agendas From Standing Committees

3.3. Claims as submitted

3.4. Bid Proposals as submitted

3.5. Staff Adjustments as submitted

3.6. MOU, Agreements, and Contract Renewals

3.6.1. Educational Service Unit 9 (ESU 9) & Grand Island Public Schools (GIPS) MOU

3.7. Treasurer's Report as submitted

3.8. Approval of Agenda as submitted

4. REQUESTS TO ADDRESS THE BOARD

Speaker(s): Board President

5. INFORMATION ITEMS

5.1. Nutrition Services - Community Eligibility Program (CEP)

Speaker(s): Mrs. Kris Spellman

5.2. QCPUF School Safety & Security Projects and Funding

Speaker(s): Mr. Paul Grieger and Mr. Dan Petsch

5.3. Bond Fund Tender Offer Refinancing

Speaker(s): Mr. Paul Grieger

5.4. Gift Card/Prepaid VISA

Speaker(s): Dr. Summer Stephens

5.5. Staff Handbooks

Speaker(s): Dr. Carrie Kolar

5.6. Staff Training Requirements

Speaker(s): Dr. Carrie Kolar

5.7. Policy

5.7.1. 6230 STAFF PROTECTION

Speaker(s): Mr. Matt Fisher

5.7.2. 8312 EXCESSIVE ABSENTEEISM

Speaker(s): Mr. Matt Fisher

5.7.3. 8456 STUDENT USE OF PERSONAL ELECTRONIC COMMUNICATION DEVICES

Speaker(s): Mr. Matt Fisher

6. ACTION ITEMS

6.1. Transportation Routes for 2024-25 school year

Speaker(s): Mr. Matt Fisher

6.2. Gift Card/Prepaid VISA

Speaker(s): Dr. Summer Stephens

6.3. Substitute Pay Increases 2024-25 school year

Speaker(s): Dr. Carrie Kolar

6.4. Extra Standard Increases for 2024-25 school year

Speaker(s): Dr. Carrie Kolar

Goals: Obj 1.3 Every student learns in a safe and resourced environment , Obj 3.2 Community partnerships that increase supports to students and families

6.5. Staff Handbooks

Speaker(s): Dr. Carrie Kolar

6.6. Staff Training Requirements

Speaker(s): Dr. Carrie Kolar

6.7. 4480 CONTRACT, AGREEMENTS, AND MEMORANDUM OF UNDERSTANDING

Speaker(s): Mr. Matt Fisher

6.8. 2111 BOARD OPERATING PRINCIPLES

Speaker(s): Mr. Matt Fisher

6.9. 8470 WEAPONS AND FIREARMS IN SCHOOL

Speaker(s): Mr. Matt Fisher

6.10. 2320 BOARD MEMBER DEVELOPMENT OPPORTUNITIES

Speaker(s): Mr. Matt Fisher

6.11. 2411 NOTIFICATION OF BOARD MEETINGS

Speaker(s): Mr. Matt Fisher

6.12. 9230 ACCESS TO DISTRICT RECORDS

Speaker(s): Mr. Matt Fisher

6.13. 2480 PUBLIC PARTICIPATION AT BOARD MEETINGS

Speaker(s): Mr. Matt Fisher

6.14. 5510 FOOD SERVICES MANAGEMENT

Speaker(s): Mr. Matt Fisher

6.15. 7510 ENROLLMENT OPTION

Speaker(s): Mr. Matt Fisher

6.16. 8465 FREEDOM OF EXPRESSION

Speaker(s): Mr. Matt Fisher

6.17. 8730 PROMOTION, RETENTION, AND ACCELERATION

Speaker(s): Mr. Matt Fisher

6.18. 8740 GRADUATION REQUIREMENTS

Speaker(s): Mr. Matt Fisher

7. REPORTS

7.1. Grand Island Public Schools Foundation Report

Speaker(s): Mrs. Lindsey Jurgens

7.2. Superintendent Report

Speaker(s): Mr. Matt Fisher

8. NOTIFICATION OF UPCOMING BOARD MEETINGS

9. ADJOURNMENT

	DC 20-21	DC 23-24	DC 24-25 4/1/2024	1.60	24-25 Reimb. As Free	24-25 Reimb as Paid
002		52.23%	64.23%		102.78%	0
004		49.71%	65.31%		104.49%	0
006	56.90%	49.64%	75.31%		120.50%	0
007	62.57%	60.93%	74.05%		118.48%	0
008	60.12%	51.67%	69.86%		111.77%	0
009	62.25%	56.97%	69.37%		110.99%	0
010	59.25%	49.29%	63.06%		100.90%	0
011	53.13%	64.65%	70.92%		113.46%	0
	60.97%	63.45%	69.38%		111.01%	0
013	63.30%	53.81%	68.75%		110.00%	0
015		51.79%	59.65%		95.44%	4.56%
016		46.00%	68.53%		109.65%	0
022	59.58%		69.33%		110.93%	0

1420.41% 4.56%

13 # of Schools

100% 109.26% Total Free Reimbursement

9.26% Extra Free Reimbursement

4.70% Carry-Over Free Reimbursement

for New School to be CEP

Gates	54.58%	87.33%	12.67%
Newell	60.56%	96.90%	3.10%
Senior High	57.47%	91.95%	8.05%

23.82% Total amount Reimb as Paid

Propose that CEP Schools are

Barr Middle School
Walnut Middle School
Dodge Elementary
Howard Elementary
Jefferson Elementary
Lincoln Elementary
Wasmer Elementary
West Lawn Elementary
Starr Elementary
Knickrehm Elementary
Seedling Mile Elementary
Stolley Park Elementary
Early Learning Center
Gates Elementary
Shoemaker
Engleman Elementary
Westridge Middle School
Senior High

Non-CEP Schools

SOURCES AND USES OF FUNDS

**HALL COUNTY SCHOOL DISTRICT No. 0002, NEBRASKA
LIMITED TAX BUILDING IMPROVEMENT BONDS, SERIES 2024
Assumes BQ, 'AA-' Rated, 2034 Final Maturity
[Preliminary - For Discussion Only]**

Dated Date	10/01/2024
Delivery Date	10/01/2024

Sources:

<hr/>	
Bond Proceeds:	
Par Amount	7,590,000.00
Premium	275,570.90
<hr/>	
	7,865,570.90
<hr/> <hr/>	

Uses:

<hr/>	
Project Fund Deposits:	
Project Fund	7,762,080.90
Cost of Issuance:	
Bond Counsel	15,180.00
Rating Fee (est'd)	20,000.00
	35,180.00
Delivery Date Expenses:	
Underwriter's Discount	68,310.00
<hr/>	
	7,865,570.90
<hr/> <hr/>	

BOND SUMMARY STATISTICS

**HALL COUNTY SCHOOL DISTRICT No. 0002, NEBRASKA
LIMITED TAX BUILDING IMPROVEMENT BONDS, SERIES 2024
Assumes BQ, 'AA-' Rated, 2034 Final Maturity
[Preliminary - For Discussion Only]**

Dated Date	10/01/2024
Delivery Date	10/01/2024
First Coupon	06/15/2025
Last Maturity	12/15/2034
Arbitrage Yield	3.463164%
True Interest Cost (TIC)	3.815509%
Net Interest Cost (NIC)	3.744603%
All-In TIC	3.888970%
Average Coupon	4.242156%
Average Life (years)	7.297
Weighted Average Maturity (years)	7.266
Duration of Issue (years)	6.277
Par Amount	7,590,000.00
Bond Proceeds	7,865,570.90
Total Interest	2,349,525.28
Net Interest	2,142,264.38
Bond Years from Dated Date	55,385,166.67
Bond Years from Delivery Date	55,385,166.67
Total Debt Service	9,939,525.28
Maximum Annual Debt Service	1,371,900.00
Average Annual Debt Service	973,932.80
Underwriter's Fees (per \$1000)	
Average Takedown	
Other Fee	9.000000
Total Underwriter's Discount	9.000000
Bid Price	102.730710

Bond Component	Par Value	Price	Average Coupon	Average Life	Average Maturity Date	PV of 1 bp change
Serial Bonds	7,590,000.00	103.631	4.24215619%	7.297	01/18/2032	3,175.75
	7,590,000.00			7.297		3,175.75

	TIC	All-In TIC	Arbitrage Yield
Par Value	7,590,000.00	7,590,000.00	7,590,000.00
+ Accrued Interest			
+ Premium (Discount)	275,570.90	275,570.90	275,570.90
- Underwriter's Discount	-68,310.00	-68,310.00	
- Cost of Issuance Expense		-35,180.00	
- Other Amounts			
Target Value	7,797,260.90	7,762,080.90	7,865,570.90
Target Date	10/01/2024	10/01/2024	10/01/2024
Yield	3.815509%	3.888970%	3.463164%

BOND PRICING

**HALL COUNTY SCHOOL DISTRICT No. 0002, NEBRASKA
LIMITED TAX BUILDING IMPROVEMENT BONDS, SERIES 2024
Assumes BQ, 'AA-' Rated, 2034 Final Maturity
[Preliminary - For Discussion Only]**

Bond Component	Maturity Date	Amount	Rate	Yield	Price	Yield to Maturity	Call Date	Call Price	Premium (-Discount)	
Serial Bonds:										
	12/15/2025	165,000	5.000%	3.500%	101.750				2,887.50	
	12/15/2026	170,000	5.000%	3.450%	103.259				5,540.30	
	12/15/2027	180,000	5.000%	3.400%	104.815				8,667.00	
	12/15/2028	740,000	5.000%	3.400%	106.215				45,991.00	
	12/15/2029	780,000	5.000%	3.380%	106.988 C	3.518%	06/15/2029	100.000	54,506.40	
	12/15/2030	820,000	5.000%	3.410%	106.853 C	3.751%	06/15/2029	100.000	56,194.60	
	12/15/2031	860,000	4.000%	3.480%	102.234 C	3.644%	06/15/2029	100.000	19,212.40	
	12/15/2032	1,240,000	4.000%	3.490%	102.191 C	3.687%	06/15/2029	100.000	27,168.40	
	12/15/2033	1,290,000	4.000%	3.500%	102.147 C	3.722%	06/15/2029	100.000	27,696.30	
	12/15/2034	1,345,000	4.000%	3.520%	102.060 C	3.755%	06/15/2029	100.000	27,707.00	
		7,590,000								275,570.90

Dated Date	10/01/2024	
Delivery Date	10/01/2024	
First Coupon	06/15/2025	
Par Amount	7,590,000.00	
Premium	275,570.90	
Production	7,865,570.90	103.630710%
Underwriter's Discount	-68,310.00	-0.900000%
Purchase Price	7,797,260.90	102.730710%
Accrued Interest		
Net Proceeds	7,797,260.90	

CALL PROVISIONS

HALL COUNTY SCHOOL DISTRICT No. 0002, NEBRASKA
LIMITED TAX BUILDING IMPROVEMENT BONDS, SERIES 2024
Assumes BQ, 'AA-' Rated, 2034 Final Maturity
[Preliminary - For Discussion Only]

Call Table: CALL

<u>Call Date</u>	<u>Call Price</u>
06/15/2029	100.00

BOND DEBT SERVICE

**HALL COUNTY SCHOOL DISTRICT No. 0002, NEBRASKA
LIMITED TAX BUILDING IMPROVEMENT BONDS, SERIES 2024
Assumes BQ, 'AA-' Rated, 2034 Final Maturity
[Preliminary - For Discussion Only]**

Dated Date 10/01/2024
Delivery Date 10/01/2024

Period Ending	Principal	Coupon	Interest	Debt Service	Annual Debt Service
10/01/2024					
06/15/2025			234,350.28	234,350.28	
08/31/2025					234,350.28
12/15/2025	165,000	5.000%	166,075.00	331,075.00	
06/15/2026			161,950.00	161,950.00	
08/31/2026					493,025.00
12/15/2026	170,000	5.000%	161,950.00	331,950.00	
06/15/2027			157,700.00	157,700.00	
08/31/2027					489,650.00
12/15/2027	180,000	5.000%	157,700.00	337,700.00	
06/15/2028			153,200.00	153,200.00	
08/31/2028					490,900.00
12/15/2028	740,000	5.000%	153,200.00	893,200.00	
06/15/2029			134,700.00	134,700.00	
08/31/2029					1,027,900.00
12/15/2029	780,000	5.000%	134,700.00	914,700.00	
06/15/2030			115,200.00	115,200.00	
08/31/2030					1,029,900.00
12/15/2030	820,000	5.000%	115,200.00	935,200.00	
06/15/2031			94,700.00	94,700.00	
08/31/2031					1,029,900.00
12/15/2031	860,000	4.000%	94,700.00	954,700.00	
06/15/2032			77,500.00	77,500.00	
08/31/2032					1,032,200.00
12/15/2032	1,240,000	4.000%	77,500.00	1,317,500.00	
06/15/2033			52,700.00	52,700.00	
08/31/2033					1,370,200.00
12/15/2033	1,290,000	4.000%	52,700.00	1,342,700.00	
06/15/2034			26,900.00	26,900.00	
08/31/2034					1,369,600.00
12/15/2034	1,345,000	4.000%	26,900.00	1,371,900.00	
08/31/2035					1,371,900.00
	7,590,000		2,349,525.28	9,939,525.28	9,939,525.28

NET DEBT SERVICE

**HALL COUNTY SCHOOL DISTRICT No. 0002, NEBRASKA
LIMITED TAX BUILDING IMPROVEMENT BONDS, SERIES 2024
Assumes BQ, 'AA-' Rated, 2034 Final Maturity
[Preliminary - For Discussion Only]**

Date	Principal	Interest	Total Debt Service	Net Debt Service	Annual Net D/S
06/15/2025		234,350.28	234,350.28	234,350.28	
08/31/2025					234,350.28
12/15/2025	165,000	166,075.00	331,075.00	331,075.00	
06/15/2026		161,950.00	161,950.00	161,950.00	
08/31/2026					493,025.00
12/15/2026	170,000	161,950.00	331,950.00	331,950.00	
06/15/2027		157,700.00	157,700.00	157,700.00	
08/31/2027					489,650.00
12/15/2027	180,000	157,700.00	337,700.00	337,700.00	
06/15/2028		153,200.00	153,200.00	153,200.00	
08/31/2028					490,900.00
12/15/2028	740,000	153,200.00	893,200.00	893,200.00	
06/15/2029		134,700.00	134,700.00	134,700.00	
08/31/2029					1,027,900.00
12/15/2029	780,000	134,700.00	914,700.00	914,700.00	
06/15/2030		115,200.00	115,200.00	115,200.00	
08/31/2030					1,029,900.00
12/15/2030	820,000	115,200.00	935,200.00	935,200.00	
06/15/2031		94,700.00	94,700.00	94,700.00	
08/31/2031					1,029,900.00
12/15/2031	860,000	94,700.00	954,700.00	954,700.00	
06/15/2032		77,500.00	77,500.00	77,500.00	
08/31/2032					1,032,200.00
12/15/2032	1,240,000	77,500.00	1,317,500.00	1,317,500.00	
06/15/2033		52,700.00	52,700.00	52,700.00	
08/31/2033					1,370,200.00
12/15/2033	1,290,000	52,700.00	1,342,700.00	1,342,700.00	
06/15/2034		26,900.00	26,900.00	26,900.00	
08/31/2034					1,369,600.00
12/15/2034	1,345,000	26,900.00	1,371,900.00	1,371,900.00	
08/31/2035					1,371,900.00
	7,590,000	2,349,525.28	9,939,525.28	9,939,525.28	9,939,525.28

TAX LEVY REPORT -- NET DEBT SERVICE

**HALL COUNTY SCHOOL DISTRICT No. 0002, NEBRASKA
LIMITED TAX BUILDING IMPROVEMENT BONDS, SERIES 2024
Assumes BQ, 'AA-' Rated, 2034 Final Maturity
[Preliminary - For Discussion Only]**

Date	Debt Service	Net Levy	Assessed Valuation	Levy (cts per \$100)
08/31/2025	234,350.28	234,350.28	4,582,001,622	0.005115
08/31/2026	493,025.00	493,025.00	4,582,001,622	0.010760
08/31/2027	489,650.00	489,650.00	4,582,001,622	0.010686
08/31/2028	490,900.00	490,900.00	4,582,001,622	0.010714
08/31/2029	1,027,900.00	1,027,900.00	4,582,001,622	0.022433
08/31/2030	1,029,900.00	1,029,900.00	4,582,001,622	0.022477
08/31/2031	1,029,900.00	1,029,900.00	4,582,001,622	0.022477
08/31/2032	1,032,200.00	1,032,200.00	4,582,001,622	0.022527
08/31/2033	1,370,200.00	1,370,200.00	4,582,001,622	0.029904
08/31/2034	1,369,600.00	1,369,600.00	4,582,001,622	0.029891
08/31/2035	1,371,900.00	1,371,900.00	4,582,001,622	0.029941
	9,939,525.28	9,939,525.28		

AGGREGATE DEBT SERVICE

HALL COUNTY SCHOOL DISTRICT No. 0002, NEBRASKA
LIMITED TAX BUILDING IMPROVEMENT BONDS, SERIES 2024
 Assumes BQ, 'AA-' Rated, 2034 Final Maturity
 [Preliminary - For Discussion Only]

Period Ending	Series 2024	Series 2015 LT	Series 2020 LT	TX Series 2020 LT	Aggregate Debt Service
08/31/2025	234,350.28	490,820	26,200	384,898.18	1,136,268.46
08/31/2026	493,025.00		26,200	854,464.65	1,373,689.65
08/31/2027	489,650.00		26,200	855,835.10	1,371,685.10
08/31/2028	490,900.00		26,200	855,580.25	1,372,680.25
08/31/2029	1,027,900.00		343,000		1,370,900.00
08/31/2030	1,029,900.00		341,550		1,371,450.00
08/31/2031	1,029,900.00		340,000		1,369,900.00
08/31/2032	1,032,200.00		338,350		1,370,550.00
08/31/2033	1,370,200.00				1,370,200.00
08/31/2034	1,369,600.00				1,369,600.00
08/31/2035	1,371,900.00				1,371,900.00
	9,939,525.28	490,820	1,467,700	2,950,778.18	14,848,823.46

TAX LEVY REPORT -- AGGREGATE NET DEBT SERVICE

HALL COUNTY SCHOOL DISTRICT No. 0002, NEBRASKA
LIMITED TAX BUILDING IMPROVEMENT BONDS, SERIES 2024
 Assumes BQ, 'AA-' Rated, 2034 Final Maturity
 [Preliminary - For Discussion Only]

Date	Debt Service	Other Net Debt Service	Net Levy	Assessed Valuation	Levy (cts per \$100)
08/31/2025	234,350.28	901,918.18	1,136,268.46	4,582,001,622	0.024799
08/31/2026	493,025.00	880,664.65	1,373,689.65	4,582,001,622	0.029980
08/31/2027	489,650.00	882,035.10	1,371,685.10	4,582,001,622	0.029936
08/31/2028	490,900.00	881,780.25	1,372,680.25	4,582,001,622	0.029958
08/31/2029	1,027,900.00	343,000.00	1,370,900.00	4,582,001,622	0.029919
08/31/2030	1,029,900.00	341,550.00	1,371,450.00	4,582,001,622	0.029931
08/31/2031	1,029,900.00	340,000.00	1,369,900.00	4,582,001,622	0.029897
08/31/2032	1,032,200.00	338,350.00	1,370,550.00	4,582,001,622	0.029912
08/31/2033	1,370,200.00		1,370,200.00	4,582,001,622	0.029904
08/31/2034	1,369,600.00		1,369,600.00	4,582,001,622	0.029891
08/31/2035	1,371,900.00		1,371,900.00	4,582,001,622	0.029941
	9,939,525.28	4,909,298.18	14,848,823.46		

DISCLAIMER

**HALL COUNTY SCHOOL DISTRICT No. 0002, NEBRASKA
LIMITED TAX BUILDING IMPROVEMENT BONDS, SERIES 2024
Assumes BQ, 'AA-' Rated, 2034 Final Maturity
[Preliminary - For Discussion Only]**

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Summary of Funds Needed for Safety and Security Enhancements at Grand Island Public Schools

Safety & Security Strategy	Amount	Description
Avigilon Camera System Upgrade	\$4,969,855.00	<i>Enhances video surveillance capabilities for better monitoring and security.</i>
Mitel Telephone Network	\$1,215,966.00	<i>Upgrades the existing telephone network to improve communication and emergency response.</i>
Access Point Window Safety Film	\$277,153.10	<i>Provides additional protection against break-ins and severe weather, ensuring the safety of students and staff.</i>
Raptor Visitor Management System	\$50,610.30	<i>Implements a robust visitor management system to screen visitors and enhance building security.</i>
Islander Annex Fire Alarm Upgrade	\$105,600.00	<i>Adds voice evacuation and lockdown messaging to the existing fire alarm system, ensuring clear communication during emergencies.</i>
Upgrade Intercom System	\$450,000.00	<i>Improves voice clarity and integrates emergency messaging to exterior speakers, ensuring comprehensive communication coverage.</i>
Dodge Elementary Fire Sprinkler System	\$190,000.00	<i>Installs a fire sprinkler system in the North Addition to enhance fire safety and protect occupants and property.</i>
Door Hardware Lock Upgrade	\$155,000.00	<i>Upgrades door hardware and locks to improve security and access control within school buildings.</i>
Vape Detection System	\$591,300.00	<i>Installs sensors to detect vaping, loud noises and gun shots, promoting a healthier and safer school environment, reducing second and third-hand vape aerosols concerns.</i>
Entrance Card Access	\$203,000.00	<i>Implements a card access system at building entrances to control and monitor entry, enhancing security.</i>
Exterior Door Position Switches	\$291,000.00	<i>Adds door position switches to monitor the status of exterior doors, ensuring they are secured at all times.</i>
AI Powered Weapon Detection System for all Secondary Buildings	\$414,930.00	<i>Deploys advanced AI technology to detect weapons and prevent potential threats, significantly enhancing school safety.</i>
Total Funds Needed	<u>\$8,914,414.40</u>	

Project Overview

Grand Island Public Schools is committed to ensuring the highest standards of safety and security for our students, staff, and visitors. To achieve this, we have identified a series of critical upgrades and installations across our district. Above is a summary of the funds needed for each project: This comprehensive investment will significantly enhance the security infrastructure of Grand Island Public Schools, providing a safer and more secure environment for our entire school community.

Conclusion

Investing in these upgrades is crucial to maintaining and improving the safety and security of our schools. By securing the necessary funds, we can implement these enhancements effectively and ensure that Grand Island Public Schools remains a safe place for students to learn and grow. We appreciate your consideration and support in funding these critical projects.



**Grand Island Public Schools
Limited Tax Building Improvement Bonds, Series 2024
Qualified Capital Purpose Undertaking Fund ("QCPUF")
Possible Timeline
Virgil Harden, CFO**

May 31, 2024	Virgil provides itemized list of possible projects for review
July 2, 2024	Present QCPUF improvements and related financing to F&F Committee
July 11, 2024	Present qualified projects and financing plan to BOE
August 8, 2024	Board considers approval of authorizing bond resolution and related proceedings Board authorizes Virgil to finalize all remaining terms of issuance
August 19-23, 2024	Bond rating review with Standard & Poor's
August 30, 2024	Bond rating received Offering document deemed final and available for distribution
September 3, 2024	Davidson markets the bonds
September 4, 2024	Bond Purchase Agreement signed
September 22, 2024	Closing

Grand Total: \$4,969,855.00

Walnut Middle School	Qty	Rate	Total
Avigilon AVA Aware License (5 Year)	84	\$799.00	\$67,116.00
Aruba network switches	5	\$12,000.00	\$60,000.00
CAT6A Data drops to cameras including patch panels	42	\$300.00	\$12,600.00
Installation of cameras	1	\$16,800.00	\$16,800.00
Parking Lot Camera Poles (including camera)	4	\$15,000.00	\$60,000.00
Avigilon Cloud Cameras	1	\$87,851.00	\$87,851.00
Total:			\$304,367.00

Westridge Middle School	Qty	Rate	Total
Avigilon AVA Aware License (5 Year)	81	\$799.00	\$64,719.00
Aruba network switches	5	\$12,000.00	\$60,000.00
CAT6A Data drops to cameras including patch panels	29	\$300.00	\$8,700.00
Installation of cameras	1	\$16,200.00	\$16,200.00
Parking Lot Camera Poles (including camera)	6	\$15,000.00	\$90,000.00
Avigilon Cloud Cameras	1	\$81,069.00	\$81,069.00
Total:			\$320,688.00

Dodge Elementary School	Qty	Rate	Total
Avigilon AVA Aware License (5 Year)	38	\$799.00	\$30,362.00
Aruba network switches	1	\$6,000.00	\$6,000.00
CAT6A Data drops to cameras including patch panels	26	\$300.00	\$7,800.00
Installation of cameras	1	\$7,600.00	\$7,600.00
Parking Lot Camera Poles (including camera)	4	\$15,000.00	\$60,000.00
Avigilon Cloud Cameras	1	\$35,637.00	\$35,637.00
Total:			\$147,399.00

Engleman Elementary School	Qty	Rate	Total
Avigilon AVA Aware License (5 Year)	60	\$799.00	\$47,940.00
Aruba network switches	0	\$0.00	\$0.00

CAT6A Data drops to cameras including patch panels	5	\$300.00	\$1,500.00
Installation of cameras	1	\$12,000.00	\$12,000.00
Parking Lot Camera Poles (including camera)	4	\$15,000.00	\$60,000.00
Avigilon Cloud Cameras	1	\$70,910.00	\$70,910.00
Total:			\$192,350.00

Gates Elementary School	Qty	Rate	Total
Avigilon AVA Aware License (5 Year)	46	\$799.00	\$36,754.00
Aruba network switches	1	\$6,000.00	\$6,000.00
CAT6A Data drops to cameras including patch panels	3	\$300.00	\$900.00
Installation of cameras	1	\$9,200.00	\$9,200.00
Parking Lot Camera Poles (including camera)	4	\$15,000.00	\$60,000.00
Avigilon Cloud Cameras	1	\$42,694.00	\$42,694.00
Total:			\$155,548.00

Howard Elementary School	Qty	Rate	Total
Avigilon AVA Aware License (5 Year)	40	\$799.00	\$31,960.00
Aruba network switches	1	\$6,000.00	\$6,000.00
CAT6A Data drops to cameras including patch panels	32	\$300.00	\$9,600.00
Installation of cameras	1	\$7,400.00	\$7,400.00
Parking Lot Camera Poles (including camera)	3	\$15,000.00	\$45,000.00
Avigilon Cloud Cameras	1	\$44,097.00	\$44,097.00
Total:			\$144,057.00

Knickrehm Elementary School	Qty	Rate	Total
Avigilon AVA Aware License (5 Year)	48	\$799.00	\$38,352.00
Aruba network switches	1	\$6,000.00	\$6,000.00
CAT6A Data drops to cameras including patch panels	44	\$300.00	\$13,200.00
Installation of cameras	1	\$9,600.00	\$9,600.00
Parking Lot Camera Poles (including camera)	6	\$15,000.00	\$90,000.00
Avigilon Cloud Cameras	1	\$45,421.00	\$45,421.00
Total:			\$202,573.00

Lincoln Elementary School	Qty	Rate	Total
Avigilon AVA Aware License (5 Year)	52	\$799.00	\$41,548.00
Aruba network switches	1	\$6,000.00	\$6,000.00
CAT6A Data drops to cameras including patch panels	25	\$300.00	\$7,500.00
Installation of cameras	1	\$10,400.00	\$10,400.00
Parking Lot Camera Poles (including camera)	3	\$15,000.00	\$45,000.00
Avigilon Cloud Cameras	1	\$52,308.00	\$52,308.00
Total:			\$162,756.00

Newell Elementary School	Qty	Rate	Total
Avigilon AVA Aware License (5 Year)	47	\$799.00	\$37,553.00
Aruba network switches	1	\$6,000.00	\$6,000.00
CAT6A Data drops to cameras including patch panels	3	\$300.00	\$900.00
Installation of cameras	1	\$9,400.00	\$9,400.00
Parking Lot Camera Poles (including camera)	3	\$15,000.00	\$45,000.00
Avigilon Cloud Cameras	1	\$65,468.00	\$65,468.00
Total:			\$164,321.00

Seedling Mile Elementary School	Qty	Rate	Total
Avigilon AVA Aware License (5 Year)	27	\$799.00	\$21,573.00
Aruba network switches	0	\$0.00	\$0.00
CAT6A Data drops to cameras including patch panels	2	\$300.00	\$600.00
Installation of cameras	1	\$5,400.00	\$5,400.00
Parking Lot Camera Poles (including camera)	3	\$15,000.00	\$45,000.00
Avigilon Cloud Cameras	1	\$43,448.00	\$43,448.00
Total:			\$116,021.00

Shoemaker Elementary School	Qty	Rate	Total
Avigilon AVA Aware License (5 Year)	81	\$799.00	\$64,719.00
Aruba network switches	2	\$6,000.00	\$12,000.00
CAT6A Data drops to cameras including patch panels	3	\$300.00	\$900.00
Installation of cameras	1	\$16,200.00	\$16,200.00

Parking Lot Camera Poles (including camera)	5	\$15,000.00	\$75,000.00
Avigilon Cloud Cameras	1	\$81,069.00	\$81,069.00
Total:			\$249,888.00

Wasmer Elementary School	Qty	Rate	Total
Avigilon AVA Aware License (5 Year)	56	\$799.00	\$44,744.00
Aruba network switches	2	\$6,000.00	\$12,000.00
CAT6A Data drops to cameras including patch panels	56	\$300.00	\$16,800.00
Installation of cameras	1	\$10,200.00	\$10,200.00
Parking Lot Camera Poles (including camera)	5	\$15,000.00	\$75,000.00
Avigilon Cloud Cameras	1	\$68,000.00	\$68,000.00
Total:			\$226,744.00

West Lawn Elementary School	Qty	Rate	Total
Avigilon AVA Aware License (5 Year)	52	\$799.00	\$41,548.00
Aruba network switches	1	\$6,000.00	\$6,000.00
CAT6A Data drops to cameras including patch panels	41	\$300.00	\$12,300.00
Installation of cameras	1	\$10,400.00	\$10,400.00
Parking Lot Camera Poles (including camera)	5	\$15,000.00	\$75,000.00
Avigilon Cloud Cameras	1	\$50,848.00	\$50,848.00
Total:			\$196,096.00

Islander Annex School	Qty	Rate	Total
Avigilon AVA Aware License (5 Year)	65	\$799.00	\$51,935.00
Aruba network switches	6	\$6,000.00	\$36,000.00
CAT6A Data drops to cameras including patch panels	30	\$300.00	\$9,000.00
Installation of cameras	1	\$10,400.00	\$10,400.00
Parking Lot Camera Poles (including camera)	6	\$15,000.00	\$90,000.00
Avigilon Cloud Cameras	1	\$97,500.00	\$97,500.00
Total:			\$294,835.00

Jefferson Elementry School	Qty	Rate	Total
Avigilon AVA Aware License (5 Year)	80	\$799.00	\$63,920.00

Aruba network switches	2	\$6,000.00	\$12,000.00
CAT6A Data drops to cameras including patch panels	2	\$300.00	\$600.00
Installation of cameras	1	\$15,200.00	\$15,200.00
Parking Lot Camera Poles (including camera)	0	\$15,000.00	\$0.00
Avigilon Cloud Cameras	1	\$120,000.00	\$120,000.00
Total:			\$211,720.00

Stolley Park Elementary School	Qty	Rate	Total
Avigilon AVA Aware License (5 Year)	78	\$799.00	\$62,322.00
Aruba network switches	3	\$6,000.00	\$18,000.00
CAT6A Data drops to cameras including patch panels	0	\$300.00	\$0.00
Installation of cameras	1	\$15,600.00	\$15,600.00
Parking Lot Camera Poles (including camera)	0	\$15,000.00	\$0.00
Avigilon Cloud Cameras	1	\$115,566.00	\$115,566.00
Total:			\$211,488.00

Starr Elementary School	Qty	Rate	Total
Avigilon AVA Aware License (5 Year)	91	\$799.00	\$72,709.00
Aruba network switches	3	\$6,000.00	\$18,000.00
CAT6A Data drops to cameras including patch panels	0	\$300.00	\$0.00
Installation of cameras	1	\$18,200.00	\$18,200.00
Parking Lot Camera Poles (including camera)	3	\$15,000.00	\$45,000.00
Avigilon Cloud Cameras	1	\$94,951.00	\$94,951.00
Total:			\$248,860.00

Senior High School	Qty	Rate	Total
Avigilon AVA Aware License (5 Year)	224	\$799.00	\$178,976.00
Aruba network switches	0	\$6,000.00	\$0.00
CAT6A Data drops to cameras including patch panels	0	\$300.00	\$0.00
Installation of cameras	1	\$4,500.00	\$4,500.00
Parking Lot Camera Poles (including camera)	6	\$15,000.00	\$90,000.00
Avigilon Cloud Cameras	1	\$4,500.00	\$4,500.00
Avigilon Cloud Connectors	2	\$26,000.00	\$52,000.00

Total: **\$151,000.00**

OLC	Qty	Rate	Total
Avigilon AVA Aware License (5 Year)	43	\$799.00	\$34,357.00
Aruba network switches	1	\$6,000.00	\$6,000.00
CAT6A Data drops to cameras including patch panels	0	\$300.00	\$0.00
Installation of cameras	1	\$8,600.00	\$8,600.00
Parking Lot Camera Poles (including camera)	0	\$15,000.00	\$0.00
Avigilon Cloud Cameras	1	\$60,027.00	\$60,027.00
Total:			\$108,984.00

Indra House	Qty	Rate	Total
Avigilon AVA Aware License (5 Year)	17	\$799.00	\$13,583.00
Aruba network switches	0	\$6,000.00	\$0.00
CAT6A Data drops to cameras including patch panels	0	\$300.00	\$0.00
Installation of cameras	1	\$4,500.00	\$4,500.00
Parking Lot Camera Poles (including camera)	0	\$15,000.00	\$0.00
Avigilon Cloud Cameras	1	\$25,500.00	\$25,500.00
Total:			\$43,583.00

CPI	Qty	Rate	Total
Avigilon AVA Aware License (5 Year)	92	\$799.00	\$73,508.00
Aruba network switches	2	\$6,000.00	\$12,000.00
CAT6A Data drops to cameras including patch panels	0	\$300.00	\$0.00
Installation of cameras	1	\$18,400.00	\$18,400.00
Parking Lot Camera Poles (including camera)	1	\$15,000.00	\$15,000.00
Avigilon Cloud Cameras	1	\$89,088.00	\$89,088.00
Total:			\$207,996.00

Skills Building	Qty	Rate	Total
Avigilon AVA Aware License (5 Year)	39	\$799.00	\$31,161.00
Aruba network switches	1	\$6,000.00	\$6,000.00

CAT6A Data drops to cameras including patch panels	25	\$300.00	\$7,500.00
Installation of cameras	1	\$7,800.00	\$7,800.00
Parking Lot Camera Poles (including camera)	0	\$15,000.00	\$0.00
Avigilon Cloud Cameras	1	\$37,848.00	\$37,848.00
Total:			\$90,309.00

Senior Stadium	Qty	Rate	Total
Avigilon AVA Aware License (5 Year)	92	\$799.00	\$73,508.00
Aruba network switches	2	\$6,000.00	\$12,000.00
CAT6A Data drops to cameras including patch panels	0	\$300.00	\$0.00
Installation of cameras	1	\$18,400.00	\$18,400.00
Parking Lot Camera Poles (including camera)	0	\$15,000.00	\$0.00
Avigilon Cloud Cameras	1	\$121,778.00	\$121,778.00
Total:			\$225,686.00

Barr Middle School	Qty	Rate	Total
Avigilon AVA Aware License (5 Year)	125	\$799.00	\$99,875.00
Aruba network switches	5	\$6,000.00	\$30,000.00
CAT6A Data drops to cameras including patch panels	0	\$300.00	\$0.00
Installation of cameras	1	\$25,000.00	\$25,000.00
Parking Lot Camera Poles (including camera)	4	\$15,000.00	\$60,000.00
Avigilon Cloud Cameras	1	\$132,426.00	\$132,426.00
Total:			\$347,301.00

Kneal Building	Qty	Rate	Total
Avigilon AVA Aware License (5 Year)	85	\$799.00	\$67,915.00
Aruba network switches	3	\$6,000.00	\$18,000.00
CAT6A Data drops to cameras including patch panels	63	\$300.00	\$18,900.00
Installation of cameras	1	\$17,000.00	\$17,000.00
Parking Lot Camera Poles (including camera)	3	\$15,000.00	\$45,000.00
Avigilon Cloud Cameras	1	\$78,470.00	\$78,470.00
Total:			\$245,285.00

Grand Total: \$4,969,855.00

Upgrading Avigilon Camera Systems for Enhanced Safety and Security

1. Introduction:

The Grand Island Public School District is committed to creating a safe and secure learning environment for our students, faculty, and staff. As part of our ongoing efforts to enhance safety protocols, we are requesting funding to upgrade the current Avigilon Camera Systems in our school buildings. These upgrades are essential to bolstering our surveillance capabilities and improving overall safety and security across our campuses.

2. Background and Rationale:

In today's world, where safety concerns are paramount, schools must invest in cutting-edge technology to monitor and respond to potential threats effectively. The Avigilon Camera Systems have proven to be reliable and efficient tools for surveillance and incident management. Upgrading our existing systems will provide several key benefits:

Enhanced Monitoring: Improved camera resolution, coverage, and analytics capabilities will enable better monitoring of school premises, including entrances, hallways, and common areas.

Real-Time Alerts: Avigilon's advanced analytics can detect suspicious behavior or unauthorized access, triggering real-time alerts for immediate response and intervention.

Integration Capabilities: Seamless integration with existing security systems, such as access control and alarm systems, streamlines incident management and response coordination.

Scalability: Upgraded systems offer scalability to accommodate future growth and technological advancements, ensuring long-term viability and effectiveness.

3. Project Goals and Objectives:

Our primary goal is to enhance safety and security within the Grand Island Public School District by upgrading the Avigilon Camera Systems. Specific objectives of this project include:

Improved Surveillance: Upgrade camera resolution, coverage, and placement to enhance monitoring capabilities and deterrence of potential threats.

Advanced Analytics: Implement advanced analytics features, such as facial recognition, object detection, and license plate recognition, to improve incident detection and response.

Real-Time Alerts: Enable real-time alerts for suspicious activities, unauthorized access, or security breaches, allowing for immediate intervention and response.

Integration and Compatibility: Ensure seamless integration with existing security infrastructure, including access control systems and emergency notification protocols, for enhanced coordination and effectiveness.

Training and Education: Provide training and education for staff members on utilizing the upgraded systems effectively, fostering a culture of safety and security awareness.

4. Project Plan:

The upgrade of Avigilon Camera Systems in the Grand Island Public School District will follow a structured plan to ensure successful implementation and integration. Key components of the project plan include:

Needs Assessment: Conduct a thorough assessment of current camera systems, surveillance gaps, and security requirements across school buildings.

System Selection: Select the appropriate Avigilon camera models and analytics features based on identified needs, budget considerations, and technological advancements.

Installation and Configuration: Work with certified Avigilon technicians to install and configure upgraded camera systems, including testing for functionality and reliability.

Integration with Security Infrastructure: Integrate upgraded systems with existing security infrastructure, such as access control systems and alarm systems, to ensure seamless operation and coordination.

Training and Education: Provide comprehensive training sessions for security personnel and staff members on using the upgraded Avigilon systems, analytics features, and incident response protocols.

5. Budget and Justification:

The total budget for upgrading Avigilon Camera Systems in the Grand Island Public School District is \$XX,XXX. This budget includes:

Hardware and Software Costs: Purchase of Avigilon camera systems, analytics features, licenses, and necessary hardware components.

Installation and Configuration: Professional installation services, configuration support, and testing to ensure optimal functionality and performance.

Integration Expenses: Costs associated with integrating upgraded systems with existing security infrastructure and protocols.

Training and Education: Investment in training sessions, educational materials, and proficiency assessments for staff members and security personnel.

Maintenance and Support: Provision for ongoing maintenance, updates, technical support, and system monitoring to ensure reliability and longevity.

6. Expected Outcomes:

Upon successful upgrade of Avigilon Camera Systems, the Grand Island Public School District anticipates the following outcomes:

Enhanced Surveillance: Improved camera resolution, coverage, and analytics capabilities for better monitoring and incident detection.

Real-Time Alerts: Immediate notification of suspicious activities or security breaches, enabling swift response and intervention.

Improved Coordination: Seamless integration with existing security infrastructure for enhanced coordination and effectiveness in incident management.

Safety Awareness: Increased safety and security awareness among staff members, students, and visitors through training and education initiatives.

Long-Term Viability: Scalable and technologically advanced systems that can adapt to future security challenges and advancements.

7. Conclusion:

The upgrade of Avigilon Camera Systems is critical to maintaining a safe and secure learning environment within the Grand Island Public School District. We are committed to leveraging advanced technology solutions to enhance our safety protocols and ensure the well-being of our school community. Thank you for considering our grant proposal, and we look forward to partnering with you to achieve our safety and security goals.

<u>Building</u>	<u>Equipment</u>	<u>Stations</u>	<u>Estimate Replacement Cost</u>	<u>Estimated Wiring Costs</u>	<u>Notes</u>
Gates	Iwatsu Adix	45	\$36,410	\$67,500	
Howard	Iwatsu Adix	59	\$46,182	\$88,500	
Newell	Iwatsu Adix	51	\$40,598	\$76,500	
Shoemaker	Iwatsu Adix	56	\$44,088	\$0	No Wire
Wasmer	Iwatsu Adix	55	\$43,390	\$82,500	
Engleman	Iwatsu ECS	70	\$53,860	\$0	No Wire
Knickrehm	Iwatsu ECS	38	\$31,524	\$57,000	
SeedlingMile	Iwatsu ECS	20	\$18,960	\$30,000	
Starr	Iwatsu ECS	57	\$44,786	\$0	No Wire
Walnut	Iwatsu ECS	124	\$91,552	\$186,000	
WestLawn	Iwatsu ECS	45	\$36,410	\$67,500	
Westridge	Iwatsu ECS	97	\$72,706	\$0	No Wire
Totals:			\$560,466	\$655,500	

Average Handset Cost Pre-Discount	\$598
Controller and MISC Hardware per Site	\$5,000
Labor/handset	\$100
Wiring Cost per Drop	\$500
Drops per Handset (in room/ceiling)	3

Grand Total: \$1,215,966

Enhancing School Safety with Mitel Revolution

1. Introduction:

The Grand Island Public School District is committed to ensuring the safety and well-being of our students, faculty, and staff. As part of our ongoing efforts to enhance our emergency response capabilities, we are requesting funding to implement the Mitel Revolution, a comprehensive and advanced computerized telephone system. This system will enable us to initiate and receive emergency notifications from each phone and to each phone throughout our campus, revolutionizing our crisis response protocols.

2. Background and Rationale:

In today's dynamic and unpredictable environment, schools must leverage cutting-edge technology to respond swiftly and effectively to emergencies. The Mitel Revolution offers a range of features specifically designed to enhance crisis response and communication, including:

Real-time Notifications: Instant activation and reliable delivery of emergency alerts within seconds, ensuring timely communication during critical situations.

Mobile Empowerment: The mobile app empowers staff to manage communications from anywhere, providing geographic details for dispatching assistance and enhancing mobility during emergencies.

Real-time Reporting: Comprehensive reports on notification delivery and confirmation, offering visibility into emergency response effectiveness and facilitating continuous improvement.

Wide Coverage: Broadcasting notifications across various devices, including desktop PCs, mobile phones, paging systems, SMS text, and email, to reach a broad audience and ensure comprehensive communication.

Reliable Architecture: A fault-tolerant, premises-based architecture that is scalable and virtualizable, ensuring reliability and scalability for our growing needs.

3. Project Goals and Objectives:

Our primary goal is to enhance the safety and security of The Grand Island Public School District through the implementation of the Mitel Revolution. Specific objectives of this project include:

Enhanced Crisis Response: Enable quick and reliable activation of emergency alerts, facilitating swift responses and mitigating potential risks.

Mobile Communication: Empower staff with mobile communication capabilities, allowing for efficient coordination and management of emergency situations from anywhere on campus.

Real-time Monitoring: Utilize real-time reporting and monitoring tools to track notification delivery, assess response effectiveness, and make informed decisions for continuous improvement.

Comprehensive Coverage: Implement a communication system that reaches a wide range of devices and platforms, ensuring all stakeholders receive timely and critical information during emergencies.

Scalable Infrastructure: Establish a reliable and extendable architecture that can accommodate future growth and technological advancements, ensuring long-term sustainability and effectiveness.

4. Project Plan:

The implementation of Mitel Revolution at The Grand Island Public School District will follow a structured plan to ensure seamless integration and optimal functionality. Key components of the project plan include:

Needs Assessment: Conduct a thorough assessment of our current communication infrastructure and emergency response requirements to determine the optimal configuration of Mitel Revolution.

System Integration: Collaborate with Mitel experts to integrate the Revolution system with our existing communication protocols and emergency response procedures, ensuring compatibility and effectiveness.

Training and Education: Provide comprehensive training sessions for staff members on utilizing the Mitel Revolution system for emergency notifications and communication, fostering preparedness and proficiency.

Testing and Optimization: Conduct rigorous testing and optimization processes to ensure the system's reliability, responsiveness, and scalability under various emergency scenarios.

Maintenance and Support: Establish a plan for ongoing maintenance, updates, and technical support to sustain the system's performance and address any issues promptly.

5. Budget and Justification:

The total budget for implementing Mitel Revolution at The Grand Island Public School District is \$1,215,966. This budget encompasses:

Hardware and Software Costs: Acquisition of Mitel Revolution components, including phones, servers, licenses, and mobile app integration.

Installation and Configuration: Professional installation services, configuration support, and integration with existing infrastructure.

Training Expenses: Costs associated with staff training sessions, educational materials, and proficiency assessments.

Testing and Optimization: Investment in testing protocols, optimization processes, and quality assurance measures.

Maintenance and Support: Provision for ongoing maintenance, updates, technical support, and system monitoring to ensure reliability and performance.

6. Expected Outcomes:

Upon successful implementation of Mitel Revolution, The Grand Island Public School District anticipates the following outcomes:

Enhanced Safety: Improved crisis response capabilities, leading to a safer and more secure environment for students, faculty, and staff.

Efficient Communication: Empowered staff with mobile communication tools, facilitating rapid coordination and decision-making during emergencies.

Data-Driven Insights: Real-time reporting and monitoring capabilities for assessing response effectiveness, identifying areas for improvement, and enhancing overall emergency preparedness.

Comprehensive Coverage: Wide-reaching communication across multiple devices and platforms, ensuring timely and critical information dissemination to all stakeholders.

Scalable Infrastructure: Establishment of a scalable and reliable communication architecture capable of meeting evolving needs and technological advancements.

7. Conclusion:

The Grand Island Public School District is dedicated to leveraging innovative technology solutions to prioritize safety and security. The implementation of Mitel Revolution will significantly enhance our emergency communication and response capabilities, empowering us to respond swiftly and effectively to crises. We appreciate your consideration of our proposal and look forward to partnering with you to create a safer learning environment for our school community. Thank you for your support.

Grand Island Public School District Access Point Window Safety Film Infrastructure Improvement			TOTAL
Item#	Qty	Description of work/ film type	
		SHOEMAKER ELEMENTARY	
1		185/sqft, 330'LF, 18 caulking, 3M Ultra 800 Film. Includes all labor and materials	\$8,443.34
		WESTRIDGE MIDDLE	
1		405/sqft, 565'LF, 30 caulking, 3M Ultra 800 Film. Includes all labor and materials	\$13,408.14
		ENGLEMAN ELEMENTARY	
1		385/sqft, 554'LF, 30 caulking, 3m Ultra 800 Film. Includes all labor and materials	\$12,141.84
		HIGH SCHOOL	
1		780/sqft, 1,340'LF, 70 caulking, 3M Ultra 800 & 3M Night Vision S25 Film. Includes all labor and materials	\$30,994.42
		INDRA HOUSE	
1		80/sqft, 125'LF, 8 caulking, 3M Ultra 800 Film. Includes all labor and materials	\$3,805.13
		SUCCESS ACADEMY	
1		47/sqft, 80'LF, 5 caulking, 3M Ultra 800 Film. Includes all labor and materials	\$2,891.70
		STADIUM	
1		86/sqft, 154'LF, 10 tubes, 3M Ultra 800 Film. Includes all labor and materials	\$4,187.05
		WEST LAWN ELEMENTARY	
1		209/sqft, 340'LF, 20 caulking, 3M Ultra 800 Film. Includes all labor and materials	\$7,125.32
		WALNUT MIDDLE SCHOOL	
1		1,155/sqft, 1,615'LF, 85 caulking, 3M Ultra 800 Film. Includes all labor and materials	\$38,188.63
		NEWELL ELEMENTARY	
1		478/sqft, 732'LF, 40 caulking, 3M Ultra 800 Film. Includes all labor and materials	\$15,936.27
		JEFFERSON ELEMENTARY	
1		262/sqft, 304'LF, 17 caulking, 3M Ultra 800 Film. Includes all labor and materials	\$9,241.05
		HOWARD ELEMENTARY	
1		261/sqft, 462'LF, 26 caulking, 3M Ultra 800 Film. Includes all labor and materials	\$10,477.15
		KNICKREHM ELEMENTARY	
1		354/sqft, 560'LF, 30 caulking, 3M Ultra 800 Film. Includes all labor and materials	\$12,577.06
		LINCOLN ELEMENTARY	
1		190/sqft, 340'LF, 18 tubes, 3M Ultra 800 & 3M Night Vision S25 Film. Includes all labor and materials	\$9,082.76
		SEEDING MILE ELEMENTARY	
1		209/sqft, 299'LF, 16 caulking, 3M Ultra 800 Film. Includes all labor and materials	\$8,505.36
		DODGE ELEMENTARY	
1		229/sqft, 322'LF, 18 caulking, 3M Ultra 800 Film. Includes all labor and materials	\$9,002.96
		C.P.I. BUILDING	
1		232/sqft, 413'LF, 22 caulking. 3M Ultra 800 Film. Includes all labor and materials	\$9,910.07
		BARR MIDDLE SCHOOL	
1		678/sqft, 1,095'LF, 60 caulking. 3M Ultra 800 & 3M Night Vision S25 Film. Includes all labor and materials	\$27,825.00
		STAR ELEMENTARY	
1		135/sqft, 256'F, 16 caulking, 3M Ultra 800 Film. Includes all labor and materials	\$5,741.66
		STOLLEY PARK ELEMENTARY	
1		187/sqft, 323'LF, 18 caulking, 3M Ultra 800 Film. Includes all labor and materials	\$8,484.00
		GATES ELEMENTARY	
1		137/sqft, 238'LF, 13 caulking, 3M Ultra 800 Film. Includes all labor and materials	\$5,537.14
		WASMER ELEMENTARY	

Grand Total: **\$277,153.10**

1	753/sqft, 845'LF, 45 caulking. 3M Ultra 800 Film. Includes all labor and materials	\$23,647.05
		\$277,153.10

Enhancing School Building Security Through Window Film Implementation

Introduction:

The safety and security of our students, staff, and visitors are of utmost importance to our school district. To bolster our security measures, we are applying for funding to install security window film in our school buildings. By reinforcing windows with protective film, we aim to fortify our facilities against potential security threats and create a safer environment for learning.

Project Objectives:

Enhanced Protection: Install security window film to reinforce windows and prevent forced entry, intrusion, or damage during security incidents.

Increased Resistance: Strengthen windows to withstand impact from projectiles, such as bullets or debris, reducing the risk of injury and damage in the event of an active shooter or other emergency situation.

Improved Safety: Enhance the overall safety and security of our school buildings by providing an additional layer of protection for students, staff, and occupants.

Cost-Effective Solution: Implement a cost-effective security measure that enhances building security without requiring extensive renovations or infrastructure changes.

Project Activities:

Assessment and Planning: Conduct a thorough assessment of existing windows and vulnerabilities to determine the scope and specifications for the installation of security window film.

Procurement and Installation: Work with security experts and vendors to procure high-quality security window film and oversee its installation on windows throughout our school buildings.

Training and Awareness: Provide training and informational sessions for staff, students, and occupants on the benefits of security window film and how to respond in the event of a security incident.

Testing and Evaluation: Conduct tests and evaluations to ensure the effectiveness of the installed security window film in withstanding impact and preventing forced entry.

Community Engagement: Engage parents, students, staff, and community members in the planning and implementation process through communication updates, informational materials, and feedback mechanisms.

Budget Justification:

Security Window Film: Funding for the purchase and installation of security window film, including materials, labor, and vendor fees.

Training and Awareness: Costs associated with staff training, informational materials, signage, and other resources to support awareness and education efforts.

Testing and Evaluation: Expenses for conducting tests, assessments, and evaluations to verify the effectiveness of the installed security window film.

Community Engagement: Resources for hosting informational sessions, printing materials, and other outreach activities to engage stakeholders in the project.

Expected Outcomes:

Strengthened security measures through the installation of security window film on vulnerable windows throughout our school buildings.

Increased resistance to forced entry, intrusion, and impact from projectiles, enhancing the safety of students, staff, and occupants.

Improved awareness and preparedness for security incidents among staff, students, and occupants through training and education efforts.

Cost-effective solution for enhancing building security without the need for extensive renovations or infrastructure changes.

Creation of a safer and more secure learning environment that fosters student well-being and academic success.

Conclusion:

By investing in security window film, we can significantly enhance the security and resilience of our school buildings against potential threats. With the support of this grant, we will take proactive steps to fortify our facilities and better protect our students, staff, and visitors. Thank you for considering our proposal.

Raptor Visitor Management System Technological Improvement

Grand Total: \$50,610.30

Item Barr Middle School	Cost
Raptor Visitor Management Annual Access Fee	\$625.00
Raptor Link API Suite	\$125.00
VM Implementation fee/location	\$350.00
VM Remote web and phone based training per location	\$167.70
Raptor CR5400 ID Scanner (2 year warranty)	\$600.00
Raptor Badge Printer (2 year limited warranty)	\$160.00
Raptor Visitor Badges, WHITE 12 boxes (4 rolls/1200 count)	\$600.00
Shipping/Handling Fee - Raptor System	\$36.00
Total	\$2,663.70
Item Westridge Middle School	Cost
Raptor Visitor Management Annual Access Fee	\$625.00
Raptor Link API Suite	\$125.00
VM Implementation fee/location	\$350.00
VM Remote web and phone based training per location	\$167.70
Raptor CR5400 ID Scanner (2 year warranty)	\$600.00
Raptor Badge Printer (2 year limited warranty)	\$160.00
Raptor Visitor Badges, WHITE 12 boxes (4 rolls/1200 count)	\$600.00
Shipping/Handling Fee - Raptor System	\$36.00
Total	\$2,663.70
Item Walnut Middle School	Cost
Raptor Visitor Management Annual Access Fee	\$625.00
Raptor Link API Suite	\$125.00
VM Implementation fee/location	\$350.00
VM Remote web and phone based training per location	\$167.70
Raptor CR5400 ID Scanner (2 year warranty)	\$600.00
Raptor Badge Printer (2 year limited warranty)	\$160.00
Raptor Visitor Badges, WHITE 12 boxes (4 rolls/1200 count)	\$600.00
Shipping/Handling Fee - Raptor System	\$36.00

\$2,663.70

\$2,663.70

	Total	\$2,663.70	\$2,663.70
Item Dodge Elementary	Cost		
Raptor Visitor Management Annual Access Fee	\$625.00		
Raptor Link API Suite	\$125.00		
VM Implementation fee/location	\$350.00		
VM Remote web and phone based training per location	\$167.70		
Raptor CR5400 ID Scanner (2 year warranty)	\$600.00		
Raptor Badge Printer (2 year limited warranty)	\$160.00		
Raptor Visitor Badges, WHITE 12 boxes (4 rolls/1200 count)	\$600.00		
Shipping/Handling Fee - Raptor System	\$36.00		
	Total	\$2,663.70	\$2,663.70
Item Engleman Elementary	Cost		
Raptor Visitor Management Annual Access Fee	\$625.00		
Raptor Link API Suite	\$125.00		
VM Implementation fee/location	\$350.00		
VM Remote web and phone based training per location	\$167.70		
Raptor CR5400 ID Scanner (2 year warranty)	\$600.00		
Raptor Badge Printer (2 year limited warranty)	\$160.00		
Raptor Visitor Badges, WHITE 12 boxes (4 rolls/1200 count)	\$600.00		
Shipping/Handling Fee - Raptor System	\$36.00		
	Total	\$2,663.70	\$2,663.70
Item Gates Elementary	Cost		
Raptor Visitor Management Annual Access Fee	\$625.00		
Raptor Link API Suite	\$125.00		
VM Implementation fee/location	\$350.00		
VM Remote web and phone based training per location	\$167.70		
Raptor CR5400 ID Scanner (2 year warranty)	\$600.00		
Raptor Badge Printer (2 year limited warranty)	\$160.00		
Raptor Visitor Badges, WHITE 12 boxes (4 rolls/1200 count)	\$600.00		
Shipping/Handling Fee - Raptor System	\$36.00		

	Total	\$2,663.70	\$2,663.70
Item Howard Elementary	Cost		
Raptor Visitor Management Annual Access Fee	\$625.00		
Raptor Link API Suite	\$125.00		
VM Implementation fee/location	\$350.00		
VM Remote web and phone based training per location	\$167.70		
Raptor CR5400 ID Scanner (2 year warranty)	\$600.00		
Raptor Badge Printer (2 year limited warranty)	\$160.00		
Raptor Visitor Badges, WHITE 12 boxes (4 rolls/1200 count)	\$600.00		
Shipping/Handling Fee - Raptor System	\$36.00		
	Total	\$2,663.70	\$2,663.70
Item Jefferson Elementary	Cost		
Raptor Visitor Management Annual Access Fee	\$625.00		
Raptor Link API Suite	\$125.00		
VM Implementation fee/location	\$350.00		
VM Remote web and phone based training per location	\$167.70		
Raptor CR5400 ID Scanner (2 year warranty)	\$600.00		
Raptor Badge Printer (2 year limited warranty)	\$160.00		
Raptor Visitor Badges, WHITE 12 boxes (4 rolls/1200 count)	\$600.00		
Shipping/Handling Fee - Raptor System	\$36.00		
	Total	\$2,663.70	\$2,663.70
Item Knickrehm Elementary	Cost		
Raptor Visitor Management Annual Access Fee	\$625.00		
Raptor Link API Suite	\$125.00		
VM Implementation fee/location	\$350.00		
VM Remote web and phone based training per location	\$167.70		
Raptor CR5400 ID Scanner (2 year warranty)	\$600.00		
Raptor Badge Printer (2 year limited warranty)	\$160.00		
Raptor Visitor Badges, WHITE 12 boxes (4 rolls/1200 count)	\$600.00		
Shipping/Handling Fee - Raptor System	\$36.00		

	Total	\$2,663.70	\$2,663.70
Item Lincoln Elementary	Cost		
Raptor Visitor Management Annual Access Fee	\$625.00		
Raptor Link API Suite	\$125.00		
VM Implementation fee/location	\$350.00		
VM Remote web and phone based training per location	\$167.70		
Raptor CR5400 ID Scanner (2 year warranty)	\$600.00		
Raptor Badge Printer (2 year limited warranty)	\$160.00		
Raptor Visitor Badges, WHITE 12 boxes (4 rolls/1200 count)	\$600.00		
Shipping/Handling Fee - Raptor System	\$36.00		
	Total	\$2,663.70	\$2,663.70
Item Newell Elementary	Cost		
Raptor Visitor Management Annual Access Fee	\$625.00		
Raptor Link API Suite	\$125.00		
VM Implementation fee/location	\$350.00		
VM Remote web and phone based training per location	\$167.70		
Raptor CR5400 ID Scanner (2 year warranty)	\$600.00		
Raptor Badge Printer (2 year limited warranty)	\$160.00		
Raptor Visitor Badges, WHITE 12 boxes (4 rolls/1200 count)	\$600.00		
Shipping/Handling Fee - Raptor System	\$36.00		
	Total	\$2,663.70	\$2,663.70
Item Seedling Mile Elementary	Cost		
Raptor Visitor Management Annual Access Fee	\$625.00		
Raptor Link API Suite	\$125.00		
VM Implementation fee/location	\$350.00		
VM Remote web and phone based training per location	\$167.70		
Raptor CR5400 ID Scanner (2 year warranty)	\$600.00		
Raptor Badge Printer (2 year limited warranty)	\$160.00		
Raptor Visitor Badges, WHITE 12 boxes (4 rolls/1200 count)	\$600.00		
Shipping/Handling Fee - Raptor System	\$36.00		

	Total	\$2,663.70	\$2,663.70
Item Shoemaker Elementary	Cost		
Raptor Visitor Management Annual Access Fee	\$625.00		
Raptor Link API Suite	\$125.00		
VM Implementation fee/location	\$350.00		
VM Remote web and phone based training per location	\$167.70		
Raptor CR5400 ID Scanner (2 year warranty)	\$600.00		
Raptor Badge Printer (2 year limited warranty)	\$160.00		
Raptor Visitor Badges, WHITE 12 boxes (4 rolls/1200 count)	\$600.00		
Shipping/Handling Fee - Raptor System	\$36.00		
	Total	\$2,663.70	\$2,663.70
Item Starr Elementary	Cost		
Raptor Visitor Management Annual Access Fee	\$625.00		
Raptor Link API Suite	\$125.00		
VM Implementation fee/location	\$350.00		
VM Remote web and phone based training per location	\$167.70		
Raptor CR5400 ID Scanner (2 year warranty)	\$600.00		
Raptor Badge Printer (2 year limited warranty)	\$160.00		
Raptor Visitor Badges, WHITE 12 boxes (4 rolls/1200 count)	\$600.00		
Shipping/Handling Fee - Raptor System	\$36.00		
	Total	\$2,663.70	\$2,663.70
Item Stolley Park Elementary	Cost		
Raptor Visitor Management Annual Access Fee	\$625.00		
Raptor Link API Suite	\$125.00		
VM Implementation fee/location	\$350.00		
VM Remote web and phone based training per location	\$167.70		
Raptor CR5400 ID Scanner (2 year warranty)	\$600.00		
Raptor Badge Printer (2 year limited warranty)	\$160.00		
Raptor Visitor Badges, WHITE 12 boxes (4 rolls/1200 count)	\$600.00		
Shipping/Handling Fee - Raptor System	\$36.00		

	Total	\$2,663.70	\$2,663.70
Item Wasmer Elementary	Cost		
Raptor Visitor Management Annual Access Fee	\$625.00		
Raptor Link API Suite	\$125.00		
VM Implementation fee/location	\$350.00		
VM Remote web and phone based training per location	\$167.70		
Raptor CR5400 ID Scanner (2 year warranty)	\$600.00		
Raptor Badge Printer (2 year limited warranty)	\$160.00		
Raptor Visitor Badges, WHITE 12 boxes (4 rolls/1200 count)	\$600.00		
Shipping/Handling Fee - Raptor System	\$36.00		
	Total	\$2,663.70	\$2,663.70
Item West Lawn Elementary	Cost		
Raptor Visitor Management Annual Access Fee	\$625.00		
Raptor Link API Suite	\$125.00		
VM Implementation fee/location	\$350.00		
VM Remote web and phone based training per location	\$167.70		
Raptor CR5400 ID Scanner (2 year warranty)	\$600.00		
Raptor Badge Printer (2 year limited warranty)	\$160.00		
Raptor Visitor Badges, WHITE 12 boxes (4 rolls/1200 count)	\$600.00		
Shipping/Handling Fee - Raptor System	\$36.00		
	Total	\$2,663.70	\$2,663.70
Item O'Connor Learning Center	Cost		
Raptor Visitor Management Annual Access Fee	\$625.00		
Raptor Link API Suite	\$125.00		
VM Implementation fee/location	\$350.00		
VM Remote web and phone based training per location	\$167.70		
Raptor CR5400 ID Scanner (2 year warranty)	\$600.00		
Raptor Badge Printer (2 year limited warranty)	\$160.00		
Raptor Visitor Badges, WHITE 12 boxes (4 rolls/1200 count)	\$600.00		
Shipping/Handling Fee - Raptor System	\$36.00		

	Total	\$2,663.70	\$2,663.70
Item Kneale Administration Building	Cost		
Raptor Visitor Management Annual Access Fee		\$625.00	
Raptor Link API Suite		\$125.00	
VM Implementation fee/location		\$350.00	
VM Remote web and phone based training per location		\$167.70	
Raptor CR5400 ID Scanner (2 year warranty)		\$600.00	
Raptor Badge Printer (2 year limited warranty)		\$160.00	
Raptor Visitor Badges, WHITE 12 boxes (4 rolls/1200 count)		\$600.00	
Shipping/Handling Fee - Raptor System		\$36.00	
	Total	\$2,663.70	\$2,663.70
	TOTAL:		\$50,610.30

Enhancing Safety with the Raptor Visitor Management System

At Grand Island Public Schools, the safety of our students is our highest priority. We are committed to creating a secure environment where students can learn and thrive. To uphold this commitment, we have implemented the Raptor Visitor Management System across all our district buildings. This state-of-the-art system plays a crucial role in ensuring we know who is in our schools at all times, thus providing an additional layer of security for our entire school community.

Ensuring a Secure Environment

The Raptor system is designed to better screen visitors, contractors, and volunteers. Upon entering any district building, visitors will be asked to present an ID, such as a driver's license. This ID can be scanned or manually entered into the Raptor system by our school staff. For parents or guardians who do not possess a driver's license, passport, or state-issued ID, our staff can manually enter any form of identification into the system. This flexibility ensures that all visitors can be properly documented and verified.

How the System Works

The Raptor system checks the visitor's name and date of birth against a national database of registered sex offenders. Importantly, this is the only official database utilized by the system. No other personal data from the ID is gathered or recorded, and the information is not shared with any outside agency. This process helps us quickly identify and prevent potential threats from entering our schools, ensuring a safer environment for students, staff, and visitors.

Visitor Badges for Easy Identification

Once a visitor is cleared through the Raptor system, a badge is issued. This badge includes the visitor's photo, name, the date, and the purpose of their visit. It allows our staff and students to easily identify authorized visitors and ensures they are in the appropriate areas of the school. Visitors who are only dropping off items or picking up paperwork will not require a badge, streamlining the process for brief visits while maintaining security.

Proactive Security Measures

Raptor not only keeps unwanted visitors out but also tracks those who are allowed in. By proactively alerting school personnel to potential threats, the system enables administrators and law enforcement to take swift, appropriate action. This vigilance helps maintain a secure environment for everyone in our schools.

Rights and Responsibilities

We understand that requiring identification from all visitors, including parents, might seem inconvenient. However, it is a necessary step to ensure the safety of our students. School officials need to know who is in the building and the purpose of their visit, especially when it involves student-related activities such as early pickups. Confirming an individual's authority to access a student is critical for maintaining a secure environment.

Comprehensive Scanning Capabilities

The Raptor system is capable of scanning a wide range of U.S. government-issued identification, including driver's licenses, state ID cards, concealed handgun licenses, consular ID cards, green cards, active military cards, and passport cards. This broad capability ensures that we can accurately verify the identity of almost any visitor.

A Unified Approach to Safety

Incorporating the Raptor Visitor Management System into our safety protocols provides a consistent and reliable method for tracking visitors and volunteers. It enhances our ability to keep away individuals who may present a danger to our students while welcoming those who have legitimate reasons to be on our premises. The quick issuance of photo badges further supports our efforts to maintain a secure and orderly environment.

We thank you for your understanding and support as we implement these enhanced safety measures. Together, we can ensure that Grand Island Public Schools remain a safe and welcoming place for all students to learn and grow.

Islander Annex Fire Alarm Upgrade

Grand Total: \$105,600.00

Fire Alarm Replacement for Voice Evac. and Lockdown Messaging \$105,600.00

Enhancing Safety with Voice Evacuation and Lockdown Messaging

At Grand Island Public Schools, the safety and well-being of our students, staff, and visitors are our top priorities. In our ongoing efforts to enhance the security and emergency preparedness of our school environments, we are excited to announce the upgrade of the fire alarm system at the Islander Annex. This upgrade will incorporate state-of-the-art voice evacuation and lockdown messaging capabilities, providing a more robust and effective response to emergencies.

Why Upgrade to Voice Evacuation and Lockdown Messaging?

Traditional fire alarm systems rely solely on audible alarms such as bells or sirens to alert occupants of an emergency. While these signals indicate the need to evacuate, they do not provide specific instructions or detailed information about the nature of the emergency. By upgrading to a system with voice evacuation and lockdown messaging, we can deliver clear, precise instructions that can significantly enhance the safety of everyone in the building during a crisis.

Benefits of Voice Evacuation

The upgraded fire alarm system will include voice evacuation features that provide real-time verbal instructions during an emergency. These instructions can guide occupants to the safest exits and inform them of the safest evacuation routes, which can vary depending on the location and nature of the emergency. This level of detail can reduce confusion, prevent panic, and ensure a more orderly and efficient evacuation process.

Enhanced Lockdown Messaging

In addition to voice evacuation, the new system will include lockdown messaging capabilities. In the event of a security threat, the system can broadcast specific instructions to initiate a lockdown, informing students and staff to stay in their classrooms or seek safe shelter immediately. This rapid communication is crucial in preventing movement and ensuring that everyone knows exactly what actions to take to remain safe.

Integrated Emergency Response

The integration of voice evacuation and lockdown messaging into our fire alarm system represents a comprehensive approach to emergency management. This upgrade allows for seamless coordination between different types of emergencies, whether it's a fire, an intruder, or another threat. By providing clear and immediate instructions, we can ensure that everyone knows how to respond appropriately, enhancing overall safety.

Supporting a Safe Learning Environment

The new system will be thoroughly tested and regularly maintained to ensure its reliability and effectiveness. Our staff will also receive training on the new features, ensuring that everyone is familiar with the procedures and can respond calmly and efficiently in an emergency. This preparation is essential for fostering a secure learning environment where students and staff feel confident that they are protected.

Commitment to Excellence in Safety

Upgrading the fire alarm system at the Islander Annex is part of our broader commitment to maintaining the highest standards of safety across all Grand Island Public Schools. By investing in advanced technology and proactive safety measures, we are taking significant steps to protect our school community.

Community Collaboration

We recognize that ensuring the safety of our schools is a collaborative effort. We appreciate the support and cooperation of our students, staff, parents, and community members as we implement these enhancements. Together, we can create a safer, more secure environment where learning can thrive without interruption.

Conclusion

The upgrade to the fire alarm system at the Islander Annex, featuring voice evacuation and lockdown messaging, represents a significant advancement in our emergency preparedness capabilities. This initiative underscores our unwavering dedication to the safety of our school community. With these enhancements, Grand Island Public Schools continue to lead the way in providing a secure and supportive environment for all.

Thank you for your continued support as we strive to make Grand Island Public Schools the safest place for our students to learn and grow.

Upgrade Intercom System/Exterior Speakers

Building	Cost	Comments	Grand Total: \$450,000
Senior	\$75,000		
Barr	\$0	Done	
Walnut	\$0	Done	
Westridge	\$40,000		
C.P.I.	\$0	Has paging system exclude from upgrade	
Islander Annex	\$0	Has paging system exclude from upgrade	
Success Academy	\$0	Has paging system exclude from upgrade	
Dodge	\$30,000		
Engleman	\$30,000		
Gates	\$0	Has paging system exclude from upgrade	
Howard	\$10,000	Wiring and Speakers	
Jefferson	\$30,000		
Lincoln	\$30,000		
Newell	\$0	Has paging system exclude from upgrade	
Seedling Mile	\$25,000		
Shoemaker	\$30,000		
Starr	\$30,000		
Stolley Park	\$30,000		
Wasmer	\$30,000		
Westlawn	\$30,000		
Kneale	\$0	Done	
O.L.C.	\$0	Done	
Knickrehm	\$30,000		
Total	\$450,000		

Enhancing Clarity and Emergency Communication

Introduction

Grand Island Public Schools is committed to creating a safe, secure, and well-organized environment for our students, staff, and visitors. Effective communication is a cornerstone of our safety and operational protocols. To further enhance our communication capabilities, we seek funding to upgrade the intercom systems across our school buildings. This upgrade will focus on delivering clearer voice messaging and integrating emergency messaging to exterior speakers, ensuring comprehensive communication coverage during both everyday activities and emergencies.

Need for the Project

Currently, our intercom systems have limited capabilities in terms of audio clarity and range, which can impede effective communication. In emergency situations, the ability to communicate clearly and promptly can significantly impact the safety and security of everyone on our campuses. Specifically, the current systems:

Lack clarity, making it difficult for messages to be understood, particularly in noisy environments.

Do not cover exterior areas, leaving students and staff outside the buildings without immediate access to critical information during emergencies.

Project Goals and Objectives

The primary goal of this project is to upgrade the intercom systems in all Grand Island Public School buildings to enhance voice clarity and extend emergency messaging capabilities to exterior areas. The specific objectives are:

Improve Audio Clarity: Install new intercom equipment that provides clear, understandable voice messages throughout the interior of all school buildings.

Expand Coverage: Integrate exterior speakers to ensure that emergency messages can be heard by students, staff, and visitors outside the buildings.

Enhance Emergency Preparedness: Implement advanced features for emergency communication, allowing for real-time, clear instructions during various emergency scenarios, including lockdowns, evacuations, and severe weather alerts.

Ensure Reliability: Use state-of-the-art technology to ensure the system is reliable, easy to maintain, and able to function seamlessly during power outages or other technical disruptions.

Project Description

1. System Upgrade and Installation

Interior Improvements: Replace existing intercom units with high-fidelity speakers and modern audio processing equipment to ensure messages are clear and intelligible.

Exterior Additions: Install weatherproof speakers outside all school buildings to broadcast emergency messages effectively to those on school grounds but outside the buildings.

2. Integration and Testing

System Integration: Ensure the new intercom systems are fully integrated with our current emergency response protocols and can interface with existing security and communication infrastructure.

Testing and Training: Conduct thorough testing of the new systems to ensure functionality and reliability. Provide comprehensive training for staff on how to use the new features effectively.

3. Ongoing Maintenance and Support

Maintenance Plan: Establish a maintenance schedule to keep the systems in optimal condition and conduct regular checks to ensure reliability.

Technical Support: Ensure access to technical support for troubleshooting and addressing any issues that may arise.

Expected Outcomes and Benefits

The upgraded intercom system will provide numerous benefits, including:

Enhanced Safety: Clear and timely communication during emergencies will help protect students, staff, and visitors, reducing the risk of confusion and panic.

Improved Daily Operations: Routine announcements and communications will be more effective, contributing to better overall management of school activities.

Comprehensive Coverage: With exterior speakers, we can ensure that all individuals on school property are informed during emergencies, even if they are not inside the buildings.

Increased Confidence: Students, parents, and staff will have greater confidence in our school's ability to manage emergencies effectively, fostering a sense of security and well-being.

Budget and Funding

The total cost for the intercom system upgrade is estimated at \$450,000. This includes the purchase of new equipment, installation, integration, testing, and training. We are seeking grant funding to cover these costs and ensure the successful implementation of this crucial safety enhancement.

Conclusion

Upgrading the intercom systems across Grand Island Public Schools is a vital step in our ongoing commitment to safety and effective communication. By providing clearer voice messaging and extending emergency communication capabilities to exterior areas, we can significantly enhance the security and operational efficiency of our schools. We thank you for considering our proposal and supporting our efforts to create a safer learning environment for all.

Your investment in this project will directly contribute to the well-being and safety of our students, staff, and community. Thank you for your support.

Dodge Fire Sprinkler System North Addition

Grand Total: **\$190,000.00**

Equipment	Cost
water service entrance	\$40,000.00
sprinkler system	\$150,000.00
Total	\$190,000.00

Fire Sprinkler System to Dodge Elementary North Addition

Introduction

At Grand Island Public Schools, the safety and well-being of our students, staff, and visitors are paramount. As part of our continuous commitment to maintaining and enhancing safe learning environments, we are seeking funding to install a fire sprinkler system in the North Addition of Dodge Elementary School. This addition, which houses classrooms, offices, and communal areas, requires a comprehensive fire protection system to ensure the highest level of safety for everyone in the building.

Need for the Project

Currently, the North Addition of Dodge Elementary School does not have an automated fire sprinkler system. In the event of a fire, the absence of such a system poses significant risks to life and property. Specifically:

Delayed Fire Response: Without a fire sprinkler system, there is a greater reliance on manual fire-fighting efforts, which can result in delayed response times and increased danger.

Increased Risk of Injury or Death: Fires can spread rapidly, especially in school environments where young children are present. A sprinkler system can contain and control fires quickly, reducing the risk of injury or fatality.

Potential for Greater Property Damage: The lack of an automated fire suppression system can lead to extensive property damage, disrupting the educational process and leading to costly repairs and replacements.

Project Goals and Objectives

The primary goal of this project is to enhance fire safety in the North Addition of Dodge Elementary School by installing a state-of-the-art fire sprinkler system. The specific objectives are:

Ensure Rapid Fire Suppression: Install a fire sprinkler system that can detect and suppress fires quickly, minimizing the risk to occupants and property.

Improve Safety and Security: Provide a safer environment for students, staff, and visitors by reducing the potential for fire-related injuries or fatalities.

Comply with Fire Safety Standards: Meet or exceed local, state, and national fire safety codes and regulations, ensuring compliance and enhancing the overall safety infrastructure of the school.

Protect Property and Continuity of Education: Minimize property damage and ensure that educational activities can resume promptly after any fire-related incident.

Project Description

1. System Design and Planning

Assessment and Planning: Conduct a thorough assessment of the North Addition to determine the specific fire protection needs. Develop a detailed plan for the installation of the fire sprinkler system, including the layout, specifications, and compliance with fire safety codes.

Consultation with Experts: Work with fire safety experts and engineers to design an effective and efficient sprinkler system tailored to the building's layout and usage.

2. Installation

Procurement of Equipment: Purchase high-quality fire sprinkler components, including pipes, valves, sprinkler heads, and control systems.

Professional Installation: Hire certified fire sprinkler system installers to ensure that the system is installed correctly and functions as intended. This includes integration with existing fire alarms and other safety systems.

3. Testing and Training

System Testing: Conduct comprehensive testing of the installed system to ensure it operates correctly and meets all safety standards. Perform regular drills to ensure the system's reliability.

Staff Training: Provide training for school staff on the operation and maintenance of the fire sprinkler system, as well as emergency response procedures.

4. Maintenance and Support

Ongoing Maintenance: Establish a maintenance schedule to regularly inspect and service the fire sprinkler system, ensuring its continued effectiveness and reliability.

Technical Support: Ensure access to technical support for troubleshooting and addressing any issues that may arise.

Expected Outcomes and Benefits

The installation of a fire sprinkler system in the North Addition of Dodge Elementary School will provide numerous benefits, including:

Enhanced Fire Safety: Rapid fire detection and suppression will significantly reduce the risk of injury or death in the event of a fire.

Property Protection: Minimizing fire damage will protect school property and reduce recovery and repair costs.

Regulatory Compliance: Meeting fire safety codes and regulations will ensure a safer environment and reduce liability risks.

Increased Confidence: Students, parents, and staff will have greater confidence in the school's safety measures, fostering a secure and supportive learning environment.

Budget and Funding

The total cost for the installation of the fire sprinkler system is estimated at \$190,000. This includes the design, procurement of equipment, professional installation, testing, training, and maintenance. We are seeking grant funding to cover these costs and ensure the successful implementation of this critical safety enhancement.

Conclusion

Adding a fire sprinkler system to the North Addition of Dodge Elementary School is a vital step in our commitment to providing a safe and secure environment for our students, staff, and visitors. This project will significantly enhance our fire safety capabilities, ensuring rapid response to potential fire incidents and protecting both lives and property.

We thank you for considering our proposal and supporting our efforts to create the safest possible learning environments. Your investment in this project will have a profound impact on the safety and well-being of our school community. Thank you for your support.

Door Hardware Upgrade

Total \$155,000.00

<u>Buildings</u>	<u>Interior Doors</u>	<u>Exterior Doors</u>	<u>Cost</u>	<u>Upgrade Description</u>
Success Academy	2	0	\$4,000.00	Upgrade Panic Devices
Barr	2	4	\$14,000.00	Eliminate Magnet Locks
Walnut	2	6	\$18,000.00	Adding Always Locked Door Handles
Westridge	1	2	\$6,000.00	
Stolley Park	1	1	\$5,000.00	
Dodge	1	2	\$13,000.00	
Engleman	10	2	\$8,000.00	
Howard	1	0	\$2,000.00	
Knickrehm	0	1	\$4,000.00	
Newell	10	2	\$8,000.00	
Seedling Mile	0	4	\$10,000.00	
Starr	1	2	\$6,000.00	
Wasmer	0	1	\$4,000.00	
West Lawn	34	2	\$22,000.00	
Lincoln	6	0	\$6,000.00	
Shoemaker	42	1	\$25,000.00	
Total			\$155,000.00	

School Building Door Hardware Upgrade: Enhancing Safety with Panic Devices and Always Locked Door Handles

Introduction

At Grand Island Public Schools, the safety of our students, staff, and visitors is our utmost priority. As part of our commitment to providing a secure learning environment, we are seeking funding to upgrade the door hardware across our school buildings. This project involves the installation of modern panic devices and always locked door handles, and the elimination of magnet locks. These upgrades are essential to enhancing the security and emergency preparedness of our schools.

Need for the Project

Our current door locking systems rely heavily on magnet locks, which have several limitations in terms of safety and security:

- Vulnerability During Power Outages: Magnet locks can fail during power outages, compromising the security of the building.
- Inefficiency in Emergencies: Magnet locks can be slow to disengage during emergencies, delaying evacuation and potentially endangering lives.
- Compliance Issues: Magnet locks may not fully comply with updated fire and safety codes that require fail-safe mechanisms and easy egress.

To address these issues, we propose upgrading to door hardware that includes panic devices and always locked door handles, ensuring that doors are secure and operable in emergencies.

Project Goals and Objectives

The primary goal of this project is to enhance the safety and security of all school buildings by upgrading door hardware to include panic devices and always locked door handles, while eliminating magnet locks. The specific objectives are:

Ensure Quick and Safe Egress: Install panic devices that allow for immediate, effortless exit in emergency situations, reducing the risk of injury or fatality.

Maintain Secure Access: Implement always locked door handles that keep doors locked from the outside but allow free egress from the inside, ensuring security without compromising safety.

Eliminate Magnet Locks: Remove magnet locks to prevent failure during power outages and ensure compliance with modern safety standards.

Enhance Overall Security: Create a safer school environment by ensuring that all doors can be securely locked and easily operated in case of emergencies.

Project Description

1. Assessment and Planning

Site Survey: Conduct a comprehensive survey of all school buildings to identify doors that need hardware upgrades.

Planning and Design: Develop a detailed plan for the installation of new door hardware, including specifications for panic devices and always locked door handles.

2. Procurement and Installation

Equipment Procurement: Purchase high-quality panic devices and always locked door handles from reputable manufacturers to ensure durability and reliability.

Professional Installation: Hire certified contractors to install the new hardware, ensuring all installations meet safety and building code requirements.

3. Training and Implementation

Staff Training: Provide training for school staff on the proper use and maintenance of the new door hardware, including emergency procedures.

Implementation and Testing: Test all installed hardware to ensure it functions correctly and reliably. Conduct drills to familiarize staff and students with the new hardware.

4. Maintenance and Support

Ongoing Maintenance: Establish a maintenance schedule to regularly inspect and service the door hardware, ensuring long-term functionality and safety.

Technical Support: Ensure access to technical support for troubleshooting and addressing any issues that may arise.

Expected Outcomes and Benefits

The installation of panic devices and always locked door handles will provide numerous benefits, including:

Enhanced Safety: Panic devices ensure quick and safe egress during emergencies, reducing the risk of injuries and fatalities.

Improved Security: Always locked door handles maintain secure access while allowing free egress from the inside, enhancing overall building security.

Compliance with Safety Standards: Eliminating magnet locks ensures compliance with updated fire and safety codes, providing a safer environment for all occupants.

Increased Confidence: Students, parents, and staff will have greater confidence in the school's safety measures, fostering a secure and supportive learning environment.
Budget and Funding

The total cost for the door hardware upgrade, including the installation of panic devices and always locked door handles and the removal of magnet locks, is estimated at \$155,000. This includes the cost of equipment, professional installation, training, and ongoing maintenance. We are seeking grant funding to cover these expenses to ensure the successful implementation of this critical safety enhancement.

Conclusion

Upgrading the door hardware across Grand Island Public Schools is a vital step in our commitment to providing a safe and secure learning environment. By installing panic devices and always locked door handles, and eliminating magnet locks, we can significantly enhance the security and emergency preparedness of our schools. We appreciate your consideration and support in funding this essential project.

Your investment in this project will directly contribute to the safety and well-being of our school community. Thank you for your support.

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Vape Detection System

Grand Total: \$591,300.00

Building	Quantity	Price	Cost	Comments
Senior High	0	\$2,700.00	\$0.00	
Barr	12	\$2,700.00	\$32,400.00	Wiring Done
Walnut	14	\$2,700.00	\$37,800.00	
Westridge	14	\$2,700.00	\$37,800.00	
Newell	4	\$2,700.00	\$10,800.00	
Gates	6	\$2,700.00	\$16,200.00	
Dodge	10	\$2,700.00	\$27,000.00	
Howard	10	\$2,700.00	\$27,000.00	
Jefferson	8	\$2,700.00	\$21,600.00	
Lincoln	11	\$2,700.00	\$29,700.00	
Wasmer	14	\$2,700.00	\$37,800.00	
Westlawn	10	\$2,700.00	\$27,000.00	
Starr	10	\$2,700.00	\$27,000.00	
Knickrehm	16	\$2,700.00	\$43,200.00	
Seedling Mile	7	\$2,700.00	\$18,900.00	
Stolley Park	10	\$2,700.00	\$27,000.00	
Shoemaker	10	\$2,700.00	\$27,000.00	
Engleman	12	\$2,700.00	\$32,400.00	
O.L.C.	4	\$2,700.00	\$10,800.00	
Success Academy	4	\$2,700.00	\$10,800.00	
C.P.I.	6	\$2,700.00	\$16,200.00	
Indra House	3	\$2,700.00	\$8,100.00	
Islander Annex	12	\$2,700.00	\$32,400.00	
Stadiums	12	\$2,700.00	\$32,400.00	
Total			\$591,300.00	

Detail Breakdown
\$500 per drop
\$2100 per Vape Sensor
\$150 per license
Total \$2700 per Vape Sensor

School Building Vape Detection System

Introduction

At Grand Island Public Schools, we are dedicated to fostering a safe, healthy, and productive learning environment for our students. One of the emerging challenges we face is the use of electronic cigarettes and vaping devices among students. To address this issue effectively, we are seeking funding to implement a comprehensive Vape Detection System across our school buildings. This system will help us detect and deter vaping, promoting a healthier environment and ensuring compliance with school policies.

Need for the Project

Vaping has become a significant concern in schools nationwide, posing health risks and creating distractions within the learning environment. Specific issues associated with vaping in schools include:

Health Risks: Vaping exposes students to harmful substances, including nicotine and other toxic chemicals, which can have serious health implications.

Policy Violations: Vaping on school premises violates school policies and state laws, requiring effective measures for detection and enforcement.

Disruptions to Learning: The presence of vaping can disrupt the educational process, affecting not only those who vape but also their peers and teachers.

Noise Detection: The system also detects loud noises such as fighting and gunshots, which will activate cameras and alert responders to ensure swift intervention.

To combat these challenges, it is essential to deploy a Vape Detection System that can accurately and efficiently detect vaping activities within school buildings.

Project Goals and Objectives

The primary goal of this project is to enhance the health/safety of our school environment by installing a Vape Detection System in all school buildings. The specific objectives are:

Detect Vaping Activity: Install sensors capable of detecting the presence of vapor and related substances in real-time, enabling prompt intervention.

Deter Vaping: Reduce the incidence of vaping on school grounds by increasing the likelihood of detection and consequences.

Promote Health and Safety: Create a healthier school environment by minimizing exposure to harmful substances associated with vaping.

Support Policy Enforcement: Provide school administrators with the tools needed to enforce anti-vaping policies effectively and consistently.

Prevent Device Sharing: Help eliminate the sharing of vape devices among students, thereby reducing peer pressure and confusion about device use.

Noise Detection and Response: Detect loud noises such as fighting and gunshots, activating cameras and alerting responders to the area.

Project

1. System Design and Planning

Site Assessment: Conduct a comprehensive assessment of all school buildings to determine optimal locations for Vape Detection System sensors.

Planning and Coordination: Develop a detailed implementation plan in collaboration with school administrators and maintenance staff to ensure minimal disruption during installation.

2. Equipment Procurement and Installation

Sensor Procurement: Purchase high-quality vape detection sensors from reputable manufacturers. These sensors are designed to detect chemicals commonly found in vaping products.

Professional Installation: Hire certified installers to ensure the sensors are correctly placed and integrated with existing school security and monitoring systems.

3. Integration and Testing

System Integration: Integrate the Vape Detection System with existing school security infrastructure, including notification systems for timely alerts.

Testing and Calibration: Conduct thorough testing and calibration of the sensors to ensure accuracy and reliability in detecting vaping activities.

4. Training and Implementation

Staff Training: Provide training for school staff and administrators on the operation and maintenance of the Vape Detection System, as well as procedures for responding to detections.

Student Education: Educate students about the health risks of vaping and the presence of the detection system to deter vaping behavior proactively.

5. Maintenance and Support

Ongoing Maintenance: Establish a maintenance schedule to regularly inspect and service the sensors, ensuring continued effectiveness.

Technical Support: Ensure access to technical support for troubleshooting and addressing any issues that may arise.

Expected Outcomes and Benefits

The implementation of the Vape Detection System will yield several important benefits, including:

Improved Health: Reducing vaping will decrease students' exposure through 1st, 2nd and 3rd-hand vape aerosol contamination, promoting better health outcomes.

Enhanced Safety: A proactive approach to detecting and deterring vaping will contribute to a safer school environment.

Policy Compliance: The system will support the enforcement of school policies and state laws regarding vaping, ensuring consistent and fair discipline.

Positive Learning Environment: Minimizing disruptions related to vaping will enhance the overall learning experience for all students.

Increased Security: Detecting loud noises and responding promptly will improve overall school safety.

Policy Compliance: The system will support the enforcement of school policies and state laws regarding vaping, ensuring consistent and fair discipline.

Positive Learning Environment: Minimizing disruptions related to vaping will enhance the overall learning experience for all students.

Budget and Funding

Upgrade Card Access

Total \$203,000.00

Buildings	Interior Doors	Exterior Doors	Cost	Upgrade Description
Success Academy	2	0	\$14,000.00	Power Supply Equipment
Barr	2	4	\$25,000.00	Reader Equipment
Walnut	2	1	\$18,000.00	Striker Equipment
Westridge	1	2	\$18,000.00	Installation
Stolley Park	1	1	\$14,000.00	
Dodge	1	4	\$28,000.00	
Howard	1	0	\$8,000.00	
Knickrehm	0	1	\$8,000.00	
Newell	0	2	\$12,000.00	
Starr	1	2	\$18,000.00	
Wasmer	2	0	\$12,000.00	
West Lawn	0	2	\$14,000.00	
Lincoln	0	0	\$0.00	
Shoemaker	2	0	\$14,000.00	
Total			\$203,000.00	

School Building Exterior and Interior Door Card Access System

Introduction

Grand Island Public Schools is dedicated to ensuring the safety and security of our students, staff, and visitors. To enhance our security infrastructure, we are seeking funding to implement a comprehensive card access system for both exterior and interior doors across all school buildings. This advanced access control system will improve the safety and operational efficiency of our schools by providing controlled, monitored entry and exit points.

Need for the Project

The current security measures in place at Grand Island Public Schools rely on traditional lock and key mechanisms, which present several limitations:

Key Management Issues: Keys can be easily lost, duplicated, or misused, leading to potential security breaches.

Lack of Monitoring: Traditional locks do not provide real-time monitoring or logging of entry and exit, making it difficult to track who enters and exits the buildings.

Limited Control: Access control with keys is inflexible, as it does not allow for quick changes in access permissions, which is essential during emergencies or staffing changes.

To address these challenges, we propose installing a card access system that will provide secure, flexible, and monitored access to all school facilities.

Project Goals and Objectives

The primary goal of this project is to enhance the security and manageability of access to school buildings through the installation of an advanced card access system. The specific objectives are:

Improve Security: Ensure that only authorized individuals have access to school buildings, reducing the risk of unauthorized entry and potential threats.
Enhance Monitoring: Implement a system that logs and monitors all access points, providing real-time data on entry and exit activities.
Increase Flexibility: Allow for dynamic management of access permissions, enabling quick and efficient responses to changing security needs.
Streamline Access Control: Replace traditional keys with electronic cards, simplifying access management and reducing the risks associated with lost or stolen keys.

Project Description

1. System Design and Planning

Site Assessment: Conduct a thorough assessment of all school buildings to identify the specific needs and optimal locations for card access points.
Planning and Coordination: Develop a detailed implementation plan in collaboration with school administrators and security experts to ensure a seamless transition.

2. Equipment Procurement and Installation

Card Readers: Purchase and install card readers at all exterior and selected interior doors to control access points throughout the buildings.
Access Cards: Procure programmable access cards for staff, students, and authorized visitors, ensuring secure and individualized access permissions.
Control Panels and Software: Implement the necessary control panels and software to manage the card access system, including real-time monitoring and reporting capabilities.

3. Integration and Testing

System Integration: Ensure the card access system is fully integrated with existing security infrastructure, including alarm systems and emergency protocols.
Testing and Calibration: Conduct thorough testing and calibration of the system to ensure reliability and effectiveness in controlling access and monitoring entry points.

4. Training and Implementation

Staff Training: Provide comprehensive training for school staff on the use and management of the card access system, including emergency response procedures.

Student and Visitor Orientation: Educate students and regular visitors on the new access system to ensure smooth adoption and compliance.

5. Maintenance and Support

Ongoing Maintenance: Establish a maintenance schedule to regularly inspect and service the card access system, ensuring continuous operation.

Technical Support: Ensure access to technical support for troubleshooting and resolving any issues that may arise.

Expected Outcomes and Benefits

The implementation of the card access system will provide numerous benefits, including:

Enhanced Security: By controlling and monitoring access, we can significantly reduce the risk of unauthorized entry and potential security threats.

Real-Time Monitoring: The ability to track entry and exit in real-time will improve our overall security management and response capabilities.

Flexible Access Control: Dynamic management of access permissions will allow us to quickly adapt to changing security needs and ensure only authorized individuals have access.

Operational Efficiency: Simplifying access control with electronic cards will streamline operations and reduce the administrative burden associated with key management.

Budget and Funding

The total cost for implementing the card access system, including the purchase of card readers, access cards, control panels, software, installation, and training, is estimated at \$203,000. We are seeking funding to cover these expenses and ensure the successful deployment of this critical security enhancement.

Conclusion

Implementing a card access system in Grand Island Public Schools is a vital step in our commitment to providing a safe and secure learning environment. By enhancing our access control capabilities, we can protect our students, staff, and visitors more effectively and ensure the smooth operation of our schools. We appreciate your consideration and support in funding this essential project.

Your investment in this initiative will directly contribute to the safety and well-being of our school community. Thank you for your support.

Upgrade Card Access

Total \$291,000.00

<u>Buildings</u>	<u>Exterior Doors</u>	<u>Interior Doors</u>	<u>Cost</u>	<u>Upgrade Description</u>
Success Academy		1	\$1,000.00	Power Supply Equipment
Barr		16	\$16,000.00	Reader Equipment
Walnut		19	\$19,000.00	Striker Equipment
Westridge		21	\$21,000.00	Installation
Dodge		13	\$13,000.00	
Engleman		11	\$11,000.00	
Howard		19	\$19,000.00	
Knickrehm		22	\$22,000.00	
Newell		17	\$27,000.00	
Seedling Mile		10	\$10,000.00	
Starr		8	\$8,000.00	
Wasmer		13	\$13,000.00	
West Lawn		13	\$13,000.00	
Lincoln		8	\$8,000.00	
Shoemaker		10	\$10,000.00	
GISH		69	\$69,000.00	
Gates		11	\$11,000.00	
			Total \$291,000.00	

Enhancing School Safety with Door Position Switches

Introduction: Grand Island Public Schools is dedicated to maintaining a safe and secure learning environment for our students, staff, and visitors. As part of our ongoing commitment

Project Overview: The proposed project involves the installation of door position switches in Grand Island Public Schools' buildings. These switches are vital components of our

Objectives:

- Enhance Security: Implement door position switches to monitor door statuses and prevent unauthorized access to school premises.
- Improve Response Time: Enable real-time monitoring to facilitate prompt response and intervention in case of security incidents.
- Ensure Compliance: Meet safety and security standards mandated for educational institutions to protect students, staff, and assets.

Benefits of Door Position Switches:

- Real-Time Monitoring: Receive instant notifications of door status changes for proactive security measures.
- Integration: Seamlessly integrate switches with existing security systems and control panels for centralized monitoring.
- Enhanced Security Protocols: Complement existing security measures with advanced door monitoring capabilities.

Budget Justification: The requested grant funds will cover the procurement, installation, and integration of door position switches across Grand Island Public Schools. This includes acquiring high-quality switches, professional installation by trained technicians, and integration with our existing security infrastructure. Additionally, funds will support training programs for security personnel on the use and monitoring of the new systems.

Conclusion: The implementation of door position switches is crucial for bolstering the security framework of Grand Island Public Schools. By securing funding for this project, we aim to enhance our ability to monitor and respond effectively to security threats. We are confident that this initiative will significantly contribute to creating a safer and more secure learning environment for our students, staff, and community.

Extract one SmartGateway AI Powered Weapon Detection System

Grand Total: \$414,930.00

Item	Grand Island Senior High School West Entrance	Cost	
SmartGateway S00-MSG-00007		\$51,295.00	
Gateway License and Training		\$5,500.00	
Annual Software Supprot and Maintenance		\$9,760.00	
Annual View License		\$1,800.00	
Shipping/Handling Fee		\$800.00	
	Total	\$69,155.00	\$69,155.00
Item	Grand Island Senior High School East Entrance	Cost	
SmartGateway S00-MSG-00007		\$51,295.00	
Gateway License and Training		\$5,500.00	
Annual Software Supprot and Maintenance		\$9,760.00	
Annual View License		\$1,800.00	
Shipping/Handling Fee		\$800.00	
	Total	\$69,155.00	\$69,155.00
Item	Career Pathways Institute Main Entrance	Cost	
SmartGateway S00-MSG-00007		\$51,295.00	
Gateway License and Training		\$5,500.00	
Annual Software Supprot and Maintenance		\$9,760.00	
Annual View License		\$1,800.00	
Shipping/Handling Fee		\$800.00	
	Total	\$69,155.00	\$69,155.00
Item	Barr Middle School Main Entrance	Cost	
SmartGateway S00-MSG-00007		\$51,295.00	
Gateway License and Training		\$5,500.00	
Annual Software Supprot and Maintenance		\$9,760.00	
Annual View License		\$1,800.00	
Shipping/Handling Fee		\$800.00	
	Total	\$69,155.00	\$69,155.00
Item	Walnut Middle School Main Entrance	Cost	
SmartGateway S00-MSG-00007		\$51,295.00	
Gateway License and Training		\$5,500.00	

Annual Software Supprot and Maintenance	\$9,760.00	
Annual View License	\$1,800.00	
Shipping/Handling Fee	\$800.00	
Total	\$69,155.00	\$69,155.00
Item Westridge Middle School Main Entrance	Cost	
SmartGateway S00-MSG-00007	\$51,295.00	
Gateway License and Training	\$5,500.00	
Annual Software Supprot and Maintenance	\$9,760.00	
Annual View License	\$1,800.00	
Shipping/Handling Fee	\$800.00	
Total	\$69,155.00	\$69,155.00
	TOTAL:	\$414,930.00

AI Powered Weapon Detection System for Grand Island Public Schools

Introduction

Grand Island Public Schools is dedicated to maintaining a safe and secure environment for all students, staff, and visitors. In response to the growing concerns about school safety, we are seeking funding to implement an AI-powered weapon detection system at the entrances of our Senior High School, Academies, and Middle Schools. This advanced technology will enhance our security measures by providing real-time detection and alert capabilities, ensuring that potential threats are identified and addressed before they can pose a risk to our school community.

Need for the Project

The increasing frequency of violent incidents in schools across the country has underscored the urgent need for enhanced security measures. Specifically, the presence of weapons in educational settings presents a significant risk to the safety and well-being of students and staff. The challenges we face include:

Undetected Weapons: Traditional security measures may not be sufficient to detect concealed weapons, leaving schools vulnerable to potential threats.

Delayed Response: Without real-time detection, there can be delays in identifying and responding to security threats, increasing the risk of harm.

Resource Limitations: School personnel may lack the necessary tools and technology to effectively monitor and manage security threats.

To address these challenges, we propose the installation of an AI-powered weapon detection system that leverages advanced technology to enhance our ability to detect and respond to potential threats.

Project Goals and Objectives

The primary goal of this project is to enhance the safety and security of our school environments by deploying an AI-powered weapon detection system at key entrances. The specific objectives are:

Real-Time Threat Detection: Utilize AI technology to accurately and quickly detect concealed weapons at school entrances, providing immediate alerts to security personnel.

Increase Safety: Reduce the risk of violent incidents by preventing weapons from entering school premises.

Enhance Response Capabilities: Improve the ability of school security and law enforcement to respond swiftly and effectively to potential threats.

Promote a Secure Learning Environment: Ensure that students, staff, and parents feel safe and confident in the school's security measures.

Project Description

1. System Design and Planning

Site Assessment: Conduct a thorough assessment of the Senior High School, Academies, and Middle School entrances to determine the optimal placement of the AI-powered weapon detection system.

Planning and Coordination: Develop a detailed implementation plan in collaboration with security experts and school administrators to ensure seamless integration with existing security measures.

2. Equipment Procurement and Installation

AI-Powered Detection Units: Purchase state-of-the-art weapon detection units equipped with advanced AI algorithms capable of identifying concealed weapons.

Control Panels and Software: Implement control panels and software for managing the detection system, including real-time monitoring and alert capabilities.

Professional Installation: Hire certified installers to ensure the correct placement and integration of the detection units at school entrances.

3. Integration and Testing

System Integration: Integrate the AI-powered detection system with existing security infrastructure, including surveillance cameras and communication systems.

Testing and Calibration: Conduct comprehensive testing and calibration to ensure the accuracy and reliability of the detection units.

4. Training and Implementation

Staff Training: Provide extensive training for school security personnel on the operation and management of the AI-powered detection system, including response protocols for detected threats.

Student and Staff Education: Educate students and staff about the new security measures and the importance of compliance with safety protocols.

5. Maintenance and Support

Ongoing Maintenance: Establish a maintenance schedule to regularly inspect and service the detection units, ensuring continuous optimal performance.

Technical Support: Ensure access to technical support for troubleshooting and addressing any issues that may arise.

Expected Outcomes and Benefits

The implementation of the AI-powered weapon detection system will provide several critical benefits, including:

Enhanced Security: Real-time detection of concealed weapons will significantly improve the overall security of school premises.

Rapid Response: Immediate alerts will enable security personnel to respond swiftly and effectively to potential threats.

Deterrent Effect: The presence of advanced detection technology will act as a deterrent to individuals considering bringing weapons into the schools.

Increased Confidence: Students, staff, and parents will have greater confidence in the safety measures, fostering a secure and supportive learning environment.

Budget and Funding

The total cost for implementing the AI-powered weapon detection system, including the purchase of detection units, control panels, software, professional installation, training, and ongoing maintenance, is estimated at \$414,930. We are seeking grant funding to cover these expenses and ensure the successful deployment of this critical security enhancement.

Conclusion

Implementing an AI-powered weapon detection system at Grand Island Public Schools is a crucial step in our commitment to providing a safe and secure learning environment. By leveraging advanced technology, we can proactively detect and respond to potential threats, protecting our students, staff, and visitors. We appreciate your consideration and support in funding this essential project.

Your investment in this initiative will directly contribute to the safety and well-being of our school community. Thank you for your support.

SAVINGS BY MATURITY

**HALL COUNTY SCHOOL DISTRICT 0002
(GRAND ISLAND PUBLIC SCHOOLS)
IN THE STATE OF NEBRASKA
GENERAL OBLIGATION REFUNDING BONDS, SERIES 2024
Tender P&C Refunding of Taxable Series 2019 and 2020 Bonds
3.00% Tender Premium
Assumes 'AA-' Rated, Non-BQ, 2039 Final Maturity, 12/15/34 Par Call
[Preliminary - For Discussion only]**

Bond	Maturity Date	Interest Rate	Par Amount	Nominal Savings	Nominal Savings Percent
Ser 2019 TX GO, AA- Rtd Par'l AR of 12s & 14s (callable 12/15/26, mat 12/15/39) w/ Tender Call, 19TA24J5:					
SERIAL	12/15/2024	2.071%	3,340,000.00	-9,306.48	-0.279%
	12/15/2025	2.150%	2,415,000.00	13,857.40	0.574%
	12/15/2026	2.300%	550,000.00	5,041.78	0.917%
	12/15/2027	2.340%	565,000.00	7,000.99	1.239%
	12/15/2028	2.390%	580,000.00	8,210.00	1.416%
	12/15/2029	2.440%	595,000.00	12,809.56	2.153%
	12/15/2030	2.490%	3,310,000.00	152,184.72	4.598%
	12/15/2031	2.540%	555,000.00	111,138.06	20.025%
	12/15/2032	2.640%	4,795,000.00	290,697.13	6.063%
	12/15/2033	2.740%	4,925,000.00	331,503.27	6.731%
	12/15/2034	2.840%	390,000.00	118,451.61	30.372%
TERM39	12/15/2035	3.051%	400,000.00	75,470.33	18.868%
	12/15/2036	3.051%	5,480,000.00	728,856.09	13.300%
	12/15/2037	3.051%	5,655,000.00	636,270.75	11.251%
	12/15/2038	3.051%	5,825,000.00	585,866.52	10.058%
	12/15/2039	3.051%	6,010,000.00	507,750.00	8.448%
			45,390,000.00	3,575,801.73	
Ser 2020 TX GO, AA- Rtd Adv Refg of 12 & 14s (callable 12/15/28, mat 12/15/34) w/ Tender Call, 20GTXAP1:					
TXTERM26	12/15/2024	1.073%	250,000.00	58,309.42	23.324%
	12/15/2025	1.073%	255,000.00	23,930.87	9.385%
	12/15/2026	1.073%	255,000.00	-5,911.89	-2.318%
TXTERM30	12/15/2027	1.565%	260,000.00	19,028.20	7.319%
	12/15/2028	1.565%	265,000.00	15,335.52	5.787%
	12/15/2029	1.565%	270,000.00	11,705.59	4.335%
	12/15/2030	1.565%	275,000.00	68,971.56	25.081%
TXSER	12/15/2031	1.685%	4,345,000.00	245,174.11	5.643%
TXTERM34	12/15/2032	1.945%	185,000.00	104,995.63	56.754%
	12/15/2033	1.945%	190,000.00	106,039.14	55.810%
	12/15/2034	1.945%	4,875,000.00	363,384.63	7.454%
TXSER	12/15/2035	2.015%	4,975,000.00	365,597.67	7.349%
			16,400,000.00	1,376,560.45	
			61,790,000.00	4,952,362.18	

Calculated Using Remaining Maturities

SAVINGS

**HALL COUNTY SCHOOL DISTRICT 0002
(GRAND ISLAND PUBLIC SCHOOLS)
IN THE STATE OF NEBRASKA
GENERAL OBLIGATION REFUNDING BONDS, SERIES 2024
Tender P&C Refunding of Taxable Series 2019 and 2020 Bonds
3.00% Tender Premium
Assumes 'AA-' Rated, Non-BQ, 2039 Final Maturity, 12/15/34 Par Call
[Preliminary - For Discussion only]**

Date	Prior Debt Service	Refunding Debt Service	Refunding Receipts	Refunding Net Cash Flow	Savings	Annual Savings	Present Value to 09/16/2024 @ 3.3238926%
09/16/2024			4,360.20	-4,360.20	4,360.20		4,360.20
12/15/2024	4,368,980.45	4,010,181.25		4,010,181.25	358,799.20	363,159.40	355,886.92
06/15/2025	743,053.50	1,108,125.00		1,108,125.00	-365,071.50		-356,188.64
12/15/2025	3,413,053.50	2,708,125.00		2,708,125.00	704,928.50	339,857.00	676,532.69
06/15/2026	715,724.18	1,068,125.00		1,068,125.00	-352,400.82		-332,676.57
12/15/2026	1,520,724.18	1,068,125.00		1,068,125.00	452,599.18	100,198.36	420,281.86
06/15/2027	708,031.10	1,068,125.00		1,068,125.00	-360,093.90		-328,915.41
12/15/2027	1,533,031.10	1,068,125.00		1,068,125.00	464,906.10	104,812.20	417,710.40
06/15/2028	699,386.10	1,068,125.00		1,068,125.00	-368,738.90		-325,889.66
12/15/2028	1,544,386.10	1,068,125.00		1,068,125.00	476,261.10	107,522.20	414,036.20
06/15/2029	690,381.48	1,068,125.00		1,068,125.00	-377,743.52		-323,021.78
12/15/2029	1,555,381.48	1,068,125.00		1,068,125.00	487,256.48	109,512.96	409,858.53
06/15/2030	681,009.73	1,068,125.00		1,068,125.00	-387,115.27		-320,300.96
12/15/2030	4,266,009.73	3,473,125.00		3,473,125.00	792,884.73	405,769.46	645,311.75
06/15/2031	637,648.35	1,008,000.00		1,008,000.00	-370,351.65		-296,493.64
12/15/2031	5,537,648.35	4,658,000.00		4,658,000.00	879,648.35	509,296.70	692,710.50
06/15/2032	593,993.23	916,750.00		916,750.00	-322,756.77		-250,011.29
12/15/2032	5,573,993.23	4,741,750.00		4,741,750.00	832,243.23	509,486.46	634,126.80
06/15/2033	528,900.10	821,125.00		821,125.00	-292,224.90		-219,020.44
12/15/2033	5,643,900.10	4,846,125.00		4,846,125.00	797,775.10	505,550.20	588,151.86
06/15/2034	459,579.85	720,500.00		720,500.00	-260,920.15		-189,216.15
12/15/2034	5,724,579.85	4,955,500.00		4,955,500.00	769,079.85	508,159.70	548,609.84
06/15/2035	406,632.48	614,625.00		614,625.00	-207,992.52		-145,942.39
12/15/2035	5,781,632.48	5,064,625.00		5,064,625.00	717,007.48	509,014.96	494,878.98
06/15/2036	350,407.35	503,375.00		503,375.00	-152,967.65		-103,852.39
12/15/2036	5,830,407.35	5,168,375.00		5,168,375.00	662,032.35	509,064.70	442,117.48
06/15/2037	266,809.95	386,750.00		386,750.00	-119,940.05		-78,788.76
12/15/2037	5,921,809.95	5,291,750.00		5,291,750.00	630,059.95	510,119.90	407,121.01
06/15/2038	180,542.93	264,125.00		264,125.00	-83,582.07		-53,124.68
12/15/2038	6,005,542.93	5,414,125.00		5,414,125.00	591,417.93	507,835.86	369,759.45
06/15/2039	91,682.55	135,375.00		135,375.00	-43,692.45		-26,870.32
12/15/2039	6,101,682.55	5,550,375.00		5,550,375.00	551,307.55	507,615.10	333,504.65
	78,076,546.21	71,973,931.25	4,360.20	71,969,571.05	6,106,975.16	6,106,975.16	4,504,646.06

Savings Summary

PV of savings from cash flow	4,504,646.06
Net PV Savings	4,504,646.06

SUMMARY OF REFUNDING RESULTS

HALL COUNTY SCHOOL DISTRICT 0002
(GRAND ISLAND PUBLIC SCHOOLS)
IN THE STATE OF NEBRASKA
GENERAL OBLIGATION REFUNDING BONDS, SERIES 2024
Tender P&C Refunding of Taxable Series 2019 and 2020 Bonds
3.00% Tender Premium
Assumes 'AA-' Rated, Non-BQ, 2039 Final Maturity, 12/15/34 Par Call
[Preliminary - For Discussion only]

Dated Date	09/16/2024
Delivery Date	09/16/2024
Arbitrage yield	3.323893%
Escrow yield	0.000000%
Value of Negative Arbitrage	
Bond Par Amount	47,745,000.00
True Interest Cost	3.605524%
Net Interest Cost	3.798062%
All-In TIC	3.671351%
Average Coupon	5.000000%
Average Life	10.149
Weighted Average Maturity	10.271
Par amount of refunded bonds	61,790,000.00
Average coupon of refunded bonds	2.674774%
Average life of refunded bonds	9.616
Remaining weighted average maturity of refunded bonds	9.616
PV of prior debt to 09/16/2024 @ 3.323893%	58,919,577.03
Net PV Savings	4,504,646.06
Percentage savings of refunded bonds	7.290251%

SAVINGS

HALL COUNTY SCHOOL DISTRICT 0002
(GRAND ISLAND PUBLIC SCHOOLS)
IN THE STATE OF NEBRASKA
GENERAL OBLIGATION REFUNDING BONDS, SERIES 2024
Tender P&C Refunding of Taxable Series 2019 and 2020 Bonds
3.00% Tender Premium
Illustration 1: 30% Front End, Assumes 'AA-' Rated, Non-BQ, 2039 Final Maturity, 12/15/34 Par Call
[Preliminary - For Discussion only]

Date	Prior Debt Service	Refunding Debt Service	Refunding Receipts	Refunding Net Cash Flow	Savings	Annual Savings	Present Value to 09/16/2024 @ 3.1884862%
09/16/2024			4,521.90	-4,521.90	4,521.90		4,521.90
12/15/2024	3,787,093.98	3,686,671.53		3,686,671.53	100,422.45	104,944.35	99,640.16
06/15/2025	161,167.03	320,750.00		320,750.00	-159,582.97		-155,855.11
12/15/2025	2,831,167.03	2,590,750.00		2,590,750.00	240,417.03	80,834.06	231,116.33
06/15/2026	133,837.70	264,000.00		264,000.00	-130,162.30		-123,163.36
12/15/2026	938,837.70	779,000.00		779,000.00	159,837.70	29,675.40	148,869.74
06/15/2027	126,144.63	251,125.00		251,125.00	-124,980.37		-114,577.65
12/15/2027	951,144.63	796,125.00		796,125.00	155,019.63	30,039.26	139,886.47
06/15/2028	117,499.63	237,500.00		237,500.00	-120,000.37		-106,586.57
12/15/2028	962,499.63	812,500.00		812,500.00	149,999.63	29,999.26	131,141.76
06/15/2029	108,495.00	223,125.00		223,125.00	-114,630.00		-98,646.12
12/15/2029	973,495.00	833,125.00		833,125.00	140,370.00	25,740.00	118,901.39
06/15/2030	99,123.25	207,875.00		207,875.00	-108,751.75		-90,673.37
12/15/2030	3,684,123.25	3,477,875.00		3,477,875.00	206,248.25	97,496.50	169,264.04
06/15/2031	55,761.88	126,125.00		126,125.00	-70,363.12		-56,839.52
12/15/2031	3,705,761.88	3,536,125.00		3,536,125.00	169,636.88	99,273.76	134,882.78
06/15/2032	22,638.00	40,875.00		40,875.00	-18,237.00		-14,273.17
12/15/2032	1,737,638.00	1,675,875.00		1,675,875.00	61,763.00	43,526.00	47,580.22
	20,396,428.22	19,859,421.53	4,521.90	19,854,899.63	541,528.59	541,528.59	465,189.90

Savings Summary

PV of savings from cash flow	465,189.90
Net PV Savings	465,189.90

SAVINGS

**HALL COUNTY SCHOOL DISTRICT 0002
(GRAND ISLAND PUBLIC SCHOOLS)
IN THE STATE OF NEBRASKA
GENERAL OBLIGATION REFUNDING BONDS, SERIES 2024
Tender P&C Refunding of Taxable Series 2019 and 2020 Bonds
3.00% Tender Premium**

**Illustration 2: 30% Middle, Assumes 'AA-' Rated, Non-BQ, 2039 Final Maturity, 12/15/34 Par Call
[Preliminary - For Discussion only]**

Date	Prior Debt Service	Refunding Debt Service	Refunding Receipts	Refunding Net Cash Flow	Savings	Annual Savings	Present Value to 09/16/2024 @ 3.1763594%
09/16/2024			4,231.77	-4,231.77	4,231.77		4,231.77
12/15/2024	218,810.13	194,736.81		194,736.81	24,073.32	28,305.09	23,886.49
06/15/2025	218,810.13	373,375.00		373,375.00	-154,564.87		-150,967.70
12/15/2025	218,810.13	373,375.00		373,375.00	-154,564.87	-309,129.74	-148,607.55
06/15/2026	218,810.13	373,375.00		373,375.00	-154,564.87		-146,284.29
12/15/2026	218,810.13	373,375.00		373,375.00	-154,564.87	-309,129.74	-143,997.35
06/15/2027	218,810.13	373,375.00		373,375.00	-154,564.87		-141,746.17
12/15/2027	218,810.13	373,375.00		373,375.00	-154,564.87	-309,129.74	-139,530.18
06/15/2028	218,810.13	373,375.00		373,375.00	-154,564.87		-137,348.83
12/15/2028	833,810.13	568,375.00		568,375.00	265,435.13	110,870.26	232,182.46
06/15/2029	211,605.25	368,500.00		368,500.00	-156,894.75		-135,094.05
12/15/2029	1,076,605.25	778,500.00		778,500.00	298,105.25	141,210.50	252,670.34
06/15/2030	202,233.50	358,250.00		358,250.00	-156,016.50		-130,170.33
12/15/2030	3,787,233.50	3,198,250.00		3,198,250.00	588,983.50	432,967.00	483,728.21
06/15/2031	158,872.13	287,250.00		287,250.00	-128,377.87		-103,787.55
12/15/2031	5,058,872.13	4,362,250.00		4,362,250.00	696,622.13	568,244.26	554,382.09
06/15/2032	115,217.00	185,375.00		185,375.00	-70,158.00		-54,959.90
12/15/2032	4,910,217.00	4,295,375.00		4,295,375.00	614,842.00	544,684.00	474,120.90
06/15/2033	51,923.00	82,625.00		82,625.00	-30,702.00		-23,305.00
12/15/2033	3,841,923.00	3,387,625.00		3,387,625.00	454,298.00	423,596.00	339,453.30
	21,998,992.93	20,680,736.81	4,231.77	20,676,505.04	1,322,487.89	1,322,487.89	908,856.66

Savings Summary

PV of savings from cash flow	908,856.66
Net PV Savings	908,856.66

SAVINGS

**HALL COUNTY SCHOOL DISTRICT 0002
(GRAND ISLAND PUBLIC SCHOOLS)
IN THE STATE OF NEBRASKA
GENERAL OBLIGATION REFUNDING BONDS, SERIES 2024
Tender P&C Refunding of Taxable Series 2019 and 2020 Bonds
3.00% Tender Premium**

**Illustration 3: 30% Back End, Assumes 'AA-' Rated, Non-BQ, 2039 Final Maturity, 12/15/34 Par Call
[Preliminary - For Discussion only]**

Date	Prior Debt Service	Refunding Debt Service	Refunding Receipts	Refunding Net Cash Flow	Savings	Annual Savings	Present Value to 09/16/2024 @ 3.5468961%
09/16/2024			1,708.25	-1,708.25	1,708.25		1,708.25
12/15/2024	257,468.76	199,903.47		199,903.47	57,565.29	59,273.54	57,067.11
06/15/2025	257,468.76	342,875.00		342,875.00	-85,406.24		-83,191.75
12/15/2025	257,468.76	342,875.00		342,875.00	-85,406.24	-170,812.48	-81,742.10
06/15/2026	257,468.76	342,875.00		342,875.00	-85,406.24		-80,317.71
12/15/2026	257,468.76	342,875.00		342,875.00	-85,406.24	-170,812.48	-78,918.14
06/15/2027	257,468.76	342,875.00		342,875.00	-85,406.24		-77,542.95
12/15/2027	257,468.76	342,875.00		342,875.00	-85,406.24	-170,812.48	-76,191.73
06/15/2028	257,468.76	342,875.00		342,875.00	-85,406.24		-74,864.06
12/15/2028	257,468.76	342,875.00		342,875.00	-85,406.24	-170,812.48	-73,559.52
06/15/2029	257,468.76	342,875.00		342,875.00	-85,406.24		-72,277.71
12/15/2029	257,468.76	342,875.00		342,875.00	-85,406.24	-170,812.48	-71,018.24
06/15/2030	257,468.76	342,875.00		342,875.00	-85,406.24		-69,780.71
12/15/2030	257,468.76	342,875.00		342,875.00	-85,406.24	-170,812.48	-68,564.75
06/15/2031	257,468.76	342,875.00		342,875.00	-85,406.24		-67,369.98
12/15/2031	257,468.76	342,875.00		342,875.00	-85,406.24	-170,812.48	-66,196.03
06/15/2032	257,468.76	342,875.00		342,875.00	-85,406.24		-65,042.53
12/15/2032	257,468.76	342,875.00		342,875.00	-85,406.24	-170,812.48	-63,909.14
06/15/2033	257,468.76	342,875.00		342,875.00	-85,406.24		-62,795.49
12/15/2033	257,468.76	342,875.00		342,875.00	-85,406.24	-170,812.48	-61,701.25
06/15/2034	257,468.76	342,875.00		342,875.00	-85,406.24		-60,626.08
12/15/2034	257,468.76	342,875.00		342,875.00	-85,406.24	-170,812.48	-59,569.64
06/15/2035	257,468.76	342,875.00		342,875.00	-85,406.24		-58,531.62
12/15/2035	5,182,468.76	3,892,875.00		3,892,875.00	1,289,593.76	1,204,187.52	868,399.06
06/15/2036	207,849.38	254,125.00		254,125.00	-46,275.62		-30,618.52
12/15/2036	207,849.38	254,125.00		254,125.00	-46,275.62	-92,551.24	-30,084.98
06/15/2037	207,849.38	254,125.00		254,125.00	-46,275.62		-29,560.73
12/15/2037	1,997,849.38	1,464,125.00		1,464,125.00	533,724.38	487,448.76	335,000.54
06/15/2038	180,542.93	223,875.00		223,875.00	-43,332.07		-26,724.12
12/15/2038	6,005,542.93	4,588,875.00		4,588,875.00	1,416,667.93	1,373,335.86	858,474.81
06/15/2039	91,682.55	114,750.00		114,750.00	-23,067.45		-13,734.87
12/15/2039	6,101,682.55	4,704,750.00		4,704,750.00	1,396,932.55	1,373,865.10	817,270.74
	25,847,629.96	23,151,903.47	1,708.25	23,150,195.22	2,697,434.74	2,697,434.74	1,333,486.16

Savings Summary

PV of savings from cash flow	1,333,486.16
Net PV Savings	1,333,486.16

SOURCES AND USES OF FUNDS

HALL COUNTY SCHOOL DISTRICT 0002
(GRAND ISLAND PUBLIC SCHOOLS)
IN THE STATE OF NEBRASKA
GENERAL OBLIGATION REFUNDING BONDS, SERIES 2024
Tender P&C Refunding of Taxable Series 2019 and 2020 Bonds
3.00% Tender Premium
Illustration 2: 30% Middle, Assumes 'AA-' Rated, Non-BQ, 2039 Final Maturity, 12/15/34 Par Call
[Preliminary - For Discussion only]

Dated Date	09/16/2024
Delivery Date	09/16/2024

Sources:

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Bond Proceeds:	
Par Amount	14,945,000.00
Premium	1,839,515.90
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	16,784,515.90
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Uses:

<hr/>	
Refunding Escrow Deposits:	
Cash Deposit	16,391,196.63
Cost of Issuance:	
Bond Counsel	100,000.00
Dealer Manager	140,000.00
Information Agent	12,000.00
Rating	<u>25,000.00</u>
	277,000.00
Delivery Date Expenses:	
Underwriter's Discount	112,087.50
Other Uses of Funds:	
Rounding Amount	4,231.77
	<hr/>
	16,784,515.90
	<hr/> <hr/>

Store/Gift Cards Procedures

Any family that receives Store/Gift and Prepaid Visa cards must follow these steps:

1. A family must sign our contract paper when receiving any type of Store/Gift or Prepaid Visa card. The family must go over the contract with a team member from the LEA. The team member informs the family of the authorized items that can be purchased, as well as the consequences to purchasing unauthorized items. If the family does purchase any unauthorized items or break any other part of the contract, then the LEA will not be able to help the family in the future. The LEA also indicates that cards are intended for the PK-12 students specifically, not the whole family.
2. The LEA has developed a form to complete with card identification information, as well as the family and student's name. Once the receipts are submitted, this form is updated.
3. A family must submit the receipts back to the program. They have the options of bringing in the original receipt, texting a picture of it, or emailing it to the LEA.
4. A family can only purchase what cards were issued for.
5. Families are given a week to use the cards and provide the documentation. They will receive reminder text messages after that week. The family has to contact the LEA if something arises and ensure that they communicate with the LEA.
6. A family must use the full amount of cards that were issued to them. If the full amount was not used, the LEA will continue to send reminders for another receipt. For instance, if a family receives a \$50 card for clothing, and the family only spends \$20, then the LEA will let them know that they still have money to spend and that the LEA will need the receipt for that as well.
7. Store cards typically are for stores, such as Walmart, HyVee, or Kohls. The LEA labels each store or prepaid debit card to say, "Cannot be used to purchase Alcohol or Tobacco Products".
8. Once the receipts are returned, the LEA also checks to see what was bought and ensures that the family did not purchase any unauthorized items. The LEA then completes the store or prepaid debit card form and keeps track of the receipts.

Store/Gift or Prepaid Visa Card Controls and Procedures

Security of Merchant Cards:

Store/Gift or Prepaid Visa cards will be kept under stored/locked at all times to ensure proper physical security and to protect from theft and loss. Access to the cards and keys to the locked area will be maintained by Families in Transition (FiT) Coordinator or Associate Superintendent and will be limited to the individual(s) responsible for safekeeping of such cards. The FiT Coordinator or Associate Superintendent will be responsible for ensuring that all procedures for the card's security, dispensing, and tracking are followed.

Documentation and Merchant Card Disbursement Log Instructions:

Cards will be issued to school Social Workers and Counselors on an as needed basis. A maximum of 3 cards will be issued at any one time.

1. Cards will be signed out by custodian and initialed by person being issued card(s) through electronic log maintained by the FiT Coordinator (shared with Associate Supt). Custodian will record the following in the electronic log:
 - Date of issuance
 - Name of person be issued card
 - Card value
 - Merchant/Card type
 - Serial number of cards
2. Card holder will enter the following information upon distribution of card into electronic log:
 - Date Distributed On
 - Name of Student
 - Student ID
 - School
 - Name of Caregiver
3. For cards over \$50 in value, Social Worker and/or FiT Coordinator will be able to purchase allowable goods or services for a family or student. Only one card will be issued at any one time.
4. In addition to completing the electronic log, employee will complete and submit an itemized expense form with receipts attached to custodian within 48 hours of purchase
 - Any card with a balance will be returned to the custodian along with expense form and receipts
 - Any remaining balance will be recorded by custodian in electronic log
 - Receipts and expense form will be filed and stored

Routine Reconciliation

A reconciliation of cards will be conducted whenever merchant cards are purchased or at least quarterly. This reconciliation will consist of verifying that the number of cards purchased minus the number of cards disbursed agrees with the number of cards on hand.

Store/Gift or Prepaid Visa Card Agreement

Based on the information you provided, it has been determined that your family is eligible to receive assistance in the form of a store/gift or prepaid Visa card for purchasing the following items:

These cards may be used to purchase the following items for school age children PK-12:

Essential Clothing	Essential Food	Miscellaneous
Pants, shirts, skirts, dresses	Milk, egg, cheese, yogurt	School supplies
Underwear, socks	Fruits, vegetables, juice	Shampoo, conditioner
Shoes, snow boots	Bread, tortillas, starches	Deodorant
Jackets	Meats	Soap, toothpaste, tooth brush
Uniforms, PE clothes	Prepared meals	Other hygiene supplies

These cards **CANNOT** be used to purchase the following items:

Alcohol	Lottery tickets	Tobacco products	Candy, sweets, soda
Furniture	Toys	Video game products	

Student Information:

Name: _____
 School: _____
 Grade: _____
 Contact information: _____

Card(s) Received:

<input type="checkbox"/> ...	<input type="checkbox"/>	<input type="checkbox"/>
#	#	#

Parents/Caregiver/Guardian/Unaccompanied Youth Information and Consent:

I agree to return the itemized receipt(s) to the FiT Coordinator **within a week** of using the Store/Gift or prepaid Visa card. I understand that this help is to provide assistance so that my child/ren may attend school and be prepared to learn.

Please note that you will not be eligible to receive additional cards if receipts are not returned. Cards cannot be replaced if lost or stolen. No prohibited products are to be purchased.

Parent Name	Parent Signature	Date



THE SECRETARY OF EDUCATION
WASHINGTON, DC 20202

April 23, 2021

Dear Chief State School Officers:

I am writing to inform you of the disbursement of funds by the U.S. Department of Education (Department) under section 2001(b)(1) of the American Rescue Plan Act of 2021 (ARP) for the purposes of identifying homeless children and youth, providing wraparound services in light of the impact of the COVID-19 pandemic, and providing assistance needed to enable homeless children and youth to attend school and participate fully in school activities, including in-person instruction this spring and summer learning and enrichment programs that begin in the coming months.¹

The ARP included an unprecedented \$800 million to support the specific and urgent needs of homeless children and youth in recognition of the extraordinary impact of the pandemic on students experiencing homelessness through the ARP Elementary and Secondary School Emergency Relief – Homeless Children and Youth (ARP-HCY) Fund. After reserving \$1 million of the \$800 million (0.125 percent) for national activities including technical assistance, the Department will award the remaining \$799 million to State educational agencies (SEAs) as follows:

- \$199,750,000 (25% of the \$799 million) will be made available to States now. This first disbursement is designed to provide funding to States immediately as a supplement to their McKinney-Vento Education for Homeless Children and Youth (EHCY) funds, so that States can address urgent needs of homeless children and youth—including academic, social, emotional, and mental health needs—and so States and local educational agencies (LEAs) can increase capacity by hiring staff, dedicating resources, and planning partnerships with community-based organizations, among other strategies. Funds must be administered by the Office of the State Coordinator for the Education of Homeless Children and Youth, consistent with the requirements for EHCY funds.
- \$599,250,000 (75% of the \$799 million) will be made available as soon as June after the Department completes necessary regulations to change EHCY's required competitive subgrant process for the purpose of the second allocation of funding. The Department anticipates that the new regulation would require States to distribute funds that they will receive in the second phase to LEAs via a formula that uses the LEA's allocation under Title I, Part A (Title I) of the Elementary and Secondary Education Act of 1965 (ESEA) and the number of identified homeless children and youth in 2018-19.

Attachment 1 lists the total State allocations as well as the allocations for the 25 percent portion (referred to as ARP Homeless I hereafter) and the 75 percent portion (referred to as ARP Homeless II hereafter), described above. These allocations are based on the proportion of funds that each State received under Title I in fiscal year 2020.

The Department's approach will ensure that States and LEAs have resources to provide support to students most in need as quickly as possible. I urge you to begin deploying these vital resources quickly

¹ Other than statutory and regulatory requirements included in the document, the contents of this guidance do not have the force and effect of law and are not meant to bind the public. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies.

to meet the immediate needs of students experiencing homelessness. According to the Centers for Disease Control and Prevention (CDC), people experiencing homelessness are particularly vulnerable to COVID-19 and may be at increased risk for severe illness.² In a recent survey of district homeless liaisons, staff described many significant, unmet needs of students experiencing homelessness, including lack of internet, shelter/housing, food and, child care.³ Despite the increased needs of students experiencing homelessness, there are widespread reports that schools did not adequately engage students experiencing homelessness during pandemic-related school building closures.⁴ For additional resources that address the needs of students experiencing homelessness, please see the Department's COVID-19 Handbook Volume 1: [Strategies for Safely Reopening Elementary and Secondary Schools](#) and Volume 2: [Roadmap to Reopening Safely and Meeting All Students' Needs](#).

This letter is intended to provide additional information and recommendations to support States and LEAs in putting these resources to work to support students experiencing homelessness.

ARP Homeless I: Targeting Immediate Needs

As a result of the COVID-19 pandemic, students experiencing homelessness are increasingly under-identified, as learning outside of school building settings may have impeded the critical role of educators and staff in schools and districts to properly identify students, and these students have remained underserved by schools, districts, and States. New ARP funding to support students experiencing homelessness has tremendous potential to expand the systems in your State to identify and support the needs of homeless children and youth.

For ARP Homeless I, Attachment 2 lists the maximum State reservation amount for State-level activities (up to 25 percent) and the minimum amount of funds that a State must award to LEAs (at least 75 percent). We encourage each State to consider how best to use these resources at the State and LEA levels, in conjunction with the other funds, such as the ARP Elementary and Secondary School Emergency Relief (ARP ESSER) funds, that the Department recently awarded to States.

Funding for State-Level Activities

Following the requirements of the EHCY program, a State may reserve up to 25 percent of its allocation for State-level activities. Accordingly, we urge States to reserve sufficient funding to support training, technical assistance, capacity-building, and engagement at the State and LEA levels. These funds should specifically be used to help LEAs identify and support students experiencing homelessness.

In particular, the Department is concerned that historically underserved populations such as rural children and youth, Tribal children and youth, students of color, children and youth with disabilities, English learners, LGBTQ+ youth, and pregnant, parenting, or caregiving students experiencing homelessness may not have been identified and, as a result, may not be receiving the support and services they need. The Department encourages States to award from funds reserved for State-level activities subgrants or contracts to community-based organizations that are well-positioned to identify such children and youth and connect them to educationally related supports and wraparound services.

In addition, States should focus on providing technical assistance and training to LEAs that have not received an EHCY subgrant in the past to ensure that these LEAs are well-prepared to work in partnership with organizations to utilize the funds from ARP Homeless II. Then, when the second disbursement of

² <https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/homelessness.html>. See also: <https://www.cdc.gov/coronavirus/2019-ncov/community/homeless-shelters/homeless-youth.html>.

³ <https://schoolhouseconnection.org/lost-in-the-masked-shuffle-and-virtual-void/>.

⁴ For the definition of homelessness under the Education of Homeless Children and Youth program, see <https://nche.ed.gov/determining-eligibility/>.

ARP funds is available, States and LEAs can build on this work to continue identifying and providing timely and effective services to students experiencing homelessness.

We also specifically urge States to use their funds for State-level activities to provide support to LEAs to increase access to summer programming and plan for and provide wraparound services for this summer (summer 2021), in collaboration with State and local agencies and other community-based organizations. It is important to note that the needs of students experiencing homelessness must be addressed through the use of the ARP ESSER funds for State reservations (to address the academic impact of lost instructional time, summer learning and enrichment, and comprehensive afterschool programming) and the required LEA reservation for the academic impact of lost instructional time, and that the funding provided to support the needs of students experiencing homelessness by section 2001(b)(1) of the ARP is in addition to the support and services provided with ARP ESSER funds. (For example, a State may offer a summer learning and enrichment program for students disproportionately impacted by the pandemic, specifically including students experiencing homelessness, using ARP ESSER funds. A State may also use the ARP-HCY funds to complement its existing EHCY program to launch an outreach campaign to support students experiencing homelessness in enrolling in the ARP ESSER summer learning and enrichment program.)

Funding for LEAs

After reserving up to 25 percent of its ARP Homeless I allocation for State-level activities, an SEA must distribute the remaining ARP Homeless I funds (at least 75 percent of the SEA's total allocation) to LEAs following EHCY requirements.

In order to facilitate urgent disbursement and use of these funds, the Department strongly encourages States to use the funds reserved for LEAs primarily to supplement existing EHCY LEA subgrants. This will allow for more rapid fund distribution so that funds can immediately be used by LEAs to bolster their approaches to address the needs of students experiencing homelessness. States should encourage LEAs to use these funds to focus on identifying students *this spring* and to connect students experiencing homelessness and their families to summer learning and enrichment programs this summer (summer 2021), and to engage students and their families in preparation for this fall. The Department further encourages SEAs to analyze where there are significant concentrations of students and families experiencing homelessness across their State (including in LEAs that are not existing EHCY subgrantees), and how they will ensure that supports from ARP Homeless I can reach them.

Similar to our recommendation to SEAs to award subgrants or contracts for help to identify historically underserved populations such as rural children and youth, Tribal children and youth, students of color, children and youth with disabilities, English learners, LGBTQ+ youth, and pregnant, parenting, or caregiving students experiencing homelessness, the Department encourages LEAs with sufficient funds to award contracts to community-based organizations for this purpose, as well as to provide wraparound services to these students.

Uses of Funds

ARP Homeless I funds supplement the EHCY program, and all allowable EHCY uses apply to these funds. For more information, LEAs should reference the list of authorized activities in section 723(d) of the EHCY statute, 42 U.S.C. § 11433(d).

These activities may include any expenses necessary to facilitate the identification, enrollment, retention, and educational success of homeless children and youth, such as:

- providing wraparound services (which could be provided in collaboration with and/or through contracts with community-based organizations, and could include academic supports, trauma-informed care, social-emotional support, and mental health services);
- purchasing needed supplies (e.g., PPE, eyeglasses, school supplies, personal care items);
- providing transportation to enable children and youth to attend classes and participate fully in school activities;
- purchasing cell phones or other technological devices for unaccompanied youth to enable the youth to attend and fully participate in school activities;
- providing access to reliable, high-speed internet for students through the purchase of internet-connected devices/equipment, mobile hotspots, wireless service plans, or installation of Community Wi-Fi Hotspots (e.g., at homeless shelters), especially in underserved communities;
- paying for short-term, temporary housing (e.g., a few days in a motel) when such emergency housing is the only reasonable option for COVID-safe temporary housing and when necessary to enable the homeless child or youth to attend school and participate fully in school activities (including summer school); and
- providing store cards/prepaid debit cards to purchase materials necessary for students to participate in school activities.

LEAs must ensure that all costs are reasonable and necessary and that these uses of funds align with the purpose of, and other requirements in, the EHCY statute. In addition, when considering funding decisions, we want to emphasize that section 723(d)(16) of the EHCY statute allows the use of funds for “other extraordinary or emergency assistance needed to enable homeless children and youths to attend school and participate fully in school activities.” Accordingly, when considering funding decisions, LEAs should analyze the needs of students experiencing homelessness in light of the COVID-19 pandemic and its extraordinary impact.

This \$800 million ARP-HCY fund will allow us collectively to improve educational opportunities and outcomes for students experiencing homelessness across the Nation, and the Department is eager to partner with you in this effort. The Department is dedicated to supporting States and LEAs in the effective implementation of the ARP funds, and we will release information about technical assistance opportunities over the coming weeks. If you have questions about these funds or would like to request technical assistance, please contact homelessED@ed.gov.

As always, I thank you for all you do for children, youth, and families experiencing homelessness in your communities.

Sincerely,

/s/

Miguel A. Cardona, Ed.D.
Secretary
U.S. Department of Education

Attachments

cc: Governors
State Coordinators for the Education of Homeless Children and Youth

2024-2025
Classified Employees Handbook
Grand Island Public Schools

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FOREWORD

Welcome to Grand Island Public Schools! This handbook is intended to be used by classified employees to provide general information about the District and to serve as a guide to the District's policies, rules, and regulations, benefits of employment, and performance expectations.

References in this handbook to "classified employees" are intended to apply to all staff who are not required by their position to hold a teaching or administrative certificate.

Each classified employee is responsible for becoming familiar with the handbook and knowing the information contained in it. Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise. This handbook is intended to supplement other documents that deal with your employment, including your employment contract 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 adopted after this handbook, will control.

This handbook does not create a "contract" of employment. Classified employee positions and assignments may be ended or changed on an "at will" basis notwithstanding anything in this handbook or any other publication or statement, except for 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. In the event that a staff member does not understand a provision of this Handbook, it is the staff member's responsibility to seek the administration's interpretation of such provision.

Every staff member is subject to the Policies of the Board of Education. As such, every classified staff member should review the Policies of the Board of Education, available online at: www.gips.org. Specific department information is located on [the GRID](#) for staff members.

This handbook will be in effect for the 2024-2025 and subsequent school years unless replaced by a later edition.

Article 1 – SCHOOL CALENDAR AND SCHEDULES

Section 1 Severe Weather and School Closures

The Superintendent is authorized by the Board of Education to close school in case of severe weather or extenuating circumstances. If the Superintendent closes school, reasonable steps will be taken to notify staff as soon as practical. All staff members are expected to check the local news, their phone, and any other typical means of communication to determine if the school is closed on a workday. A staff member who reports to work on a closure date, but failed to check their phone, email, or other typical method of communication, will not be paid for that workday, unless the Superintendent or designee approves their pay or requires them to work that day.

Article 2 – EMPLOYMENT, COMPENSATION AND BENEFITS

Section 1 Employment

Classified employees may be asked in the spring whether they wish to continue employment during the following school year. This is done for staff planning purposes and does not constitute an offer of employment.

Should an employee wish to resign from employment the employee should give two weeks' written notice of resignation to the Chief of Human Capital Management or the employee's immediate supervisor.

Classified employees are "at-will" employees and may be terminated at any time by the school district. Notice of termination may be delivered by the administration at any time.

Section 2 Assignments

The duties to be performed are subject to assignment by the administration and your supervisor. Job descriptions, where available, may provide additional information about the position duties.

Employees are expected to devote full time attention and effort to their work and to perform the assigned duties diligently and faithfully to the best of the employee's ability.

Section 3 Personnel File

The District will follow the requirements of state and federal law and regulation regarding an employee's personnel file.

Section 4 Grievances and Complaints

Employee grievances or complaints shall be addressed through the administrative chain of command including the process set forth in board policy (see [Personnel Policy 6270](#)).

Section 5 Compensation

The Board of Education establishes the pay scale for each fiscal year. Following board action, classified employees are notified of their respective pay rates and any changes in fringe benefits for the year beginning August 5. The most current pay scales are posted on the [Grid under Human Resources](#). Teachers will be paid on the 15th of each month. It is mandatory for all employees to have their pay deposited electronically in a financial

institution of their choice. Paychecks may be viewed by logging onto School ERP Pro. Employees must complete 90 days in the position before requesting a transfer to a different position within the district.

New Employee Training Period

The training period for new employees is normally up to 90 calendar days (never less than 30 days). New employees must be evaluated by their supervisors within the training period before they can be moved to Step 1. New employees are encouraged to ask their supervisors about the evaluation prior to the end of the training period. The supervisor must recommend the rate change to the Human Resources Director before the rate can be changed . Rate changes will be effective at the beginning of the pay period after the recommended increase has been approved through the Human Resources Department.

One Year of Experience

One year of experience is defined as:

- 9 or 10 month employees working one complete semester or more
- 12 month employees working 6 months or more prior to August 5
- 12 month/part time employees working 6 months or more prior to August 5

Employees who do not receive one year of experience in their present job category in a current year will not advance one step on the schedule for the next year.

Movement on the Salary Schedule

If an employee has completed a "successful" year of experience, one step on the pay range is granted for the next school year. A "successful" year of experience is based on an overall rating of basic, proficient or distinguished on the Classified Staff Performance Appraisal form for the year. Employees who have reached the maximum pay (step 1) for the position they are assigned will be eligible to receive a "longevity" pay increase annually following the year they reach step 9.

If an employee does not receive a performance appraisal for the year, the performance of the employee will be considered "satisfactory" and the employee will advance one step on the pay range for the next school year. All Board action takes precedent for the salary schedule .

If an employee receives an overall rating of "not satisfactory" on the Classified Staff Performance Appraisal form for the year, an Improvement Plan must be completed at the time of the appraisal conference. The employee will **not** advance one step on the pay range for the next school year. The employee is at-will and may be discharged with a "not satisfactory" performance appraisal.

Section 6 Overtime

Overtime is paid to classified employees in accordance with the Fair Labor Standards Act (FLSA).

Classified employees may be classified as either “exempt” or “non-exempt” for overtime

purposes. Employees who are classified as exempt employees are not eligible for overtime. Those who are “non-exempt” are eligible for overtime.

The regular workweek for overtime purposes is from 12:00 a.m. on 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.

Employees will be expected to accurately report hours worked. An employee who falsified their time worked may be terminated, effective immediately.

Non-exempt employees must receive prior approval from their immediate supervisor to work additional hours beyond their regular work schedule. Non-exempt employees will be paid for each hour worked in excess of 40 hours in a workweek and are expected to accurately and timely report overtime hours to their supervisor.

Overtime pay for non-exempt employees will be paid at the rate of not less than 1 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 Chief of Human Capital Management will agree upon the overtime rate, in compliance with FLSA regulations.

The District’s policy is to not permit improper deductions from the salary of exempt employees who are required to meet a “salaried basis” test for the overtime exemption to be applicable. An employee who feels an improper deduction affecting exemption status has occurred shall 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 Superintendent or Superintendent’s designee may suspend an employee with or without pay for the employee’s violation of District policy or rules. Such suspensions and deductions (when applicable) will be made pursuant to law.

Article 3 – ABSENCES FROM WORK

Section 1 Absence Procedures

Requesting Leave. Leave requests should be made as soon as practicable under the circumstances. An employee who wants to use available leave is to submit a request for leave through the Timeclock Plus. A leave request should be submitted at least 5 duty days prior to the requested leave day. The supervisor may require that more notice be given, depending on the nature of the employee’s duties or the need to schedule a substitute.

Giving Notice of Unscheduled Absences. An employee who is unable to request advance approval for an absence because of the nature of the circumstance requiring the absence (such as personal illness or unforeseen emergency) is to report the need to be absent as soon as the situation is known. To report the need to take unexpected leave, employees are to contact their

immediate supervisor as soon as practical. Before the end of the day on the first day of the absence, and on each subsequent day of absence, the employee is to report to their immediate supervisor whether the employee will be able to return to work on the next duty day.

Returning from Absences. If an employee is absent without advance approval either: (1) the day immediately preceding or immediately following a regularly scheduled school break (such as winter break, spring break, and quarter or semester breaks) or (2) during the first two weeks or the last two weeks of school, the employee may be required to give verification (for example, a doctor's note) to establish that the employee was unable to work for an excusable condition or excusable reason.

Section 2 Payroll Deductions for Absences in Excess of Paid Leave

Should an employee be absent from work in excess of the employee's accumulated paid leave, the employee's compensation may be reduced by the day or days of work missed.

Section 3 Leaves of Absence

An employee may apply to the Chief of Human Capital Management for a leave of absence. The Chief of Human Capital Management may consider a leave of absence request on a case-by-case basis. Every leave of absence shall be without pay except as may be required under applicable state or federal laws.

Section 4 Sick Leave

Full-time employees must be actively employed to be granted sick leave for unavoidable absences due to personal illness or injury. Sick leave is accumulated at the rate of one day per month and is available for use after the end of the month in which it was earned. Unused sick leave may be accumulated to a maximum of 90 days of sick leave at full pay. Absences which exceed the employee's accumulated sick leave days are not paid. However, an employee may elect to use accumulated vacation time as additional sick leave.

Employees who use sick leave must indicate the illness on the corresponding days on their time record (TCP). In the case of any extended period of absence (three or more days) due to illness or injury, the supervisor or the Human Resources Director may require a doctor's written statement verifying the need for continued leave and specifying the probable time the employee will be able to return to work. After an absence due to illness of three or more days, a written release to return to work may be required from the employee's physician. Full-time classified employees are allowed to use, from their accumulated sick leave, up to a maximum of ten (10) days, for an illness of the employee's immediate family members, defined as spouse, child, step child, mother, father, brother, sister, mother-in-law, father-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, grandparent, grandchild, or person in the same home as part of the family and to attend the birth of a child or grandchild when the delivering mother is (i) spouse of the faculty member; (ii) a dependent daughter; (iii) a daughter-in-law; or (iv) a nondependent daughter, provided that the absence in excess of three (3) days to attend the birth of a child of the faculty member's spouse or dependent daughter shall require a physician's statement and absence in excess of three (3) days to attend the birth of a non-dependent daughter shall be

permitted only when severe medical conditions exist.

Section 5 Bereavement Leave

Full-time employees are eligible for a maximum of three (3) days per year with full pay for absence in case of death of an immediate family member, defined as spouse, child, step child, mother, father, brother, sister, mother-in-law, father-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, grandparent, grandchild, or person in the same home as part of the family. One day may be allowed for the funeral of a relative or close friend not defined as "immediate family." Employees who are hired after the beginning of the fiscal year (August 5th) will receive a prorated benefit for the remainder of that fiscal year.

Section 6 Vacation Leave

Full-time employees who are in a vacation earning status must be actively employed to be eligible for paid vacations. Actively employed indicates that the employee is on the job, on paid vacation, or on paid sick leave. Actively employed does not include employees who are on unpaid leave of absence, workman's comp or disability.

Please note the following schedules:

Twelve Month Employee Schedule

Continuous and Eligible Service	Vacation Days	Total Vacation Days
First day of work*		vacation accrued from start date per FTE- 5 days
Beginning 2nd through 3rd year	5/6 day per month	10 days anniversary date to anniversary date
Beginning 4th through 6th year	1 day per month	12 days anniversary date to anniversary date
7th through 14th years	1.25 days per month	15 days anniversary date to anniversary date
Beginning of 15th year	1.66 days per month	20 days anniversary date to anniversary date

Ten Month Employee Schedule

Continuous and Eligible Service	Vacation Days	Total Vacation Days
After 1 year**	1/2 day per month accrued	5 days per August to August fiscal year

*A new employee must complete a minimum of 12 months of employment to receive paid vacation days. The days may be taken prior to 12 months of continuous employment. However, if the employee leaves the district prior to one year of service they will be docked for vacation days which have been utilized.

**Employee’s move on vacation schedule on anniversary of employee’s start date of full time employment. New employees hired on or after February 16, will be considered first year employees from the date of employment through the next fiscal year.

Nine-month employees and part-time employees do not receive paid vacation days.

Vacation days should be used during the fiscal year in which they are earned. However, vacation days for one year's employment may be carried over to the next school year, but must be used prior to August 4 of that year. An employee will not be permitted to accrue any hours beyond 1 year of vacation.

When an employee separates from the district, unused and accrued vacation time will be paid out to the employee.

Section 7 Holiday Leave

Full-time employees (working at least 7 hours per day and 35 hours per week or more) are eligible for the paid holidays which fall during their months of employment. These holidays are:

9 Month	10 Month	12 Month
Labor Day Thanksgiving Day Christmas (1 day) New Year's Floating Holiday (2) + (1)	Labor Day Thanksgiving Day Christmas (2 days) New Year's Friday before Easter Memorial Day Floating Holiday (2) + (1)	Labor Day Thanksgiving Day Christmas (2 days) New Year's Friday before Easter Memorial Day Independence Day Floating Holiday (2) + (1)

If a holiday occurs while a full-time employee is on sick leave or vacation, that holiday is paid and is not counted as a sick day or a vacation day. An employee **must** be actively employed the workday before and after the holiday to be paid for the holiday.

Section 8 Floating Holiday Leave

Floating Holiday pay is included in the employee's total annual budgeted hours, and may be taken any time **during the employee's normal work schedule** with approval from the employee's immediate supervisor at least one week in advance of the day requested. Full time classified employees will receive two floating holidays per year, plus, staff who were eligible for sick leave the previous year and who used three or less days of sick leave will earn an additional floating holiday the next year. Full time employees must work the entire previous fiscal year to be eligible for the third floating holiday. Employees who are hired after the beginning of the fiscal year (August 5) will receive a pro- rated floating holiday benefit for the remainder of the school year, and floating holidays taken after notice of resignation is submitted will be prorated for that year. Floating holidays cannot be taken during the final week of school. An employee **must** be actively employed the workday before and after the floating holiday to be paid for the Floating holiday.

Section 9 Unpaid Leaves

The District complies with all laws that require leave to be allowed, such as for FMLA leaves, military service, and jury duty. Should an employee be absent from work in excess of the employee's available paid leaves, the absence will be unpaid leave except as may be required by law. The employee's salary may be subject to reduction for the day or days of work missed.

Section 10 Jury Duty Leave

An employee who is summoned for jury service must promptly notify their immediate supervisor. The employee will be allowed time off for jury duty, pursuant to law.

There will be no loss of salary or deduction to the employee for time spent in jury service. The District will reduce the employee's salary by an amount equal to any compensation, other than expenses, paid by the court for jury duty service.

If an employee reports for jury duty in the morning and is then dismissed from jury duty for the remainder of the day, the employee is to report for work and resume duties for the balance of the day, except as may be otherwise arranged by the employee's immediate supervisor.

Section 11 Family and Medical Leave

Employee Rights and Responsibilities under the Family and Medical Leave Act

Family and medical leave shall be allowed under the terms and conditions of the Family and Medical Leave Act of 1993, as amended (FMLA).

Basic Leave Entitlement. FMLA provides up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- For incapacity due to pregnancy, prenatal medical care, or childbirth;

- To care for your child after birth, or placement for adoption or foster care;
- To care for your spouse, son or daughter, or parent, who has a serious health condition; or
- For a serious health condition that makes you unable to perform your job.

The “leave year” for purposes of the FMLA is a “rolling” 12-month period, measured backward from the date of any FMLA leave usage.

Military Leave Entitlement. Eligible employees with a spouse, son, daughter, or parent on active duty or call to active-duty status in the National Guard or Reserves in support of a contingency operation may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered service member during a 12-month period. A covered servicemember is a current member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury or illness incurred in the line of duty on active duty that may render the servicemember medically unfit to perform his or her duties for which the servicemember is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or is on the temporary disability retired list.

Benefits and Protections. During FMLA leave, an employee’s health coverage under a “group health plan” will be maintained 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 an equivalent position with equivalent pay, benefits, and other employment terms.

An employee’s use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of the FMLA leave.

Eligibility Requirements. An employee is eligible if he or she has been employed with Grand Island Public Schools for at least one year, for 1,250 hours over the previous 12 months, and if there are at least 50 employees of the District within 75 miles of your work location.

Definition of Serious Health Condition. A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of his or her job or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three consecutive calendar days combined with at least two visits to a health care provider or one visit and a regiment of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Use of Leave. The employee must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the District's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

Substitution of Paid Leave for Unpaid Leave. An employee may choose, or Grand Island Public Schools may require use of accrued paid leave while taking FMLA leave. In order to use paid leave for FMLA leave, the employee must comply with the District's normal paid leave policies.

Employee Responsibilities. The employee must provide sufficient information for the District to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that 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. The employee also must inform the District if the requested leave is for a reason for which FMLA leave was previously taken or certified. The employee also may be required to provide a certification and periodic recertification supporting the need for leave.

Employer Responsibilities. The District will inform employees requesting leave whether they are eligible under FMLA. If they are, the notice will specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the District will provide a reason for the ineligibility.

The District will inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If the District determines that the leave is not FMLA-protected, the District will notify the employee.

Unlawful Acts by Employers. FMLA makes it unlawful for any employer to:

- Interfere with, restrain, or deny the exercise of any right provided under FMLA;
- Discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

Enforcement. An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer.

FMLA does not affect any Federal or State law prohibiting discrimination or supersede any State or local law or collective bargaining agreement which provides greater family or medical leave rights.

For additional information you may refer to FMLA poster at school or contact the U.S. Wage and Hour Division at:

1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627

www.wagehour.dol.gov

To submit a request for use of FMLA, or to plan for payment of benefits while on FMLA leave, contact the Human Resources Office.

Section 12 Military and Family Military Leave

Military leave and family military leave will be granted to the extent required by state and federal law and in accordance with Board policy.

Employees requesting to take military leave or family military leave under the Nebraska statutes must notify the Human Resources Office at least 14 days in advance of taking such a leave if the leave will be for 5 or more consecutive days and consult with their immediate supervisor to schedule the leave so as to not unduly disrupt operations of the District. For leaves of less than 5 days, the employee is to notify the Human Resources Office of the leave request as soon as practicable. Employees are to attach a copy of their orders to a leave request form when they prepare the request for military leave.

Section 13 Adoption Leave

Adoption leave will be permitted to be taken by an adoptive parent for the same time and on the same terms as an employee is permitted to take a leave of absence upon the birth of the employee's child.

The adoptive parent leave of absence begins following the commencement of the parent-child relationship. The parent-child relationship commences, for purposes of adoption leave, when the child is placed with the employee for purposes of adoption. The employee shall be deemed to have waived any adoptive leave days not taken following the commencement of the parent-child relationship, except as the Chief of Human Capital Management and the employee may otherwise agree. Advance notice of an anticipated adoption shall be provided by the employee to the Human Resources Office as early as possible.

Section 14 Subpoena to Testify Leave

An employee must promptly notify their immediate supervisor when the employee receives a lawfully issued subpoena to testify in court or to give a deposition that may require an absence from duty.

In the event the subpoena involves a job-related matter in which the employee is testifying on behalf of the District, the absence will be treated similar to a jury duty leave.

In the event the subpoena involves a personal matter, the employee will be required to use available leave days. The Human Resources Office shall make the final determination as to whether a matter is personal to the employee.

Section 15 Voting Leave

Employees will be allowed paid time off to vote in an election if the employee: (a) is a registered voter; (b) does not have 2 consecutive hours between the time of the opening and closing of the polls during which the employee is not required to be present at work; and (c) applies for voting leave prior to or on election day with their immediate supervisor.

When voting leave is available, an employee will be entitled to be absent from work on election day for such period of time as will, when considering the employee's non-working time, total 2 consecutive hours between the time of the opening and closing of the polls. When voting leave is

used, no deduction shall be made from the employee's salary or wages on account of such absence. The immediate supervisor may specify the hours during which the employee may be absent for voting leave.

Section 16 Leave Sharing Program

In the event a classified employee has exhausted all paid leave options and has a medical emergency resulting in a prolonged absence from work with a substantial amount of income loss, the employee may request donated days from the Leave Sharing Program. See [the GRID](#) under Human Resources for more information and appropriate paperwork.

Article 4 – DUTIES AND RESPONSIBILITIES

Section 1 Hours of Work & Meetings

Regular, dependable in-person attendance at work is an essential function of a classified employee's employment position.

Employees are required to attend meetings called by the administration or their supervisors, except those meetings which are designated for optional attendance.

Section 2 Arrival to Duty Assignments

Classified employees' work assignments may or may not be scheduled during the regular school day. Classified employees are expected to know their duty dates and times, and to be on time for work.

Section 3 Leaving School

Employees are to be on duty at all times during the assigned workday. Employees may not leave school or their assigned area during duty hours without the approval of their immediate supervisor. If approval is given, employees must sign out in the office when leaving the building.

Employees who leave the school during their designated lunch period or for an approved absence must check out and check back in the office. Employees who need to leave during the school day for unexpected reasons (such as illness or an emergency) must notify their immediate supervisor as soon as practical.

Section 4 School Procedures

Employees are expected to adhere to the following school procedures in the performance of their duties:

1. Photo ID card worn at all times whenever they are working in the district.
2. Use of Cell Phones. Employees must ensure that any use of a cell phone does not interfere with their job duties, distract from their attention to the job, or extend beyond a reasonable time, as determined by their immediate supervisor.

Employees are not to use cell phones or otherwise engage in distracted driving

while transporting students, driving a school vehicle, or while on duty. This rule applies to the driver regardless of whether the vehicle is in motion. The only exception to these rules is in the case of emergencies. Employees will abide by all rules of the road and any applicable rules of the Nebraska Department of Education and the District relating to driving a motor vehicle. Seat belts and child restraint systems must be used by all occupants.

3. Checking Out of Equipment. All equipment must be checked out through the Supervisor. School equipment may be used only for school purposes. School equipment and other resources may be used for personal purposes only as authorized by the Superintendent or designee.

Section 5 Supervision of Students

Proper supervision of students is necessary. Employees responsible for student supervision are expected to meet the four “P’s” for student supervision and safety. All employees of the school should be familiar with these principles, to the extent they may be involved in supervision of students or interacting with students.

1. Proper Supervision

- Report to all duty assignments on time.
- Circulate through your duty area. Pay particular attention to areas and activities that pose an increased risk of injury.
- Be vigilant while supervising students. Never leave the students unattended; the need to make a copy is not greater than the need to supervise the students. If an emergency requires that an employee must leave students, the employee must request that another nearby staff member supervise those students or notify the office so someone can help. If the employee is on recess duty, the employee’s responsibility is to supervise the students in the assigned area. When talking with other adults or students, remember that the employee’s primary duty is supervision, and the employee is to be aware of what all students are doing.
- If the employee has seen or has been informed that a particular student has a propensity to act dangerously or in an unpredictable manner, the employee’s supervision of that student must increase with the known risk of injury. (Remember, though, that this type of information may be confidential—do not share confidential information about students except with other staff who need to know the information to perform their jobs).
- Be careful with touching students. Touching students should be limited to that necessary to protect the student. Corporal punishment is prohibited in our school district and is not to be used. Physical force may only be used to the extent reasonably necessary to protect the student, yourself, and others, and to protect property as may be reasonable.
- Use good judgment when dealing with difficult situations involving students. Physical confrontation generally escalates tense situations.
- Be careful with language. Profanity or abusive language should not be used. Be a good role model for students. If a student uses such language, you

should correct the student and take disciplinary action as is appropriate, which may include making a report to the 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 they will be remembered.

3. Proper Maintenance of Buildings, Grounds, and Equipment

- Conduct periodic inspections of equipment under your control or in your area of supervision.
- If equipment is broken and presents a risk of injury, immediately take it out of service (if it can't be moved, tape a "Do Not Use" sign) and notify the Principal immediately so repairs may be undertaken.

4. Proper Warnings

- If you have knowledge of a hazard that can likely cause injury, take steps to warn other staff and students. Tell your immediate supervisor immediately so additional warnings may be given.

Contact the Principal for Assistance

The Principal 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 Principal 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)

Violations of student rules which are also violations of state law are required to be reported to law enforcement. Make a report of such conduct to the Principal so this law may be followed.

Student Searches

Only certificated staff may conduct searches of students. The Principal must be contacted so they can be present during searches of students or their belongings. A student suspected of having an item in violation of school rules should be directed to wait until a certificated staff is present. 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.

Section 6 Reporting Child Abuse

Nebraska state law and District policy requires staff to promptly make a report to the proper law enforcement agency or the Department of Health and Human Services (Child Protective Services) when the employee has reasonable cause to believe that a child has been abused or neglected, including sexual abuse, or a child is in a situation which 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:

1. Placed in a situation that endangers his or her life or physical or mental health;
2. Cruelly confined or cruelly punished;
3. Deprived of necessary food, clothing, shelter, or care;
4. Left unattended in a motor vehicle if such minor child is six years of age or younger;
5. Sexually abused; or
6. Sexually exploited by allowing, encouraging, or forcing such person to solicit for or engage in prostitution, debauchery, public indecency, or obscene or pornographic photography, films, or depictions.

Employees are to inform the Principal that they intend to make a report. However, simply informing a Principal or supervisor does not end the employee's responsibility; employees are obligated by law to make certain a report was made if they do not do it themselves.

This requirement shall apply to all school employees, including coaches and volunteers, participating in interstate amateur athletic competitions. The term "promptly" means "within a 24-hour period."

It is vital that the report be made as accurately and as soon as possible. To assure accuracy, you are encouraged to document the date of the incident and specific statements or explanations made by a child regarding an abuse/neglect concern. Timeliness in making a report will assist in minimizing further risk to the child by allowing the police or Child Protective Services workers to promptly interview the child. A counselor or an administrator will help you with any questions or concerns that you may have.

Article 5 – PERSONAL AND PROFESSIONAL CONDUCT

Section 1 Ethics Standards

The Grand Island Public School District expects its classified employees to adhere to ethics standards which are modified from those established by the Nebraska Department of Education for certificated employees. The classified school employment job ethics standards which classified employees are expected to adhere to include those set forth below.

Principle I - Commitment as a School Employee:

Employees shall exhibit good moral character, maintain high standards of performance, and promote equality of opportunity.

In fulfillment of the employee's contractual and personal responsibilities, the employee:

1. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
2. Shall not discriminate on the basis of 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.
3. Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence personal decisions.
4. Shall not make any fraudulent statement or fail to disclose a material fact for which the employee is responsible.
5. Shall not exploit school relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
6. Shall not sexually harass students, parents or school patrons, employees, or board members.
7. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of job duties.
8. Shall report to the Chief of Human Capital Management any known violation of paragraphs 2 or 5 above.
9. Shall seek no reprisal against any individual who has reported a violation of this rule.

Principle II - Commitment to the Student:

Mindful that the employee's classified position exists for the purpose of serving the best interests of the school district's students and patrons, the classified employee shall perform his/her job duties with genuine interest, concern, and consideration for the student. The employee shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the employee:

1. Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.
2. Shall keep in confidence personally identifiable information that has been obtained in the course of employment unless disclosure is approved by the administration or is required by law.
3. Shall not discipline students using corporal punishment.

Principle III - Commitment to the Public:

The magnitude of the responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The classified employee bears responsibility for instilling an understanding of confidence in the rule of law, respect for individual freedom, and a responsibility to promote respect from the public for the integrity of the profession.

In fulfillment of the obligation to the public, the employee:

1. Shall not misrepresent an institution with which the employee is affiliated and shall take added precautions to distinguish between the employee's personal and institutional views.
2. Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
3. Shall neither offer nor accept gifts or favors that will impair judgment to be exercised in the course of employment.
4. Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
5. Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any state or territory.
6. Shall, with reasonable diligence, attend to the duties of the employee's position.

Principle IV - Commitment to Classified Position Employment Practices:

The employee shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The employee shall believe that sound personnel relationships with governing administration and board of education are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to employment practices, the employee:

1. Shall apply for, accept, offer, or assign a position or responsibility on the basis of preparation and legal qualifications.
2. Shall not knowingly withhold information regarding a position from an applicant or employer or misrepresent an assignment or conditions of employment.
3. Shall give prompt notice to the employer of any change in availability of service.
4. Shall conduct job-related business through designated procedures, when available, that have been approved by the employing agency.
5. Shall not assign unqualified personnel tasks for which an employee is responsible.
6. Shall permit no commercial or personal exploitation of his or her employment position.
7. Shall use time on duty and leave time for the purpose for which intended.

Competent Performance

Employees must possess the abilities and skills necessary to accomplish the designated task.

Therefore, each employee shall:

1. Keep records for which he or she is responsible in accordance with law and policies of the school system;
2. Supervise others in accordance with law and policies of the District;
3. Recognize the role and function of community agencies and groups as they relate to the District and to his or her position, including but not limited to health and social services, employment services, community teaching resources, cultural opportunities, educational advisory committees, and parent organizations.

Each employee shall:

1. Utilize available materials and equipment necessary to accomplish the designated task;
2. Adhere to and enforce written and dated administrative policy of the District which has been communicated to the educator;
3. Use channels of communication when interacting with educators, community agencies, and groups, in accordance with policy.

Each supervisor shall:

1. Make reasonable assignment of tasks and duties in light of individual abilities and specialties and available personnel resources.

Communication Skills: In communicating with students and other employees, each employee, within the limits prescribed by his or her assignment and role, shall:

1. Utilize information and materials that are relevant to the designated task;
2. Use language and terminology which are relevant to the designated task;
3. Use language which reflects an understanding of the ability of the individual or group;
4. Assure that the designated task is understood;
5. Use feedback techniques which are relevant to the designated task;
6. Consider the entire context of the statements of others when making judgments about what others have said;
7. Encourage each individual to state his ideas clearly.

Management techniques: The employee shall:

1. Resolve discipline problems in accordance with law, board policy, and administrative regulations and policies;
2. Maintain consistency in the application of policy and practice;
3. Develop and maintain positive standards of conduct.

Human and Interpersonal Relationships: Employees shall possess effective human and interpersonal relations skills and therefore:

1. Shall allow others who hold and express differing opinions or ideas to freely express such ideas;
2. Shall not knowingly misinterpret the statement of others;
3. Shall not show disrespect for or lack of acceptance of others;
4. Shall provide leadership and direction for others by appropriate example;
5. Shall offer constructive criticism when necessary;
6. Shall comply with reasonable requests and orders given by and with proper authority;
7. Shall not assign unreasonable tasks;
8. Shall demonstrate self-confidence and self-sufficiency in exercising authority.

Personal Requirements: Each employee within the scope of delegated authority shall:

1. Be able to engage in physical activity appropriate to the designated task except for temporary disability;
2. Be able to communicate so effectively as to accomplish the designated task;

3. Appropriately control his or her emotions;
4. Possess and demonstrate sufficient intellectual ability to perform designated tasks.

Contractual Obligations: Employees shall adhere fully to the terms of a contract or appointment.

Section 2 Role Model

Employees serve as role models for students and their actions and conduct reflect on the school as a whole. Employees are in all respects to conduct themselves in a professional manner.

Section 3 Professional Boundaries

All employees are expected to observe and maintain professional boundaries between themselves and students. A violation of professional boundaries will be regarded as a form of misconduct and may result in disciplinary action.

The following non-exclusive list of actions will be regarded as a violation of the professional boundaries that employees are expected to maintain with a student:

- Using e-mail, text messaging, instant messaging, or social networking sites to discuss with a student a matter that does not pertain to school-related activities, such as the student's homework, class activity, school sport or club, or other school-sponsored activity. Electronic communications with students are to be sent simultaneously to multiple recipients, not to just one student, except where the communication is clearly school-related and inappropriate for persons other than the individual student to receive (for example, e-mailing a message about a student's grades).
- Engaging in social-networking friendships or communications with a student on social networking sites. Material that employees post on social networks that is publicly available to those in the school community must reflect the professional image applicable to the employee's position and not impair the employee's capacity to maintain the respect of students and parents or impair the employee's ability to serve as a role model for children. Employees shall not friend, communicate with, or follow students on any social networking site.
- Engaging in sexual activity, a romantic relationship, or dating a student or a former student within one year of the student graduating or otherwise leaving the District.
- Making any sexual advance - verbal, written, or physical - towards a student.
- Showing sexually inappropriate materials or objects to a student.
- Discussing with a student a sexual topic that is not related to a specific curriculum.
- Telling sexual jokes to a student.
- Invading a student's physical privacy (e.g., walking in on the student in a restroom).

- Hugging or other physical contact with a student that is initiated by the employee when the student does not seek or want this attention.
- Being overly "touchy" with a specific student.
- Allowing a specific student to get away with misconduct that is not tolerated from other students, except as appropriate for students with an IEP or 504 Plan.
- Discussing with the student the employee's problems that would normally be discussed with adults (e.g., marital problems).
- Giving a student a ride in the employee's personal vehicle without express permission of the student's parent or school administrator unless another adult is in the vehicle.
- Taking a student on an outing without obtaining prior express permission of the student's parent or school administrator.
- Inviting a student to the employee's home without prior express permission of the student's parent and school administrator.
- Going to the student's home when the student's parent or a proper chaperone is not present.
- Giving gifts of a personal nature to a specific student.
- Discussing alcohol, tobacco, or other illicit drugs in a non-instructional setting, such as describing a party that the employee attended.
- Discussing another student's or employee's personal matters when it is not appropriate outside of the instructional setting.
- "Grooming," which includes building trust with a student and individuals close to the student in an effort to gain access to and time alone with the student, with the ultimate goal of engaging in sexual contact or sexual penetration with the student, regardless of when in the student's life the sexual contact or sexual penetration would take place.

Appropriate exceptions are permitted to the foregoing for legitimate health or educational purposes and for reasons of family relationships between employees and their children who are students in the District. A staff member seeking an exception must receive advance approval from his or her administrator. If a staff member is unable to communicate with an administrator in advance (such as in the event of an emergency), the staff member must notify the administrator as soon as possible, but not later than 24 hours immediately following the event.

Any person who suspects a District employee of engaging in any prohibited conduct under this policy, including grooming, should contact the Chief of Human Capital Management as soon as

practical.

An employee who violates this policy may face discipline, up to and including termination of employment, and may be referred to the appropriate certification or credentialing agencies for further discipline.

A violation of this policy will result in referral to the Department of Health and Human Services, law enforcement, or both.

Section 4 Relationships

It is important for employees to maintain an effective working relationship with the administration and all co-workers. Employees are also to maintain appropriate relationships with students.

Section 5 Civility

All employees shall behave with civility, fairness, and respect in dealing with fellow employees, students, parents, patrons, visitors, and anyone else having business with the District. Uncivil behaviors are prohibited. Employees may be subject to disciplinary action up to and including termination for engaging in uncivil behaviors.

Uncivil behaviors are any behaviors that are physically or verbally threatening, either overtly or implicitly, as well as behaviors that are coercive, intimidating, violent or harassing. Such interactions are prohibited in all forms of communication, including telephone conversations, texting, voice mail messages, face-to-face conversations, written communications, and email messages.

Any employee aware of another employee's uncivil behavior shall report the conduct to the employee's immediate supervisor or to the Chief of Human Capital Management. There will be no retaliation against the person for making the report.

Section 6 Notification of Arrest, etc.

Employees must notify Chief of Human Capital Management 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 the District;
 - ii. Would impact the employee's ability to operate a motor vehicle if the employee's work duties include driving; 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 District property, 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 Chief of Human Capital Management 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.
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 receipt of this handbook.

Employees must give full disclosure of the existence and nature of the above proceedings and must also promptly notify the Chief of Human Capital Management of the disposition of the proceedings.

Legal documents relating to the proceedings shall be treated and maintained as part of the employee's confidential criminal background file.

Failure to notify as required under this policy may subject the employee to disciplinary action, including termination.

Section 7 Evaluations

Evaluations of employees will be conducted in accordance with the District's evaluation policy. Supervisors reserve the right to observe, appraise or evaluate employees more frequently than required by policy on an as-needed basis. Employees are expected to make themselves available for evaluation on request, to participate constructively and positively in the evaluation process, and to accept and implement constructive suggestions and improvement strategies developed by the administration.

Section 8 Employee Complaints or Concerns

Employees are to inform their supervisor or the Chief of Human Capital Management of any complaints or concerns about the operations of the District using the established chain of command (immediate supervisor, next higher-level supervisor, etc.) on all matters that require administrative attention; that is, on all matters or issues that their job responsibilities require them to report to a supervisor.

It is important to the efficient and successful operation of the District and a duty of all employees to share any such complaints or concerns in a responsible, professional manner such as to: (1) not disrupt the proper functioning of their duties, (2) not undermine the authority of their co-workers, supervisors, or superiors, (3) maintain close working relationships with their co-workers, supervisors, and superiors, and (4) ensure that all applicable laws and regulations are followed. All official communications from employees must be accurate, demonstrate sound judgment, and promote the District's mission. Employees must ensure that all applicable laws and regulations are followed by the District and its employees. In the event an employee becomes aware of any such non-compliance, the employee is to report such to the employee's immediate supervisor (or the next higher level, if the supervisor is responsible for the problem) and maintain the confidentiality of the report so that the problem can be appropriately corrected in the best interests of the District.

Employees are to use the appropriate complaint or grievance mechanism for matters involving discrimination or harassment or other established mechanism specific to the nature of the complaint or concern.

The District will not tolerate unlawful retaliation against an employee for engaging in legally protected activity. A protected activity includes an employee's act of opposing an unlawful practice prohibited by employment discrimination or other laws that protect the conduct in question. Any act of unlawful retaliation by a supervisor or other employee may result in serious disciplinary action up to and including termination. Any employee may file a complaint with the Superintendent or appropriate Coordinator if the employee feels that they have experienced unlawful retaliation in any form.

Section 9 Attire

It is important for teachers to project a professional image to students, parents, co-workers, and patrons. Appropriate attire and grooming are one of the means of projecting a professional image. Teachers are expected to maintain professional attire and grooming when on duty. As professionals, teachers are expected to be aware of the standard to be maintained. See [GIPS Board Policy 6212](#) for details. The administration may establish more detailed guidelines for individual teachers should that be necessary.

Section 10 Outside Employment

Employees shall not perform duties unrelated to District employment during duty hours. In addition, employees shall not engage in employment which conflicts with their school duties.

Section 11 Employee Fundraising

Any employee who directly or indirectly seeks to use their position as a District employee to fundraise (such as through a crowd funding initiative) must obtain prior approval from the Superintendent or Superintendent's designee before taking any action to fundraise.

District employees who engage in fundraising efforts in their private capacities need not abide by this policy.

Article 6 – USE OF SCHOOL FACILITIES AND EQUIPMENT

Section 1 Drug-Free Workplace

The District has established the school as a drug-free workplace. The drug-free workplace for this purpose includes school grounds, school utilized vehicles, and places in which school activities are held.

The unlawful manufacture, distribution, disposition, possession, or use of tobacco, alcohol or a controlled substance is prohibited in the workplace. The possession, use or distribution of illicit drugs or alcohol, the use of glue or aerosol paint or any other chemical substance for inhalation, and being under the influence of illicit drugs, alcohol, or inhalants, is prohibited in any place on school grounds, in a school utilized vehicle or any location over which the District had control. The possession or distribution of a look-alike drug or look-alike-controlled substance is similarly prohibited. Any level of impairment from illicit drugs, alcohol, or inhalants, and the presence of any odor of illicit drugs (such as marijuana) or alcohol on an employee in the workplace or on duty time shall be a violation of the drug-free workplace. In addition, employees are expected to serve as role models for students and will be considered to have violated the District's expectations in the event the employee commits a criminal drug or alcohol offense off the workplace or off duty time.

As a condition of employment employees will abide by the District's drug-free workplace policies and notify the Chief of Human Capital Management of any criminal drug statute conviction for a violation occurring in the workplace no later than 5 days after such conviction. Disciplinary sanctions up to and including termination of employment and referral for prosecution will be imposed for violations of the District's drug-free workplace policies. Sanctions may include the requirement that the employee complete an appropriate rehabilitation program, a reprimand, or termination of employment. Drug and alcohol counseling and rehabilitation and reentry programs are available through local health agencies.

Section 2 Smoke and Tobacco-Free Workplace

The use of tobacco products is prohibited on school grounds.

"Tobacco products" means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. This does not preclude adults from wearing non-visible nicotine patches, or using nicotine gum without displaying the product container, as part of a smoking cessation program.

Section 3 Weapon-Free Workplace

The District prohibits any person from being in possession of a weapon at a school attendance facility, on school property, at a school-supervised activity, or at a school-sponsored function. Any employee found to be in violation of this policy shall be subject to disciplinary action, up to and including termination.

The phrase "possession of a weapon" includes, without limitation, a weapon in an employee's personal possession or within reach (such as in the employee's vehicle), as well as in an employee's desk, locker, briefcase, backpack, or purse.

Section 4 Use of School Facilities

An employee who is issued school keys or fobs shall not lose their keys or fobs and shall not allow others to have access to or to use their keys or fobs. Employees are permitted to have access to school facilities during non-school time provided such access is for work-related purposes and the Principal or supervisor has given permission for such access. When employees leave the building, they are to close all windows, lock doors, and make sure that the entry door is fully closed and locked. This is especially important when employees are using the school facilities during any weekend or evening use.

Use of school supplies (paper, staples, etc.), school equipment (copiers, fax machines, telephones, etc.) and school postage is to be for approved school-related purposes only. Excess or surplus supplies or equipment, including items which have been placed in the trash, must not be removed for non-school use without approval from the Principal.

Section 5 Recording of Others

To ensure the privacy and confidentiality of student information, no employee is authorized to record or transmit any sound or image of any person (including themselves) without the prior consent or authorization of either (1) the person or persons being recorded or whose image or sound is being transmitted, (2) by authorized staff for purposes of child welfare (for example, to record images of injuries to students caused or believed to be caused by another person), or (3) the Superintendent or Superintendent's designee. This prohibition applies to all staff, regardless of the content or context of the image or sound; however, this provision shall not apply to District-sponsored athletic or activity events where the focus of the recording or transmission is on the student performances or activity. Nothing in this provision shall prohibit the recording of an Individualized Education Program meeting if the recording is necessary to ensure that the parent understands the IEP or the IEP process or to implement other parental rights guaranteed by the Individuals with Disabilities Education Act.

Article 7 – STATE AND FEDERAL PROGRAMS

Section 1 Notice of Nondiscrimination

Grand Island Public Schools 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 admission or access to, or treatment of employment, in its programs and activities. The Coordinators listed in Section 2 have been designated to handle inquiries regarding complaints, grievance procedures or the application of these policies of nondiscrimination.

Local complaint or grievance procedures are provided for by the District and set forth in this handbook. If an employee does not feel that a complaint of nondiscrimination has been satisfactorily resolved at the school level, the employee may file a complaint with the appropriate federal or state agency. Complaints are to be filed with the regional Department of Education, Office for Civil Rights where the complaint relates to Title IX (discrimination, harassment or lack of equity based on gender), Title VI (discrimination or harassment based on race (including

skin color, hair texture and protective hairstyles), color, or national origin) or Section 504 (discrimination, harassment, or failure to accommodate a disability). Complaints are to be filed with the regional U.S. Equal Employment Opportunity Commission (EEOC) if the complaint relates to Title VII (discrimination or harassment based on race (including skin color, hair texture and protective hairstyles), color, gender, national origin, or religion), the Americans with Disabilities Act (discrimination, harassment, or failure to accommodate a disability), or the Age Discrimination in Employment Act (discrimination based on age). The contact information for the OCR and the EEOC in this regard are:

Office for Civil Rights (OCR)
 One Petticoat Lane
 1010 Walnut St. 3rd Floor, Suite 320
 Kansas City, MO 64106
 (816) 268-0550 (voice)
 Fax (816) 268-0599

The U.S. Equal Employment
 Opportunity Commission (EEOC)
 Gateway Tower II
 400 State Avenue, Suite 905
 Kansas City, MO 66101
 (800) 669-4000
 TDD: (800) 669-6820

(800) 877-8339 (telecommunications device
 for the deaf), or ocr.kansascity@ed.gov.

Section 2 Designation of Coordinators

Any person having inquiries concerning the District’s compliance with nondiscrimination laws or policies or other programs should contact or notify the following person(s) who are designated as the coordinator for such laws, policies, or programs. The contact address for the coordinator is: Grand Island Public Schools, [Address], [City], Nebraska [Zip]; Phone: ([Area Code]) [Telephone Number]:

Law, Policy, or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment based on race (including skin color, hair texture and protective hairstyles), color, or national origin; harassment	<u>Students</u> : Associate Superintendent <u>Staff</u> : Chief of Human Capital Management
Title IX	Discrimination or harassment based on sex; gender equity	<u>Students</u> : Associate Superintendent <u>Staff</u> : Chief of Human Capital Management
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment, or reasonable accommodations of persons with disabilities	<u>Students</u> : Associate Superintendent <u>Staff</u> : Chief of Human Capital Management
Homeless student laws	Children who are homeless	<u>Students</u> : Associate Superintendent

		<u>Staff</u> : Chief of Human Capital Management
Safe and Drug Free Schools and Communities	Safe and drug free schools	<u>Students</u> : Associate Superintendent <u>Staff</u> : Chief of Human Capital Management

Section 3 Anti-discrimination & Harassment Policy

Grand Island Public Schools is committed to offering employment and educational opportunities to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, and other employees, students or other persons is prohibited. In addition, the District will endeavor to protect employees and students from reported discrimination or harassment by non-employees or others in the workplace and educational environment.

For purposes of this policy, discrimination or harassment based on a person’s 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 is prohibited. The following are general definitions of what might constitute prohibited harassment:

1. In general, verbal or physical conduct relating to a person’s protected status constitutes harassment when the conduct unreasonably interferes with the person’s work performance or creates an intimidating work, instructional or educational environment.
2. Age harassment has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person’s age.
3. Sexual harassment has been defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the workplace, classroom, or educational environment. Sexual harassment may exist when:
 - a. Supervisors or managers make submission to such conduct either an explicit or implicit term and condition of employment (including hiring, compensation, promotion, or retention);
 - b. Submission to or rejection of such conduct is used by supervisors or managers as a basis for employment related decisions such as promotion, performance evaluation, pay adjustment, discipline, work assignment, etc.
 - c. The conduct has the purpose or effect of unreasonably interfering with an individual’s work or educational performance or creating an intimidating, hostile, or offensive working, classroom, or educational environment.

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

Grievance Procedures

Employment related grievances or complaints shall be addressed through the administrative chain of command, including the process set forth in board policy (see [Personnel Policy 6270](#)).

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 by employees 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 30 days of the filing of the Complaint, unless such time period is extended by agreement with the Complainant, or a longer period is reasonably necessitated by the circumstances. The decision shall be made in writing, shall set forth the Coordinator’s proposed resolution of the Complaint, and shall be forwarded to the Complainant.
5. The Complainant shall have 10 days from the date the Coordinator’s decision is sent to the Complainant to accept or reject the Coordinator’s proposed resolution. The Complainant shall be deemed to have accepted the proposed resolution unless the Complainant rejects the proposed resolution within such time period.
6. In the event the Complainant rejects the proposed resolution, the Complainant shall be given the opportunity to file a request for reconsideration within 10 days from the date the Coordinator’s decision is sent to the Complainant. The request for reconsideration shall be filed with the Coordinator. Upon receipt of the request for reconsideration, the Coordinator shall promptly forward the request for reconsideration and all evidence received by the Coordinator in connection with the Complaint to a third person for review (either an administrator or other employee of the District, or members of the Board of Education or Committee of

the Board).

7. A decision on the request for reconsideration shall be made within 10 days after the request for reconsideration was filed unless the Board or Committee of the Board is the reviewer, in which event the decision shall be made within 30 days of the filing of the request for reconsideration, unless such time period is extended by agreement with the Complainant, or a longer period is reasonably necessitated by the circumstances.

**2024-2025
TEACHER HANDBOOK
GRAND ISLAND PUBLIC SCHOOLS
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**Grand Island Public Schools Teacher Handbook
2024-2025 School Year**

FOREWORD

Section 1 Intent of Handbook

Welcome to Grand Island Public Schools! This handbook is intended to be used by teachers and other certificated staff to provide general information about Grand Island Public Schools 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 Grand Island Public Schools and the Grand Island 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.

Every staff member is subject to the Policies of the Board of Education. As such, every classified staff member should review the Policies of the Board of Education, available online at www.gips.org. Specific department information is located on [the GRID](#) for staff members.

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 decide based upon applicable school district policies, state and federal statutes and regulations, and the best interests of the District. In the event that a staff member does not understand a provision of this Handbook, it is the staff member’s responsibility to seek the administration’s interpretation of such provision.

This handbook will be in effect for the 2024-2025 and subsequent school years unless replaced by a later edition.

Article 1 – CONTRACT DAYS

Section 1 Contract Days

Teachers are contracted for 187 of contract days for the school year. Contract days shall be serviced by individual teachers on varying schedules as established by the Superintendent or Superintendent’s designee.

Section 2 Make-Up Days

In the event teachers are not required to report for duty due to inclement weather conditions or other circumstances whereby a duty day is canceled, such days shall not be credited as a contract day served. Make-up days 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 – EMPLOYMENT, COMPENSATION AND BENEFITS

Section 1 Employment

On March 15 of each school year teachers will be requested to accept employment for the next school year. It is important for teachers to respond to the request to signify acceptance as a failure to signify acceptance of employment by the designated date shall constitute cause for amendment of termination of the teacher’s contract.

Should a teacher wish to resign from employment the teacher must give written notice of resignation to the Superintendent. The request to resign may 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 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.

Section 2 Assignments

The professional duties to be performed by a teacher with the District shall be subject to assignment by the Superintendent or designee. A teacher will be expected to devote full time during days of school to the teacher’s position and to perform the assigned duties diligently and faithfully to the best of the teacher’s professional ability. Job descriptions, where available, may provide additional information about the position duties.

In addition to the normal duties traditionally required of teachers, a teacher may be assigned such “extra duty” assignments to support the extra-curricular programs of the District, which shall be upon such terms and conditions and at such additional rate of compensation as the Teacher and the District may agree upon or as set forth in the negotiated agreement. The extra-curricular program of the District is an integral part of the overall educational program of the District. As such, a teacher shall not unreasonably refuse to accept such extra-duty assignments. In addition, performance in an extra duty assignment is a part of the evaluation of the teacher’s overall performance to the District.

Section 3 Personnel File

The District will follow the requirements of state and federal law and regulation with regard to a teacher's personnel file. Contact the human resources office with questions concerning a personnel file.

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, including the process set forth in board policy (see [GIPS Board Policy 6270](#)).

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, and the extra-duty salary schedule also incorporated into the negotiated agreement. Paychecks may be viewed by logging onto School ERP Pro.

Salary Payments. Salary is payable over twelve equal installments. Teachers will be paid on the 15th of each month. It is mandatory for all employees to have their pay deposited electronically in a financial institution of their choice. In no event shall the Board advance more than one month's salary to any staff member. 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.

Salary Schedule Movement. Teacher salary schedule movement is completed as set forth in the negotiated agreement.

Section 6 Benefits

Teachers are provided benefits in accordance with the negotiated agreement. Benefits are completed online and questions may be directed to the business office.

Continued health insurance benefits are available through COBRA subject to certain qualifying requirements. A Notice of COBRA Continuation Coverage Rights is available in the Superintendent's Office.

Section 7 Payroll and Payroll Deductions

Payroll deductions shall be made in accordance with law, the negotiated agreement, and/or consent of the teacher. Questions concerning payroll may be directed to the Business Office.

Section 8 Expense Reimbursement

Reimbursement for authorized mileage will be paid to teachers required to drive their own vehicles during their regularly scheduled working hours between two or more work sites. Teachers shall receive approval from their supervisor before incurring any mileage. 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. A request for reimbursement shall be accurate. Any teacher who falsifies a reimbursement request may be terminated from employment.

Materials necessary for instruction are provided by the District. If teachers need additional materials for instruction or school-related purposes, the request should be made to the Building Principal.

Reimbursement for purchase of materials or for meals or other expenses related to travel must be submitted to and approved by either the Building Principal or, if the expense relates to an activity, by the Athletic Director. The request for reimbursement should include an itemized receipt sufficient to establish that the expense was actually incurred and that the expense was reasonable and related to a school-purpose. There is no guarantee that teachers will be reimbursed for the purchase of materials or meals. Therefore, teachers should obtain prior authorization from the Building Principal before making such purchases.

Section 9 Injuries at Work

Accidents

Every accident which results in a personal injury must be reported to the Principal immediately. In the event the injury involves a student, the teacher responsible for the student either as teacher, coach or sponsor is responsible for making the report. If the injury occurs in the presence of the teacher, the teacher is also responsible for making a report.

Workers Compensation

Teachers are required to immediately report any work-related injury and/or work-related medical condition to their supervisor and complete all appropriate paperwork.

Article 3 – ABSENCES FROM WORK

Section 1 Paid Leaves

All leaves (paid or unpaid) are identified in the Negotiated Agreement. If any teacher has a question about their availability or access to leaves, the teacher must contact the human resources office for verification. All leaves (paid or unpaid) are to be entered into Timeclock Plus in a timely manner so substitutes, if required, may be found.

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) may be reduced by the day or days of work missed on a per diem basis calculated using the number of days missed as the numerator, and the number of total contract days for the school years as the denominator.

Section 3 Jury Duty Leave

A teacher who is summoned for jury service must promptly notify the Building Principal. The teacher will be allowed time off for jury duty, pursuant to law.

There will be no loss of salary or deduction to the teacher for time spent in jury service. The District may, at its discretion, reduce the teacher's salary by an amount equal to any compensation, other than expenses, paid by the court for jury duty service.

If a teacher reports for jury duty in the morning and is then dismissed from jury duty for the remainder of the day, the employee is to report for work and resume duties for the balance of the day, except as may be otherwise arranged by the Building Principal.

Section 4 Family and Medical Leave Act

Employee Rights and Responsibilities under the Family and Medical Leave Act

Family and medical leave will be allowed under the terms and conditions of the Family and Medical Leave Act of 1993, as amended (FMLA).

Basic Leave Entitlement. FMLA provides up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- For incapacity due to pregnancy, prenatal medical care or childbirth;
- To care for your child after birth, or placement for adoption or foster care;
- To care for your spouse, son or daughter, or parent, who has a serious health condition; or
- For a serious health condition that makes you unable to perform your job.

The "leave year" for purposes of the FMLA is a "rolling" 12-month period, measured backward from the date of any FMLA leave usage.

Military Leave Entitlement. Eligible employees with a spouse, son, daughter, or parent on active duty or call to active-duty status in the National Guard or Reserves in support of a contingency operation may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered service member during a 12-month period. A covered servicemember is a current member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury or illness incurred in the line of duty on active duty that may render the servicemember medically unfit to perform his or her duties for which the servicemember is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or is on the temporary disability retired list.

Benefits and Protections. During FMLA leave, a teacher's health coverage under a "group health plan" will be maintained on the same terms as if the teacher had continued to work. Upon return from FMLA leave, most employees must be restored to their original or an equivalent position with equivalent pay, benefits, and other employment terms.

A teacher's use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of the FMLA leave.

Eligibility Requirements. A teacher is eligible if he or she has been employed with Grand Island Public Schools for at least one year, for 1,250 hours over the previous 12 months, and if there are at least 50 employees of Grand Island Public Schools within 75 miles of your work location.

Definition of Serious Health Condition. A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the teacher from performing the functions of his or her job or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three consecutive calendar days combined with at least two visits to a health care provider or one visit and a regiment of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Use of Leave. A teacher does not need to use FMLA leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. The teacher must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the District's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

Substitution of Paid Leave for Unpaid Leave. The teacher may choose, or the District may require use of accrued paid leave while taking FMLA leave. To use paid leave for FMLA leave, the teacher must comply with the District's normal paid leave policies.

Employee Responsibilities. The teacher must provide sufficient information for the District to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that the teacher 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. The teacher also must inform the District if the requested leave is for a reason for which FMLA leave was previously taken or certified. The teacher also may be required to provide a certification and periodic recertification supporting the need for leave.

Employer Responsibilities. The District will inform employees requesting leave whether they are eligible under FMLA. If they are, the notice will specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the District will provide a reason for the ineligibility.

The District will inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If the District determines that

the leave is not FMLA-protected, the District will notify the employee.

Enforcement. An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer.

For additional information you may refer to FMLA posters on employee bulletin boards or contact the U.S. Wage and Hour Division at:

1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627

www.wagehour.dol.gov

To submit a request for use of FMLA, or to plan for payment of benefits while on an FMLA leave, contact the human resources office at (308)385-5900.

Section 5 Military and Family Military Leave

Military leave and family military leave will be granted to the extent required by state and federal law and in accordance with Board Policy.

Teachers requesting to take military leave or family military leave under the Nebraska statutes must notify the Superintendent at least 14 days in advance of taking such a leave if the leave will be for 5 or more consecutive days and consult with their Building Principal to schedule the leave to not unduly disrupt operations of the District. For leaves of less than 5 days, the teacher is to notify the Superintendent of the leave request as soon as practicable. Teachers are to attach a copy of their orders to a leave request form when they prepare the request for military leave.

Section 6 Adoption Leave

Adoption leave will be permitted to be taken by an adoptive parent for the same time and on the same terms as the teacher is permitted to take a leave of absence upon the birth of the teacher's child.

The adoptive parent leave of absence begins following the commencement of the parent-child relationship. The parent-child relationship commences, for purposes of adoption leave, when the child is placed with the teacher for purposes of adoption. The teacher shall be deemed to have waived any adoptive leave days not taken following the commencement of the parent-child relationship, except as the Superintendent and the teacher may otherwise agree. Advance notice of an anticipated adoption shall be provided by the teacher to the Superintendent as early as possible.

Section 7 Subpoena to Testify Leave

A teacher must promptly notify the Building Principal when the teacher receives a lawfully issued subpoena to testify in court or to give a deposition that may require an absence from duty.

In the event the subpoena involves a job-related matter in which the teacher is testifying on behalf of the District, the absence will be treated like a jury duty leave.

In the event the subpoena involves a personal matter, the teacher will be required to use available leave days. The Superintendent shall make the final determination as to whether a matter is personal to the teacher.

Section 8 Voting Leave

Teachers will be allowed paid time off to vote in an election if the teacher: (a) is a registered voter; (b) does not have 2 consecutive hours between the time of the opening and closing of the polls during which the teacher is not required to be present at work; and (c) applies for voting leave prior to or on election day with the Building Principal.

When voting leave is available, a teacher will be entitled to be absent from work on election day for such a period as will, when considering the employee's non-working time, total 2 consecutive hours between the time of the opening and closing of the polls. When voting leave is used, no deduction shall be made from the teacher's salary on account of such absence. The Building Principal may specify the hours during which the employee may be absent for voting leave.

Section 10 Leave Sharing Program

In the event a teacher has exhausted all paid leave options and has a medical emergency resulting in a prolonged absence from work with a substantial amount of income loss, the teacher may request donated days from the Leave Sharing Program. See [the GRID](#) under Human Resources for more information and appropriate paperwork.

Article 4 – DUTIES AND RESPONSIBILITIES

Section 1 Hours of Work & Meetings

Regular, dependable, in-person attendance at work is an essential function of a teacher's employment position.

Certificated employees are required to serve at the playground, lunchroom and hall supervision as designated by the Principal.

Teachers shall attend meetings assigned by the Superintendent of Schools, principals, department heads and team leaders.

Section 2 Arrival to Duty Assignments

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 15 minutes after their class or assignment ends. 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. See [GIPS Board Policy 6280](#) regarding professional schedules.

Section 3 Leaving School

Teachers are to be always on duty 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 may not leave school during duty hours without the approval of the Principal. If the absence has been approved, the teacher must check out with the Principal's office when leaving and check back in with the Principal's office upon return. Teachers who need to leave during the school day for reasons of illness or emergency are to check out with the Principal's office and make sure that a responsible person has been notified of their unexpected absence so student coverage may be provided.

Section 4 Lesson Plans

On each contract day, teachers must prepare written lesson plans which cover at least three days of advance instruction. The plans must be in a format accessible to the Principal or substitute teacher if the teacher is absent from school. The lesson plans must be sufficiently clear in establishing objectives and related activities of standards based lessons so that they are easily used by a substitute teacher or other staff member not familiar with previous classroom activities or progress. The lesson plans must give specific reference to other instructional sources immediately available which will enhance the instructional lesson.

Section 5 Daily Class Records

Every teacher is required to keep a complete and easily understandable written or electronic record of the attendance and achievement of every student.

Upon request, a student's individual record in the teacher's class record shall be made available for review or copying. Information relating to other students should not be allowed to be seen by other students or parents.

Section 6 Classroom and School Procedures

Teachers are expected to adhere to the following classroom and school procedure in the performance of their duties:

1. Photo ID card worn at all times whenever they are working in the district.
2. Use of Cell Phones
Teachers shall not use personal cell phones during duty time unless the teacher is using a District-issued application or website that directly relates to their teaching duties.

Teachers are not to use cell phones or otherwise engage in distracted driving while transporting students. This rule applies to the driver regardless of whether the vehicle is in motion. The only exception to these rules is in the case of emergencies. Teachers will abide by all rules of the road and any applicable rules of the Nebraska Department of Education and the District relating to driving a motor vehicle. Seat belts and child restraint systems will be utilized by all occupants.

3. Use of Paraprofessionals
Paraprofessionals provide valuable assistance in the educational process and allow teachers to carry out their responsibilities in a more efficient and effective manner. A paraprofessional must not, however, assume teaching responsibilities. The teacher must maintain the role of leadership and responsibility for the students, with the paraprofessional in a supportive role. Teachers ultimately bear responsibility for the actions that occur in the classroom. A paraprofessional is not a sufficient substitute for a teacher's duties. Paraprofessionals may be used to assist the teacher by, among other tasks, assisting with instructional activities under the direction of the teacher, helping to supervise students, copying tests and other written material, organizing class materials, preparing bulletin boards, grading tests or class work, and calculating grades and recording grades. Paraprofessionals are to work only on their assigned workdays and within their assigned workday. If the teacher desires the para to work hours other than the assigned work hours or assigned workday, contact the administration for approval.
4. 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. Student aid should not be present and assisting a teacher without another adult present after the end of regular teacher duty hours.
5. Classroom Environment
At all times, teachers are expected to organize, maintain, and ensure that their classroom is in a safe, orderly, and clean condition for student learning. Classrooms should be free from distractions (such as inappropriate or unprofessional posters or other displays) and other apparatus that may cause student health problems (such as essential oils and/or essential oil diffusers). Teachers who are uncertain as to whether their classroom meets this requirement are encouraged to consult with their building principal in a proactive manner.

Section 7 Supervision of Students

Proper supervision of students is necessary for teachers and other adults responsible for students. Teachers and other adults responsible for student supervision are expected to meet the four "P's" for student supervision and safety.

1. Proper Supervision
 - Report to all duty assignments on time.
 - Circulate through your duty area. Pay particular attention to areas and activities that pose an increased risk of injury.
 - Be vigilant while supervising students. Never leave the classroom unattended; the need to make a copy is not greater than the need to supervise students. If an emergency requires that a teacher leave the classroom, request

that another nearby staff member cover the class, or notify the office so someone can help. If the teacher is on recess duty, the teacher's responsibility is to supervise the students in the assigned area. When talking with other adults or students, the primary duty is supervision, and the teacher is to be aware of what all students are doing.

- If the teacher has seen or has been informed that a particular student has a propensity to act dangerously or in an unpredictable manner, the teacher's 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. 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 language. Profanity or abusive language may not be used. Teachers must be good role models for students. If a student uses such language, the teacher should correct the student and take such disciplinary action as is appropriate, which may include making a report to administration.

2. Proper Instructions

- Proper instructions are important to reduce the risk of injury when students undertake an activity, especially an activity that has an increased risk of harm to students.
- Repeat the instructions on how to complete a task that has a heightened risk of danger, as often as needed. Do not assume because students heard the directions once they will be remembered.

3. Proper Maintenance of Buildings, Grounds, and Equipment

- Conduct periodic inspections of equipment under your control or in your area of supervision.
- If equipment is broken and presents a risk of injury, immediately take it out of service (if it can't be moved, tape a "Do Not Use" sign) and notify the Principal immediately so repairs may be undertaken.

4. Proper Warnings

- If you have knowledge of a hazard that can likely cause injury, take steps to warn other staff and students. Tell the Principal immediately so additional warnings may be given.

Contact the Principal for Assistance

The Principal 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 Principal 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

The Principal should also be contacted before performing searches of students or their belongings. A student suspected of having an item in violation of school rules should be directed to wait until another adult is present, or to follow the teacher to the office if the teacher cannot leave his or her assigned area without causing risk of harm to others. Do not use physical force to detain the student or to make the student accompany you except as reasonably necessary to protect the student or others.

Student Rights

Students should be treated fairly and given the same treatment without consideration of race (including skin color, hair texture and protective hairstyles), color, religion, gender, or disability. Students who need reasonable special accommodation 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 and throughout the year as needed, implementing the classroom expectations on a consistent basis, and being familiar with the student handbook. All staff are responsible for all students in the hallways, in the restrooms, at assemblies, at pep rallies, in other open spaces and during lunch. Consequences for inappropriate behavior may include students making up time before or after school, a student or a parent conference, or a referral to an administrator.

The following guidelines will assist in maintaining appropriate student conduct and complying with the process required for student discipline. For specific expectations, see the principal's behavior flowchart.

1. On the first day of class, students must be made aware of classroom expectations.
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, problems continue, talk to the Principal about possible alternatives in discipline procedures. Be attentive and

respond to “bullying.”

4. If a student continues to cause problems, inform the Principal. 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.
6. Refer students with continued and significant behavioral problems to the student assistance team for a determination of whether the student needs 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 the District and is not to be used. Physical force may only be used to the extent reasonably necessary to protect the student, yourself, and others, and to protect property as may be reasonable.
10. Violations of student rules which are also violations of state law are required to be reported to law enforcement. Make a report of such conduct to the Principal so this law may be followed.

Section 9 Dispensing Medication

Teachers are not permitted to give any medication to students unless trained under the Medication Aid Act. Students who need to take prescription medicine must have a signed parent release form on file in the office. Medications are to be taken in the presence of the office staff, the nurse, or medication aide and are to be stored in the nurse’s office; except for students who have a diabetes self-management or asthma self-management plan. Medical procedures are not to be administered in the classroom except in accordance with the District’s Safety and Security Management Plan and the District’s Emergency Protocol. Any questions about these rules are to be addressed to the Principal.

Section 10 Reporting Child Abuse

Teachers are to promptly report to the appropriate law enforcement agency and the Principal when they have reasonable cause to believe that a child has been subjected to abuse or neglect, including sexual abuse, or circumstances which reasonably would result in abuse or neglect. Administrative staff may sometimes choose to make a report for a teacher. However, simply informing a Principal or supervisor does not end the teacher’s responsibility; teachers are

obligated by law to make certain a report was made if they do not do it themselves.

Article 5 – PERSONAL AND PROFESSIONAL CONDUCT

Section 1 Professional Ethics Standards

The 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 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 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.
- C. Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members to influence professional decisions.
- D. Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.

- E. Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
- F. Shall not sexually harass students, parents or school patrons, employees, or board members.
- G. Shall not have had revoked for cause in another state a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special services counseling certificate is issued in Nebraska.
- H. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.
- I. Shall report to the Superintendent any known violation of paragraphs G, E, or B above.
- J. Shall seek no reprisal against any individual who has reported a violation of this rule.

Principle II - Commitment to the Student:

Mindful that a profession exists for the purpose of serving the best interests of the client, the educator shall practice the profession with genuine interest, concern, and consideration for the student. The educator shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

- A. Shall permit the student to pursue reasonable independent scholastic effort and shall permit the student access to varying points of view.
- B. Shall not deliberately suppress or distort subject matter for which the educator is responsible.
- C. Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.
- D. Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.
- E. Shall keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purposes, or is required by law.
- F. Shall not tutor for remuneration students assigned to his or her classes unless approved by the Board of Education.
- G. Shall not discipline students using corporal punishment.

Principle III - Commitment to the Public:

The magnitude of the responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The educator bears responsibility for instilling an understanding of 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 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

At all times, teachers serve as role models for students and their actions and conduct reflect on the school as a whole. Teachers are in all respects to conduct themselves in a professional manner.

A. Notification of Arrest

Teachers must notify Superintendent by the next business day after:

1. Arrest or Criminal Charges. The teacher 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 teacher's job responsibilities, including offenses that:
 - i. Would impact the responsibility to be a role model for students or relations with other employees of Grand Island Public Schools;
 - ii. Would impact the teacher's ability to operate a motor vehicle if the teacher at times needs to travel during duty time or the teacher at times drives students; or
 - iii. Would impact the teacher's Commercial Drivers License if the teacher's job requires that the employee have a CDL.
 - d. The arrest or the alleged criminal activity occurred while the teacher was on duty, on property of Grand Island Public Schools, or in a school owned or utilized vehicle, or at a school-supervised activity or school-sponsored function.

Teachers must also promptly report to the Superintendent whenever the teacher has been sentenced to be incarcerated for any period, even if the offense is not otherwise reportable.
2. Certificate or License. The teacher becomes aware that a complaint has been filed against the teacher that could affect a certificate or license required for the teacher'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 teacher's position.

3. Child Abuse. The teacher becomes aware that a report of child abuse or neglect has been made against the teacher under the Child Protection Act.

Further, teachers must give full disclosure of any Child Protection Act investigation that resulted in an "inconclusive" determination that occurred at any time. Teachers must disclose such findings within ten days following the Teacher's notice of such determination.

Teachers must give full disclosure of the existence and nature of the above proceedings and must also promptly notify Superintendent of the disposition of the proceedings.

Legal documents relating to the proceedings shall be treated and maintained as part of the teacher's confidential criminal background file.

Failure to notify as required under this section may subject the teacher to disciplinary action, including termination.

B. Civility

Each teacher shall behave with civility, fairness, and respect in dealing with fellow employees, students, parents, patrons, visitors, and anyone else having business with Grand Island Public 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, unprofessional, violent, or harassing. Such interactions are prohibited in all forms of communication, including telephone conversations, voice mail messages, face-to-face conversations, written communications, social media communications and email messages.

Any teacher aware of another teacher's uncivil behavior shall report the conduct to the teacher's immediate supervisor or to the Superintendent. There will be no retaliation against the person for making the report.

C. Tobacco

The use of tobacco products is prohibited on school grounds.

"Tobacco products" means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. This does not preclude adults from

wearing non-visible nicotine patches, or using nicotine gum without displaying the product container, as part of a smoking cessation program.

Section 4 Relationships

It is important for teachers to maintain an effective working relationship with the administration and all co-workers, including other teachers and support staff. Teachers must maintain appropriate relationships with students and the community, including parents and patrons. Appropriate relationships are established by extending social courtesies, following through on commitments and promises, complying with administrative directives and Board policies, being prompt and responsive to questions and concerns, being honest and consistent, and not intruding into personal matters outside the scope of duties or gossiping or spreading rumors about others.

Professional Boundaries Between Employees and Students

All teachers are expected to observe and maintain professional boundaries between themselves and students. A violation of professional boundaries will be regarded as a form of misconduct and may result in disciplinary action.

The following non-exclusive list of actions will be regarded as a violation of the professional boundaries that teachers are expected to maintain with a student:

Using e-mail, text messaging, instant messaging, or social networking sites to discuss with

- a student a matter that does not pertain to school-related activities, such as the student's homework, class activity, school sport or club, or other school-sponsored activity. Electronic communications with students are to be sent simultaneously to multiple recipients, not to just one student, except where the communication is clearly school-related and inappropriate for persons other than the individual student to receive (for example, e-mailing a message about a student's grades).
- Engaging in social-networking friendships or communications with a student on social networking sites. Material that employees post on social networks that is publicly available to those in the school community must reflect the professional image applicable to the employee's position and not impair the employee's capacity to maintain the respect of students and parents or impair the employee's ability to serve as a role model for children. Employees shall not friend, communicate with, or follow students on any social networking site.
- Engaging in sexual activity, a romantic relationship, or dating a student or a former student within one year of the student graduating or otherwise leaving the District.
- Making any sexual advance - verbal, written, or physical - towards a student.
- Showing sexually inappropriate materials or objects to a student.
- Discussing with a student sexual topic that are not related to a specific curriculum.

- Telling sexual jokes to a student.
- Invading a student's physical privacy (e.g., walking in on the student in a restroom).
- Hugging or other physical contact with a student that is initiated by the employee when the student does not seek or want this attention.
- Being overly "touchy" with a specific student.
- Allowing a specific student to get away with misconduct that is not tolerated from other students, except as appropriate for students with an IEP or 504 Plan.
- Discussing with the student the employee's problems that would normally be discussed with adults (e.g., marital problems).
- Giving a student a ride in the employee's personal vehicle without express permission of the student's parent or school administrator unless another adult is in the vehicle.
- Taking a student on an outing without obtaining prior express permission of the student's parent or school administrator.
- Inviting a student to the employee's home without prior express permission of the student's parent and school administrator.
- Going to the student's home when the student's parent or a proper chaperone is not present.
- Giving gifts of a personal nature to a specific student.
- Discussing alcohol, tobacco, or other illicit drugs in a non-instructional setting, such as describing a party that the employee attended.
- Discussing another student's or employee's personal matters when it is not appropriate outside of the instructional setting.
- "Grooming," which includes building trust with a student and individuals close to the student in an effort to gain access to and time alone with the student, with the ultimate goal of engaging in sexual contact or sexual penetration with the student, regardless of when in the student's life the sexual contact or sexual penetration would take place.

Appropriate exceptions are permitted to the foregoing for legitimate health or educational purposes and for reasons of family relationships between employees and their children who are students in the District. A teacher seeking an exception must receive advance approval from his or her Principal. If a teacher is unable to communicate with their Principal in advance (such as

in the event of an emergency), the teacher must notify the Principal as soon as possible, but not later than 24 hours immediately following the event.

A teacher who violates this policy may face discipline, up to and including termination of employment, and may be referred to the appropriate certification or credentialing agencies for further discipline. A violation of this policy will result in referral to the Department of Health and Human Services, law enforcement, or both.

Section 5 Professional Attire

It is important for teachers to project a professional image to students, parents, co-workers, and patrons. Appropriate attire and grooming are one of the means of projecting a professional image. Teachers are expected to maintain professional attire and grooming when on duty. As professionals, teachers are expected to be aware of the standard to be maintained. See [GIPS Board Policy 6212](#) for details. The administration may establish more detailed guidelines for individual teachers should that be necessary.

Section 6 Private Tutoring

Teachers are encouraged to provide individual assistance to students as a part of their duties. Teachers who engage in private tutoring for pay (compensation of any kind from a source other than the District) are subject to the following rules:

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 7 Outside Employment

Teachers shall not perform duties unrelated to District employment during duty hours without the prior permission of the Superintendent. 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 to comply with Nebraska State Retirement System regulations and (2) teachers who have a work-related injury in order to comply with workers' compensation requirements.

Section 8 Safe Transportation

When driving a school vehicle or transporting students, teachers are to abide by all rules of the road and any applicable rules of the Nebraska Department of Education and the District relating to driving a motor vehicle. Seat belts and child restraint systems must be utilized by all occupants.

When transporting students, teachers are not to use cell phones or otherwise engage in distractions. This rule applies to the driver regardless of whether the vehicle is in motion. The only exception is in the case of emergencies.

Article 6 – ACADEMIC MATTERS

Section 1 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.

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 2 Measuring and Reporting Academic Achievement

Grades and Grading. Measuring and accurately reporting the level of each student’s academic achievement is of critical importance to students, parents, staff, the board of education and community. To this end, each teacher shall develop a variety of assessment instruments and techniques to measure student achievement in the curriculum adopted and implemented by the school district, record the results of such assessment, and report such results on report cards. Teachers should endeavor to measure student learning and understanding on a frequent basis during as required to provide an accurate evaluation of each student’s academic achievement for that period.

Recording Grades. Each teacher shall record grades in the daily class record or other applicable electronic format in order to justify a summative grade that each student earns.

Reconsideration of Grades/Marks

Questions raised concerning duly assigned grades should be resolved cooperatively in a conference which includes the teacher(s) involved and the Principal. In the event a grade is questioned by parents or students, the parents/guardians and/or student may be included in the conference.

Failure to resolve the issue may result in a second conference involving the Superintendent or designee and the participants in the initial conference described above. The grades designated by teachers will not be changed unilaterally by the Superintendent unless the Superintendent determines that the grade is not consistent with the requirements of law, Board policy, or the best interests of the District.

Reduced Credit. Some students in certain situations may qualify for less than the number of credits normally granted for a course. If a student is excessively absent from a class for any particular reason, a teacher may request reduced credit. All cases of reduced credit should be approved by the Principal.

Reports to Parents. Grades and credit are assigned on a trimester or semester basis. Reports will be made available to parents at the close of each quarter during the school year.

Section 3 Parent-Teacher Conferences

Parent-Teacher conferences are a critical opportunity for teachers to dialogue with parents (or guardians) of students regarding student achievement and learning. To this end, Parent-Teacher conferences will be scheduled and held during the school year. Teacher attendance at Parent-Teacher conferences is mandatory. A teacher may only be excused from attendance at Parent-Teacher conferences in writing by the Principal and in advance.

Teachers are expected to be prepared for such conferences. Being prepared includes having completed grade books which include all student assignments, work or tests completed before the Parent-Teacher conference.

Article 7 – USE OF SCHOOL FACILITIES AND EQUIPMENT

Section 1 Drug-Free Workplace

The District has established the school as a drug-free workplace. The drug-free workplace for this purpose includes school grounds, school utilized vehicles, and places in which school activities are held.

The unlawful manufacture, distribution, disposition, possession, or use of tobacco (including electronic nicotine delivery systems), alcohol or a controlled substance is prohibited in the workplace. The possession, use or distribution of illicit drugs or alcohol, the use of glue or aerosol paint or any other chemical substance for inhalation, and being under the influence of illicit drugs, alcohol, or inhalants, is prohibited in any place on school grounds, in a school utilized vehicle or any location over which the District had control. The possession or distribution of a look-alike drug or look-alike-controlled substance is similarly prohibited. Any level of impairment from illicit drugs, alcohol, or inhalants, and the presence of any odor of illicit drugs (such as marijuana) or alcohol on a teacher in the workplace or on duty time shall be a violation of the drug-free workplace. In addition, teachers are expected to serve as role models for students and will be considered to have violated the District's expectations in the event the teacher commits a criminal drug or alcohol offense off the workplace or off duty time.

As a condition of employment teachers will abide by the District's drug-free workplace policies and notify the Superintendent of any criminal drug statute arrest, citation, or conviction for a violation occurring in the workplace no later than 5 days after such arrest, citation, or conviction. Disciplinary sanctions up to and including termination of employment and referral for prosecution will be imposed for violations of the District's drug-free workplace policies.

Section 2 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. Teachers shall refer to the District’s Board Policies on weapons to determine what qualifies as a weapon. If a teacher remains uncertain whether an object constitutes a weapon, the teacher must consult the Superintendent in advance for a final determination.

Section 3 Use of District Computer Network and Internet

Teachers have access to the District’s computer network and the Internet for the enhancement and support of student instruction. It is important to remember that the equipment and the software are the property of the District.

As a condition of using the computers and the Internet, teachers agree to the following:

1. Since copyright laws protect software, teachers will not make unauthorized copies of software found on school computers by any means. Teachers will not give, lend, or sell copies of software to others unless the original software is clearly identified as shareware or in the public domain.
2. Teachers shall not download or install unapproved software onto their district issued school computers.
3. Teachers shall not access material that is obscene, child pornography or otherwise inappropriate matter for educational or work-related uses or contrary to the District’s mission. Teachers are not permitted to knowingly access information that is profane, obscene, or offensive toward a group or individual based upon race (including skin color, hair texture and protective hairstyles), color, national origin, religion, disability, age, sex, or other protected category. Further, teachers are prohibited from placing such information on the Internet.
4. Teachers will protect the privacy of other computer users' areas by not accessing their passwords without written permission. Teachers will not copy, change, read, or use another person's files. Teachers will not engage in “hacking” or otherwise attempt to gain unauthorized access to system programs or computer equipment.
5. Teachers will not disclose their passwords and account names to anyone or attempt to ascertain or use anyone else's password and account name.
6. Teachers will not attempt to log in to the system as someone other than themselves without the other person’s prior permission.
7. Teachers will not use the school network or computers for financial gain or for any commercial or illegal activity.
8. The District reserves the right to inspect a teacher’s school computer and computer usage at any time. Teachers have no privacy rights or expectations of privacy regarding use of the District’s computers or Internet system.
9. The computer system is not a public forum. It is provided for the limited purpose of advancing the District’s mission.
10. Teachers shall not use or access the Internet for any reason that would violate the request that a teacher serve as a role model for students.

Any violation of any part of this agreement or any other activity which school administrators deem inappropriate will be subject to disciplinary action.

Section 4 Use of School Facilities

A teacher who is issued school keys or fobs shall not lose their keys or fobs and shall not allow others to have access to or to use their keys or fobs. Teachers are permitted to have access to school facilities during non-school time provided such access is only for work-related purposes or has been approved in advance by the Principal.

Use of school supplies (paper, staples, etc.), school equipment (copiers, fax machines, telephones, etc.) and school postage is to be for approved school-related purposes only. Excess or surplus supplies or equipment, including items which have been placed in the trash, must not be removed for non-school use without prior approval from the Principal.

Section 5 Care of School Property

Teachers are responsible for the proper care of all books, equipment, computers, supplies, and furniture supplied by the school. If an item needs maintenance or repair, report it to the Principal. If a teacher learns that a student has damaged school property or equipment, or if a teacher is responsible for damage to school property, the teacher must 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 6 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.

Section 7 Recording of Others

To ensure the privacy and confidentiality of student information, no person (including a teacher) is authorized to record or transmit any sound or image of any person (including themselves) without the prior consent or authorization of either (1) the person or persons being recorded or whose image or sound is being transmitted, (2) by authorized staff for purposes of child welfare (for example, to record images of injuries to students caused or believed to be caused by another person), or (3) the Principal or Principal's designee. This prohibition applies to all persons, regardless of the content or context of the image or sound; however, this provision shall not apply to District-sponsored athletic or activity events where the focus of the recording or transmission is on the student performances or activity. Nothing in this provision shall prohibit the recording of an Individualized Education Program meeting if the recording is necessary to ensure that the parent understands the IEP or the IEP process or to implement other parental rights guaranteed by the Individuals with Disabilities Education Act.

Section 8 Copyright and Fair Use Policy

It is the District's policy to follow the federal copyright law. Teachers are reminded that, when using school equipment and when performing school duties, they also must follow the federal copyright laws. The federal copyright law governs the reproduction of works of authorship.

Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice.

Article 8 – STATE AND FEDERAL PROGRAMS

Section 1 Notice of Nondiscrimination

The 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 category in admission or access to, or treatment of employment, in its programs and activities. The Coordinators listed in Section 2 have been designated to handle inquiries regarding complaints, grievance procedures or the application of these policies of nondiscrimination.

Complaint and grievance procedures are provided for by the District and set forth in the Board of Education Policy. If an employee does not feel that a complaint of nondiscrimination has been satisfactorily resolved at the school level, the employee may file a complaint with the appropriate federal or state agency. Complaints are to be filed with the regional Department of Education, Office for Civil Rights where the complaint relates to Title IX (discrimination, harassment or lack of equity based on gender), Title VI (discrimination or harassment based on race (including skin color, hair texture and protective hairstyles), color, or national origin) or Section 504 (discrimination, harassment, or failure to accommodate a disability). Complaints are to be filed with the regional U.S. Equal Employment Opportunity Commission (EEOC) if the complaint relates to Title VII (discrimination or harassment based on race (including skin color, hair texture and protective hairstyles), color, gender, national origin, or religion), the Americans with Disabilities Act (discrimination, harassment or failure to accommodate a disability), or the Age Discrimination in Employment Act (discrimination based on age). The contact information for the OCR and the EEOC in this regard are:

Office for Civil Rights in the U.S. Department of Education (OCR)

One Petticoat Lane

1010 Walnut Street, 3rd Floor, Suite 320

Kansas City, Missouri 64106

(816) 268-0550; Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

The U.S. Equal Employment Opportunity Commission (EEOC)

Gateway Tower II

400 State Avenue, Suite 905

Kansas City, KS 66101

(800) 669-4000; TTY: (800) 669-6820; Fax (913) 551-6957

Section 2 Designation of Coordinators

Any person having inquiries concerning the District's compliance with anti-discrimination laws or policies or other programs should contact or notify the following person(s) who are designated

as the coordinator for such laws, policies, or programs. The contact address for the coordinator is: Grand Island Public Schools, Kneale Administrative Building, 123 S Webb Road, Grand Island, NE 68802, (308-385-5900).

Law, Policy, or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment based on race (including skin color, hair texture and protective hairstyles), color, or national origin; harassment	<u>Students</u> : Associate Superintendent <u>Staff</u> : Chief of Human Capital Management
Title IX	Discrimination or harassment based on sex; gender equity	<u>Students</u> : Associate Superintendent <u>Staff</u> : Chief of Human Capital Management
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment, or reasonable accommodations of persons with disabilities	<u>Students</u> : Associate Superintendent <u>Staff</u> : Chief of Human Capital Management
Homeless student laws	Children who are homeless	<u>Students</u> : Associate Superintendent <u>Staff</u> : Chief of Human Capital Management
Safe and Drug Free Schools and Communities	Safe and drug free schools	<u>Students</u> : Associate Superintendent <u>Staff</u> : Chief of Human Capital Management

Section 3 Confidentiality of Student Records (FERPA)

The Family Educational Rights and Privacy Act (FERPA) gives parents and family members 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.

RESOLUTION APPROVING CERTAIN STAFF TRAININGS

WHEREAS, during the 2024 legislative session, the Legislature enacted LB 1329; and,

WHEREAS, LB 1329 defers to each Board of Education to determine the reasonable length of time for certain staff training requirements; and

WHEREAS, to ensure that the District’s planned training requirements for the 2024-2025 school year comply with these statutory requirements, the Board of Education adopts this Resolution to find and determine that the following training requirements are reasonable in scope and length.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education hereby determines as follows:

1. The following trainings are reasonable in both length and scope and the Superintendent or designee shall identify the District staff who shall be trained as follows:

Subject	Required by	Approximate Length of Training
Behavioral Awareness	Neb. Rev. Stat. § 79-3603	60 minutes (once every 3 years)
Dating Violence Prevention	Neb. Rev. Stat. § 79-2,141	34 minutes
Suicide Prevention	Neb. Rev. Stat. § 79-2,146	67 minutes
Safe Seizure Schools	Neb. Rev. Stat. § 79-3204	60 minutes (once every 2 years)
Anti-Bullying	Neb. Rev. Stat. § 79-2,137; NDE Rule 10.011.01F; NDE Guidance	60 minutes

2. The Superintendent or designee is authorized to implement additional training requirements for staff if the Superintendent or designee determines that additional training would be in the best interest of the District and/or is otherwise required by law.

3. The Superintendent or designee is further authorized to deviate from the source of these training requirements if any unexpected circumstances arise and the Superintendent or designee determines that it is in the best interests of the District to require a different training(s).

4. All District staff who are directed to attend or participate in any training requirement(s) must complete such training(s) in good faith and in accordance with this Resolution and the directives of the Superintendent or designee.

This Resolution shall continue until or unless modified by a vote of the majority of a

quorum of the Board of Education.

DATED this ____ day of _____, 2024.

_____ **PUBLIC SCHOOLS**

BY: _____
President

ATTEST:

Secretary

6230 STAFF PROTECTION

The Grand Island Public Schools will be vigorous in its protection of all staff from physical, verbal, and/or psychological abuse. A District employee who believes that they have been physically injured within the employee's scope of employment by another individual who intentionally, knowingly, or recklessly causes bodily injury to such employee must report such injury to the employee's administrator as soon as practical. The administrator will require the district employee to be examined by medical personnel (~~district nurse, nurse, doctor or physician's assistant~~) to determine the extent of the injury. If the district employee refuses examination the district employee will complete and sign a "Refusal of Examination" form, the administrator will also sign the form. The "Refusal of Examination" form does not prevent the district employee to seek medical examination later for the same injury. In extreme cases if the administrator deems the injured district employee is unable to make a rational decision due to head trauma, the administrator can require an examination even if the district employee refuses. The administrator will document the injury in the "Injured Employee's Incident Report Form" and the incident in the "Supervisor's Accident Investigation Report", both reports will be sent to the Worker's Compensation Coordinator and a Safety Department Coordinator. The administrator and the District's Director of Human Resources will then investigate the circumstances to determine if the employee qualifies for paid injury leave, workers' compensation, or other similar benefits. The employee may be required to report such incident to the appropriate law enforcement agency and provide confirmation from a physician regarding the causation and the period of time for which an employee is unable to work. If the Director of Human Resources determines that the employee qualifies for paid injury leave, then the employee will receive up to seven calendar days of paid injury leave to cover the amount of time that the employee was otherwise scheduled to work. Such paid injury leave will not count against the employee's other available leave. If the Director of Human Resources determines that the employee does not qualify for paid injury leave, then the employee may be required to use other available leave. If the employee qualifies for workers' compensation benefits, the Human Resources Department will coordinate with the employee to ensure the employee has access to such benefits.

In addition, any staff member who is threatened is to notify their administrator or supervisor and steps will be taken to protect the staff member's safety. Staff will document the threatening or abusive behavior in writing, including the following information:

- Name or description of perpetrator;
- Date(s) the threat or abuse occurred;
- Detailed description of the threat or abuse;
- Names of witnesses to the treat or abuse;
- Detailed description of injury or damage incurred; and
- Documentation will be given to the staff member's administrator or supervisor.

The Grand Island Public Schools will take appropriate action to investigate and dispose of allegations made concerning staff conduct.

The District will implement other reasonable measures to ensure the safety and well-being of all students and staff in the District.

Legal reference: § 79-8,106

Policy Adopted: 03/05/1979
Policy Revised: 07/13/1992
Policy Revised: 02/11/2016
Policy Revised: ~~??/??/????~~

6230.1 Refusal of Examination Form

I have been informed that an administrator of the Grand Island Public School District is requiring me to be subject to a medical examination to determine the extent of any injuries I have received today, under District Policy 6230 Staff Protection.

I hereby refuse to accept such medical examination and forever release and fully discharge said District, its administrator and assigned staff from my and all conceivable liability that might arise from this refusal of care and examination.

I understand that this refusal for an evaluation may cause me to suffer pain, disability, loss of function, worsening of my condition or even death as a result of my injury.

I understand that refusal of medical care at this time does not prohibit me from seeking medical care or consultation at a later date for the injury sustained today.

As a competent adult, I fully understand all of the above, and am capable of determining a rational decision on my own behalf.

Signature of District Employee _____ Date _____

Printed Name of District Employee _____

Signature of District Administrator _____ Date _____

Printed Name of District Administrator _____

8312 EXCESSIVE ABSENTEEISM

The Grand Island Public Schools strongly advocates that regular attendance is essential for all students to obtain maximum opportunities from the education program. Parents and students alike are encouraged to ensure an absence from school is a necessary and unavoidable absence. This policy, developed in collaboration with the county attorney, is written to address the problem of excessive absenteeism.

~~Excessive absenteeism is the failure to attend school for the minimum number of days established in the school calendar by the board. The Grand Island Public Schools sets the minimum number of days at 95% of days that the student's school is open and in session.~~

The superintendent shall designate the building administrator as the attendance officer. The attendance officer will investigate the report of any child who may be in violation of the state's compulsory attendance statutes.

Students who accumulate ten (10) absences in a semester which are Not Excused shall be deemed to have "Excessive Absences." Only those absences that are for a school sponsored activity will be considered Excused for this reporting purpose. Such absences shall be determined on a per day (or hourly equivalent) basis for elementary students and on per class basis for secondary students. Prior to the tenth absence, school staff will communicate with families about the importance of attending school regularly and employ various strategies to ensure student needs are being addressed. At the tenth day of unexcused absences ~~If any student has accumulated absences of a total of more than 5% of the days, or the hourly equivalent, of the current required attendance days for the previous and current semester,~~ the school shall render all services in its power to compel the student's attendance. These services include but are not limited to the following:

1. Verbal or written communication by school officials with the person or persons who have legal or actual charge or control of any child; and
2. A meeting or meetings between the building administrator (school attendance officer) or designee, ~~and/or~~ school social worker, **school counselor and/or other school partners as needed**, the student's parent/guardian and the student (if necessary) to develop a plan to solve the excessive absenteeism problem

The **collaborative plan shall include, if agreed to by the person who is responsible for making educational decisions on behalf of the child, an educational evaluation to determine whether any intellectual, academic, physical, or social-emotional barriers are contributing factors to the lack of attendance. The plan shall also consider but not be limited to:**

- a. ~~Determine if illness is related to~~ Physical, mental, or behavioral health of the child (verified by appropriate documentation);
- b. Educational counseling ~~to explore curriculum changes such as alternative educational programs to solve the excessive absenteeism problem;~~
- c. Educational evaluation ~~to assist in determining the specific condition(s) contributing to the excessive absenteeism problem, supplemented by specific efforts by the school to help remedy any condition diagnosed. and~~
- d. Investigation of the problem by ~~a school social worker (or principal or administrative staff member)~~ **appropriate school staff to identify conditions contributing to the excessive absenteeism problem including referral to community agencies for economic services, family or individual counseling and assisting the family in working**

GRAND ISLAND PUBLIC SCHOOLS

~~with other community services. If services for the student and student's family are determined to be needed, such as economic services, student wellness services, community services, and/or referral for restorative justice practices, the investigator shall meet with the parent/guardian and child to discuss any referral to appropriate agencies to remedy the conditions.~~

If the parent/guardian refuses to participate in such meeting, the refusal will be documented in the child's attendance records.

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

The Grand Island Public schools will annually review this policy with the county attorney.

Legal Reference: Neb. Statute 79-208 and 209
 NDE Rule 10.012.01B

[Flow chart](#)

Policy Adopted: 11/15/2010
Policy Revised: 11/15/2015
Policy Reviewed: 05/12/2016 – Public Hearing
Policy Revised: 05/11/2017 – Public Hearing
Policy Reviewed: 06/13/2019 – Public Hearing
Policy Reviewed: 07/09/2020 – Public Hearing
Policy Revised: 01/14/2021
Policy Revised: 01/14/2022
Policy Revised: ???/??/????

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8456 STUDENT USE OF PERSONAL ELECTRONIC COMMUNICATION DEVICES (ECDs)

Electronic Communication Devices (ECDs) when used in support of student learning are allowed in Grand Island Public Schools according to the procedures included in this document. While discouraged, students may bring personal technology, including computers, smart phones, network access devices, or other electronic communication devices to school provided that such technology is used for instructional purposes. Students shall abide by the instructions provided by teachers and other school staff in the use of such personal technologies. When allowed, access to the Internet or other district communication systems from personal technology is limited to wireless access points on the school campuses. Access to the Internet or to other district communication systems from personal technology is not available via hardwire connections. Video game systems, DVD players, and other devices, which serve no educational function, are prohibited.

Cameras and/or video recorders (other than those incorporated into ECDs) are not allowed in school buildings, on school-provided transportation, or at school-sponsored activities without the express authorization in advance by the building principal or designee. The use of any photographic or video equipment, including such equipment incorporated into ECDs, is prohibited without expressed administrative consent.

Personal ECDs are allowed on school property subject to the following:

1. Typically, unless otherwise defined below, student ECDs will be prohibited from connecting to the wireless network due to interference with our 1 to 1 device initiative. Students will be asked to disable Wi-Fi and to disable any hotspot functionality as it causes additional channel congestion on the wireless network.
2. Camera, video, and/or audio recorders will not be used while on school property, at school-sponsored activities, or while on school-provided transportation, without administrative consent.
3. Phones should be kept either turned off, or on silent following the rules specified by the classroom teacher.
4. Any ECD containing an integrated camera will be turned off (not simply on silent or vibrate mode) and kept stowed out of sight in locker/dressing rooms or on district provided transportation.
5. When allowed by administration, personal ECDs are only allowed to connect to the filtered, wireless network in the district. Students shall not attempt to circumvent technology protection measures, such as network internet access filtering.
6. Students in grades 6-12 may use personal ECDs at school following administrative guidelines. Buildings may ask students to turn off devices that are not contributing to the learning environment. Guidelines for acceptable use are available in the student handbook.
7. Students in grades Pre-K-5 are discouraged from bringing ECDs to school.
8. Use of ECDs will follow the same network access guidelines as included in the Acceptable Use Agreement. Examples of behavior which is not tolerated includes but is not limited to:
 - cheating;
 - bullying or harassment;
 - displaying, accessing, or downloading obscene or pornographic materials; or
 - disruption of the learning environment.
9. The consequences for using ECDs in violation of the aforementioned rules, state or federal law, or school board policy are as follows:

For elementary and middle schools:

1st Office Referral: The ECD will be confiscated, turned into the school office, and picked up by the student from the principal by the end of the day, unless the device is needed longer for examination by school or district IT personnel. Document **MAJOR** incident in Synergy

2nd Office Referral: The ECD will be confiscated, turned in to the school office, and picked up by the student at the end of the day along with parent contact. Document **MAJOR** incident in Synergy

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3rd Office Referral: The ECD will be confiscated, turned into the school office, and picked up by a parent at the end of the day along with parent contact. Document **MAJOR** incident in Synergy

4th Office Referral: Insubordination – 1 Day OSS

5th Office Referral: Insubordination – Individual student/parent plan

For Grand Island Senior High:

- Personal electronic devices will remain off and out of sight from 8:05-3:30 in all Grand Island Senior High buildings
 - This includes classrooms as well as all common spaces (halls, bathroom, lunch rooms, etc.)
 - This includes open blocks and open lunch
- Failure to abide by these expectations will result in personal electronic devices being confiscated by building administrators
 - If a phone is confiscated, it will only be returned to a parent/guardian during the times of 4:00-4:30

10. In addition to the above consequences, school officials may conduct a search of the ECD if they have reasonable suspicion that the student was using the ECD to violate the law, school board policies, or school rules. Depending on the nature of the violation, school officials may make a referral to law enforcement officials, and/or commence disciplinary action against the student such as expulsion, suspension, or reassignment. The possession of obscene or pornographic or other illicit material on an ECD will result in a referral to law enforcement officials.

11. Grand Island Public Schools will not be responsible for the loss, theft or damage to personal ECDs. Students who bring such devices onto school property do so at their own risk of loss and with the understanding that unclaimed devices will be disposed of by the school at the end of the semester.

References: Children’s Internet Protection Act, 47 USC § 254
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)

Grand Island Public Schools policies:

1310–NONDISCRIMINATION
1311–BULLYING AND HARRASSMENT
5521–COPYRIGYT COMPLIANCE
7352 –ACCESS TO NETWORKED INFORMATION RESOURCES
8457-INTERNET SAFETY

Policy Adopted: 06/12/2012
Policy Reviewed: 12/14/2017
Policy Revised: 07/12/2018
Policy Revised: 10/13/2022
Policy Revised: ???/??/????

Grand Island Public Schools

Transportation Routes
Fiscal Year 2024 - 2025

Route	Description	FY24-25 Rate @ 104.0% of FY23-24 Per Day	July	August	September	October	November	December	January	February	March	April	May	FY24-25	Account	Annual	Monthly	Nine (9) Months	Less Proportionate Advance	Monthly Pay Amount
M_Barr1	Middle - Barr Activity Route at 5:30 PM (Activity Route Only FY 24-25)	\$222.01	0	12	19	21	16	15	17	17	15	20	15	167	01.2.01160.000.400.519.00811	\$37,075.67	\$3,827.67	\$34,449.03	\$2,626.62	\$3,827.67
M_Wal1	Middle - Walnut Activity Route at 5:30 PM (Activity Route Only FY 24-25)	\$222.01	0	12	19	21	16	15	17	17	15	20	15	167	01.2.01160.000.400.519.00811	\$37,075.67	\$3,827.67	\$34,449.03	\$2,626.62	\$3,827.67
WEST 1	Middle - Westridge Activity Route at 5:30 PM (Activity Route Only FY 24-25)	\$222.01	0	12	19	21	16	15	17	17	15	20	15	167	01.2.01160.000.400.519.00811	\$37,075.67	\$3,827.67	\$34,449.03	\$2,626.62	\$3,827.67
WEST 2	Gates to Westridge AM/PM	\$323.77	0	12	19	21	16	15	17	17	15	20	15	167	01.2.01160.000.400.519.00811	\$54,068.95	\$5,582.05	\$50,238.45	\$3,830.48	\$5,582.05
WEST 3	Knickrehm to Westridge AM/PM	\$323.77	0	12	19	21	16	15	17	17	15	20	15	167	01.2.01160.000.400.519.00811	\$54,068.95	\$5,582.05	\$50,238.45	\$3,830.48	\$5,582.05
Newcomers 1 - AM/Noon/PM	GISH - CPI back to GISH @ Noon (for 2024-2025)	\$323.76	0	12	19	21	16	15	17	17	15	20	15	167	01.2.01160.000.400.519.00811	\$54,068.32	\$5,581.98	\$50,237.82	\$3,830.48	\$5,581.98
Newcomers 2 - Noon Only	CPI to GISH (as needed) (to CPI in 2024-2025)	\$161.88	0	12	19	21	16	15	17	17	15	20	15	167	01.2.01160.000.400.519.00811	\$27,033.29	\$2,790.90	\$25,118.10	\$1,915.17	\$2,790.90
CPI Continuous Shuttle	CPI Continuous Shuttle	\$413.27	0	12	19	21	16	15	17	17	15	20	15	167	01.2.01160.000.400.519.00811	\$69,016.00	\$7,125.17	\$64,126.53	\$4,889.47	\$7,125.17
SKILLS Elementary	Skills Elementary/SPED	\$323.77	0	12	19	21	16	15	17	17	15	20	15	167	01.2.02792.000.120.519.00000	\$54,068.98	\$5,582.05	\$50,238.45	\$3,830.51	\$5,582.05
SKILLS Middle	Skills Middle	\$343.95	0	12	19	21	16	15	17	17	15	20	15	167	01.2.02792.000.120.519.00000	\$57,440.42	\$5,930.12	\$53,371.08	\$4,069.32	\$5,930.12
SKILLS High	Skills High School	\$343.95	0	12	19	21	16	15	17	17	15	20	15	167	01.2.02792.000.120.519.00000	\$57,440.42	\$5,930.12	\$53,371.08	\$4,069.32	\$5,930.12
NEW1	LEP Route - New Comers #1	\$353.11	0	12	19	21	16	15	17	17	15	20	15	167	01.2.01150.000.400.519.00000	\$58,969.61	\$6,087.99	\$54,791.91	\$4,177.68	\$6,087.99
NEW2	LEP Route - New Comers #2	\$353.11	0	12	19	21	16	15	17	17	15	20	15	167	01.2.01150.000.400.519.00000	\$58,969.61	\$6,087.99	\$54,791.91	\$4,177.68	\$6,087.99
SPED1	SPED Daily Route 1	\$353.11	0	12	19	21	16	15	17	17	15	20	15	167	01.2.02792.000.120.519.00000	\$58,969.61	\$6,087.99	\$54,791.91	\$4,177.68	\$6,087.99
SPED2	SPED Daily Route 2	\$353.11	0	12	19	21	16	15	17	17	15	20	15	167	01.2.02792.000.120.519.00000	\$58,969.61	\$6,087.99	\$54,791.91	\$4,177.68	\$6,087.99
SPED3	SPED Daily Route 3	\$353.11	0	12	19	21	16	15	17	17	15	20	15	167	01.2.02792.000.120.519.00000	\$58,969.61	\$6,087.99	\$54,791.91	\$4,177.68	\$6,087.99
SPED4	SPED Daily Route 4	\$353.11	0	12	19	21	16	15	17	17	15	20	15	167	01.2.02792.000.120.519.00000	\$58,969.61	\$6,087.99	\$54,791.91	\$4,177.68	\$6,087.99
SPED5	SPED Daily Route 5	\$353.11	0	12	19	21	16	15	17	17	15	20	15	167	01.2.02792.000.120.519.00000	\$58,969.61	\$6,087.99	\$54,791.91	\$4,177.68	\$6,087.99
SPED6	SPED Daily Route 6	\$353.11	0	12	19	21	16	15	17	17	15	20	15	167	01.2.02792.000.120.519.00000	\$58,969.61	\$6,087.99	\$54,791.91	\$4,177.68	\$6,087.99
SPED7	SPED Daily Route 7	\$343.95	0	12	19	21	16	15	17	17	15	20	15	167	01.2.02792.000.120.519.00000	\$57,440.42	\$5,930.12	\$53,371.08	\$4,069.32	\$5,930.12
SPED8	SPED Daily Route 8 - Workforce/SPED	\$343.95	0	12	19	21	16	15	17	17	15	20	15	167	01.2.02792.000.120.519.00000	\$57,440.42	\$5,930.12	\$53,371.08	\$4,069.32	\$5,930.12
SPED9	SPED Daily Route 9	\$343.95	0	12	19	21	16	15	17	17	15	20	15	167	01.2.02792.000.120.519.00000	\$57,440.42	\$5,930.12	\$53,371.08	\$4,069.32	\$5,930.12
SPED10	SPED Daily Route 10	\$339.52	0	12	19	21	16	15	17	17	15	20	15	167	01.2.02792.000.120.519.00000	\$56,699.78	\$5,853.65	\$52,682.85	\$4,016.91	\$5,853.65
FIT Route	Families In Transition - Route 1	\$343.96	0	12	19	21	16	15	17	17	15	20	15	167	01.2.06200.000.185.510.00000	\$57,441.19	\$5,930.20	\$53,371.80	\$4,069.37	\$5,930.20
FIT Route	Families In Transition - Route 2	\$343.96	0	12	19	21	16	15	17	17	15	20	15	167	01.2.06200.000.185.510.00000	\$57,441.19	\$5,930.20	\$53,371.80	\$4,069.38	\$5,930.20
FIT Route	Families In Transition - Route 3	\$343.96	0	12	19	21	16	15	17	17	15	20	15	167	01.2.06200.000.185.510.00000	\$57,441.19	\$5,930.20	\$53,371.80	\$4,069.38	\$5,930.20
															FY24-25 Total	\$1,411,533.83	\$145,725.98	\$1,311,533.82	\$99,999.53	\$145,725.98
															Less: Advance 08-01-2024	(\$100,000.00)				
															Net Balance Due (Pd over 9 months)	\$1,311,533.83			monthly \$ * 9	\$1,311,533.82
															Monthly Amount (Sept 2024 - May 2025)	\$145,725.98			FY 24-25 Advance	\$100,000.00
																			PO Total	\$1,411,533.82
															Per Day Rate	\$8,452.30			Variance	\$0.01

Grand Island Public Schools

Transportation Routes
Fiscal Year 2024 - 2025

Route	Description	FY24-25 Rate @ 104.0% of FY23-24 Per Day	July	August	September	October	November	December	January	February	March	April	May	FY24-25	Account	Annual	Monthly	Nine (9) Months	Less Proportionate Advance	Monthly Pay Amount
Deleted From FY 23-24 Listing																				
E_1	Elementary AM/PM Route Shoemaker to Westridge & Gates to Riverbend	\$323.77	0	12	19	21	16	15	17	17	15	20	15	167	01.2.01160.000.400.519.00811	\$54,068.98	\$5,582.05	\$50,238.45	\$3,830.51	\$5,582.05
M_Barr1	Middle - Barr AM/PM Double Route & Activity Route	\$525.65	0	13	18	19	16	14	19	18	14	20	16	167	01.2.06998.000.400.519.0000C	\$87,783.55	\$9,062.73	\$81,564.57	\$6,218.98	\$9,062.73
M_Barr2	Middle - Barr AM/PM (New in FY16-17)	\$323.76	0	13	18	19	16	14	19	18	14	20	16	167	01.2.06998.000.400.519.0000C	\$54,067.92	\$5,581.94	\$50,237.46	\$3,830.46	\$5,581.94
M_Wal1	Middle - Walnut AM/PM	\$323.76	0	13	18	19	16	14	19	18	14	20	16	167	01.2.06998.000.400.519.0000C	\$54,067.92	\$5,581.94	\$50,237.46	\$3,830.46	\$5,581.94
M_Wal2	Middle - Walnut AM/PM	\$323.76	0	13	18	19	16	14	19	18	14	20	16	167	01.2.06998.000.400.519.0000C	\$54,068.32	\$5,581.98	\$50,237.82	\$3,830.50	\$5,581.98
M_Wal3	Middle - Walnut AM/PM	\$323.77	0	13	18	19	16	14	19	18	14	20	16	167	01.2.06998.000.400.519.0000C	\$54,068.98	\$5,582.05	\$50,238.45	\$3,830.53	\$5,582.05
M_Wal4	Middle - Walnut AM/PM	\$323.77	0	13	18	19	16	14	19	18	14	20	16	167	01.2.06998.000.400.519.0000C	\$54,068.98	\$5,582.05	\$50,238.45	\$3,830.53	\$5,582.05
WEST 1	Westridge AM/PM	\$323.77	0	13	18	19	16	14	19	18	14	20	16	167	01.2.06998.000.400.519.0000C	\$54,069.59	\$5,582.11	\$50,238.99	\$3,830.60	\$5,582.11
GISH1	GISH 1	\$323.77	0	13	18	19	16	14	19	18	14	20	16	167	01.2.01160.000.400.519.00811	\$54,068.98	\$5,582.05	\$50,238.45	\$3,830.53	\$5,582.05
GISH2	GISH 2	\$323.77	0	13	18	19	16	14	19	18	14	20	16	167	01.2.01160.000.400.519.00811	\$54,068.98	\$5,582.05	\$50,238.45	\$3,830.53	\$5,582.05
GISH3	GISH 3	\$323.76	0	13	18	19	16	14	19	18	14	20	16	167	01.2.01160.000.400.519.00811	\$54,068.28	\$5,581.98	\$50,237.82	\$3,830.46	\$5,581.98
GISH4	GISH 4	\$333.29	0	13	18	19	16	14	19	18	14	20	16	167	01.2.01160.000.400.519.00811	\$55,658.67	\$5,746.17	\$51,715.53	\$3,943.14	\$5,746.17
GISH5	GISH 5 AM/PM Route West of 281	\$323.77	0	13	18	19	16	14	19	18	14	20	16	167	01.2.01160.000.400.519.00811	\$54,068.95	\$5,582.05	\$50,238.45	\$3,830.50	\$5,582.05
Trinity	Trinity Route #1 (New in 2023-2024)	\$130.00	0	12	19	21	16	15	17	17	15	20	15	167	01.2.06200.000.185.510.00000	\$21,710.00	\$2,241.33	\$20,171.97	\$1,538.03	\$2,241.33
Trinity	Trinity Route#2 (New in 2023-2024)	\$130.00	0	12	19	21	16	15	17	17	15	20	15	167	01.2.06200.000.185.510.00000	\$21,710.00	\$2,241.33	\$20,171.97	\$1,538.03	\$2,241.33
NEW3	LEP Route - New Comers #3	\$353.11	0	12	19	21	16	15	17	17	15	20	15	167	01.2.01150.000.400.519.00000	\$58,969.61	\$6,087.99	\$54,791.91	\$4,177.68	\$6,087.99
																\$786,518.74				

Store/Gift Cards Procedures

Any family that receives Store/Gift and Prepaid Visa cards must follow these steps:

1. A family must sign our contract paper when receiving any type of Store/Gift or Prepaid Visa card. The family must go over the contract with a team member from the LEA. The team member informs the family of the authorized items that can be purchased, as well as the consequences to purchasing unauthorized items. If the family does purchase any unauthorized items or break any other part of the contract, then the LEA will not be able to help the family in the future. The LEA also indicates that cards are intended for the PK-12 students specifically, not the whole family.
2. The LEA has developed a form to complete with card identification information, as well as the family and student's name. Once the receipts are submitted, this form is updated.
3. A family must submit the receipts back to the program. They have the options of bringing in the original receipt, texting a picture of it, or emailing it to the LEA.
4. A family can only purchase what cards were issued for.
5. Families are given a week to use the cards and provide the documentation. They will receive reminder text messages after that week. The family has to contact the LEA if something arises and ensure that they communicate with the LEA.
6. A family must use the full amount of cards that were issued to them. If the full amount was not used, the LEA will continue to send reminders for another receipt. For instance, if a family receives a \$50 card for clothing, and the family only spends \$20, then the LEA will let them know that they still have money to spend and that the LEA will need the receipt for that as well.
7. Store cards typically are for stores, such as Walmart, HyVee, or Kohls. The LEA labels each store or prepaid debit card to say, "Cannot be used to purchase Alcohol or Tobacco Products".
8. Once the receipts are returned, the LEA also checks to see what was bought and ensures that the family did not purchase any unauthorized items. The LEA then completes the store or prepaid debit card form and keeps track of the receipts.

Store/Gift or Prepaid Visa Card Controls and Procedures

Security of Merchant Cards:

Store/Gift or Prepaid Visa cards will be kept under stored/locked at all times to ensure proper physical security and to protect from theft and loss. Access to the cards and keys to the locked area will be maintained by Families in Transition (FiT) Coordinator or Associate Superintendent and will be limited to the individual(s) responsible for safekeeping of such cards. The FiT Coordinator or Associate Superintendent will be responsible for ensuring that all procedures for the card's security, dispensing, and tracking are followed.

Documentation and Merchant Card Disbursement Log Instructions:

Cards will be issued to school Social Workers and Counselors on an as needed basis. A maximum of 3 cards will be issued at any one time.

1. Cards will be signed out by custodian and initialed by person being issued card(s) through electronic log maintained by the FiT Coordinator (shared with Associate Supt). Custodian will record the following in the electronic log:
 - Date of issuance
 - Name of person be issued card
 - Card value
 - Merchant/Card type
 - Serial number of cards
2. Card holder will enter the following information upon distribution of card into electronic log:
 - Date Distributed On
 - Name of Student
 - Student ID
 - School
 - Name of Caregiver
3. For cards over \$50 in value, Social Worker and/or FiT Coordinator will be able to purchase allowable goods or services for a family or student. Only one card will be issued at any one time.
4. In addition to completing the electronic log, employee will complete and submit an itemized expense form with receipts attached to custodian within 48 hours of purchase
 - Any card with a balance will be returned to the custodian along with expense form and receipts
 - Any remaining balance will be recorded by custodian in electronic log
 - Receipts and expense form will be filed and stored

Routine Reconciliation

A reconciliation of cards will be conducted whenever merchant cards are purchased or at least quarterly. This reconciliation will consist of verifying that the number of cards purchased minus the number of cards disbursed agrees with the number of cards on hand.

Store/Gift or Prepaid Visa Card Agreement

Based on the information you provided, it has been determined that your family is eligible to receive assistance in the form of a store/gift or prepaid Visa card for purchasing the following items:

These cards may be used to purchase the following items for school age children PK-12:

Essential Clothing	Essential Food	Miscellaneous
Pants, shirts, skirts, dresses	Milk, egg, cheese, yogurt	School supplies
Underwear, socks	Fruits, vegetables, juice	Shampoo, conditioner
Shoes, snow boots	Bread, tortillas, starches	Deodorant
Jackets	Meats	Soap, toothpaste, tooth brush
Uniforms, PE clothes	Prepared meals	Other hygiene supplies

These cards **CANNOT** be used to purchase the following items:

Alcohol	Lottery tickets	Tobacco products	Candy, sweets, soda
Furniture	Toys	Video game products	

Student Information:

Name: _____

School: _____

Grade: _____

Contact information: _____

Card(s) Received:

<input type="checkbox"/> ...	<input type="checkbox"/>	<input type="checkbox"/>
#	#	#

Parents/Caregiver/Guardian/Unaccompanied Youth Information and Consent:

I agree to return the itemized receipt(s) to the FiT Coordinator **within a week** of using the Store/Gift or prepaid Visa card. I understand that this help is to provide assistance so that my child/ren may attend school and be prepared to learn.

Please note that you will not be eligible to receive additional cards if receipts are not returned. Cards cannot be replaced if lost or stolen. No prohibited products are to be purchased.

Parent Name	Parent Signature	Date



THE SECRETARY OF EDUCATION
WASHINGTON, DC 20202

April 23, 2021

Dear Chief State School Officers:

I am writing to inform you of the disbursement of funds by the U.S. Department of Education (Department) under section 2001(b)(1) of the American Rescue Plan Act of 2021 (ARP) for the purposes of identifying homeless children and youth, providing wraparound services in light of the impact of the COVID-19 pandemic, and providing assistance needed to enable homeless children and youth to attend school and participate fully in school activities, including in-person instruction this spring and summer learning and enrichment programs that begin in the coming months.¹

The ARP included an unprecedented \$800 million to support the specific and urgent needs of homeless children and youth in recognition of the extraordinary impact of the pandemic on students experiencing homelessness through the ARP Elementary and Secondary School Emergency Relief – Homeless Children and Youth (ARP-HCY) Fund. After reserving \$1 million of the \$800 million (0.125 percent) for national activities including technical assistance, the Department will award the remaining \$799 million to State educational agencies (SEAs) as follows:

- \$199,750,000 (25% of the \$799 million) will be made available to States now. This first disbursement is designed to provide funding to States immediately as a supplement to their McKinney-Vento Education for Homeless Children and Youth (EHCY) funds, so that States can address urgent needs of homeless children and youth—including academic, social, emotional, and mental health needs—and so States and local educational agencies (LEAs) can increase capacity by hiring staff, dedicating resources, and planning partnerships with community-based organizations, among other strategies. Funds must be administered by the Office of the State Coordinator for the Education of Homeless Children and Youth, consistent with the requirements for EHCY funds.
- \$599,250,000 (75% of the \$799 million) will be made available as soon as June after the Department completes necessary regulations to change EHCY's required competitive subgrant process for the purpose of the second allocation of funding. The Department anticipates that the new regulation would require States to distribute funds that they will receive in the second phase to LEAs via a formula that uses the LEA's allocation under Title I, Part A (Title I) of the Elementary and Secondary Education Act of 1965 (ESEA) and the number of identified homeless children and youth in 2018-19.

Attachment 1 lists the total State allocations as well as the allocations for the 25 percent portion (referred to as ARP Homeless I hereafter) and the 75 percent portion (referred to as ARP Homeless II hereafter), described above. These allocations are based on the proportion of funds that each State received under Title I in fiscal year 2020.

The Department's approach will ensure that States and LEAs have resources to provide support to students most in need as quickly as possible. I urge you to begin deploying these vital resources quickly

¹ Other than statutory and regulatory requirements included in the document, the contents of this guidance do not have the force and effect of law and are not meant to bind the public. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies.

to meet the immediate needs of students experiencing homelessness. According to the Centers for Disease Control and Prevention (CDC), people experiencing homelessness are particularly vulnerable to COVID-19 and may be at increased risk for severe illness.² In a recent survey of district homeless liaisons, staff described many significant, unmet needs of students experiencing homelessness, including lack of internet, shelter/housing, food and, child care.³ Despite the increased needs of students experiencing homelessness, there are widespread reports that schools did not adequately engage students experiencing homelessness during pandemic-related school building closures.⁴ For additional resources that address the needs of students experiencing homelessness, please see the Department's COVID-19 Handbook Volume 1: [Strategies for Safely Reopening Elementary and Secondary Schools](#) and Volume 2: [Roadmap to Reopening Safely and Meeting All Students' Needs](#).

This letter is intended to provide additional information and recommendations to support States and LEAs in putting these resources to work to support students experiencing homelessness.

ARP Homeless I: Targeting Immediate Needs

As a result of the COVID-19 pandemic, students experiencing homelessness are increasingly under-identified, as learning outside of school building settings may have impeded the critical role of educators and staff in schools and districts to properly identify students, and these students have remained underserved by schools, districts, and States. New ARP funding to support students experiencing homelessness has tremendous potential to expand the systems in your State to identify and support the needs of homeless children and youth.

For ARP Homeless I, Attachment 2 lists the maximum State reservation amount for State-level activities (up to 25 percent) and the minimum amount of funds that a State must award to LEAs (at least 75 percent). We encourage each State to consider how best to use these resources at the State and LEA levels, in conjunction with the other funds, such as the ARP Elementary and Secondary School Emergency Relief (ARP ESSER) funds, that the Department recently awarded to States.

Funding for State-Level Activities

Following the requirements of the EHCY program, a State may reserve up to 25 percent of its allocation for State-level activities. Accordingly, we urge States to reserve sufficient funding to support training, technical assistance, capacity-building, and engagement at the State and LEA levels. These funds should specifically be used to help LEAs identify and support students experiencing homelessness.

In particular, the Department is concerned that historically underserved populations such as rural children and youth, Tribal children and youth, students of color, children and youth with disabilities, English learners, LGBTQ+ youth, and pregnant, parenting, or caregiving students experiencing homelessness may not have been identified and, as a result, may not be receiving the support and services they need. The Department encourages States to award from funds reserved for State-level activities subgrants or contracts to community-based organizations that are well-positioned to identify such children and youth and connect them to educationally related supports and wraparound services.

In addition, States should focus on providing technical assistance and training to LEAs that have not received an EHCY subgrant in the past to ensure that these LEAs are well-prepared to work in partnership with organizations to utilize the funds from ARP Homeless II. Then, when the second disbursement of

² <https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/homelessness.html>. See also: <https://www.cdc.gov/coronavirus/2019-ncov/community/homeless-shelters/homeless-youth.html>.

³ <https://schoolhouseconnection.org/lost-in-the-masked-shuffle-and-virtual-void/>.

⁴ For the definition of homelessness under the Education of Homeless Children and Youth program, see <https://nche.ed.gov/determining-eligibility/>.

ARP funds is available, States and LEAs can build on this work to continue identifying and providing timely and effective services to students experiencing homelessness.

We also specifically urge States to use their funds for State-level activities to provide support to LEAs to increase access to summer programming and plan for and provide wraparound services for this summer (summer 2021), in collaboration with State and local agencies and other community-based organizations. It is important to note that the needs of students experiencing homelessness must be addressed through the use of the ARP ESSER funds for State reservations (to address the academic impact of lost instructional time, summer learning and enrichment, and comprehensive afterschool programming) and the required LEA reservation for the academic impact of lost instructional time, and that the funding provided to support the needs of students experiencing homelessness by section 2001(b)(1) of the ARP is in addition to the support and services provided with ARP ESSER funds. (For example, a State may offer a summer learning and enrichment program for students disproportionately impacted by the pandemic, specifically including students experiencing homelessness, using ARP ESSER funds. A State may also use the ARP-HCY funds to complement its existing EHCY program to launch an outreach campaign to support students experiencing homelessness in enrolling in the ARP ESSER summer learning and enrichment program.)

Funding for LEAs

After reserving up to 25 percent of its ARP Homeless I allocation for State-level activities, an SEA must distribute the remaining ARP Homeless I funds (at least 75 percent of the SEA's total allocation) to LEAs following EHCY requirements.

In order to facilitate urgent disbursement and use of these funds, the Department strongly encourages States to use the funds reserved for LEAs primarily to supplement existing EHCY LEA subgrants. This will allow for more rapid fund distribution so that funds can immediately be used by LEAs to bolster their approaches to address the needs of students experiencing homelessness. States should encourage LEAs to use these funds to focus on identifying students *this spring* and to connect students experiencing homelessness and their families to summer learning and enrichment programs this summer (summer 2021), and to engage students and their families in preparation for this fall. The Department further encourages SEAs to analyze where there are significant concentrations of students and families experiencing homelessness across their State (including in LEAs that are not existing EHCY subgrantees), and how they will ensure that supports from ARP Homeless I can reach them.

Similar to our recommendation to SEAs to award subgrants or contracts for help to identify historically underserved populations such as rural children and youth, Tribal children and youth, students of color, children and youth with disabilities, English learners, LGBTQ+ youth, and pregnant, parenting, or caregiving students experiencing homelessness, the Department encourages LEAs with sufficient funds to award contracts to community-based organizations for this purpose, as well as to provide wraparound services to these students.

Uses of Funds

ARP Homeless I funds supplement the EHCY program, and all allowable EHCY uses apply to these funds. For more information, LEAs should reference the list of authorized activities in section 723(d) of the EHCY statute, 42 U.S.C. § 11433(d).

These activities may include any expenses necessary to facilitate the identification, enrollment, retention, and educational success of homeless children and youth, such as:

- providing wraparound services (which could be provided in collaboration with and/or through contracts with community-based organizations, and could include academic supports, trauma-informed care, social-emotional support, and mental health services);
- purchasing needed supplies (e.g., PPE, eyeglasses, school supplies, personal care items);
- providing transportation to enable children and youth to attend classes and participate fully in school activities;
- purchasing cell phones or other technological devices for unaccompanied youth to enable the youth to attend and fully participate in school activities;
- providing access to reliable, high-speed internet for students through the purchase of internet-connected devices/equipment, mobile hotspots, wireless service plans, or installation of Community Wi-Fi Hotspots (e.g., at homeless shelters), especially in underserved communities;
- paying for short-term, temporary housing (e.g., a few days in a motel) when such emergency housing is the only reasonable option for COVID-safe temporary housing and when necessary to enable the homeless child or youth to attend school and participate fully in school activities (including summer school); and
- providing store cards/prepaid debit cards to purchase materials necessary for students to participate in school activities.

LEAs must ensure that all costs are reasonable and necessary and that these uses of funds align with the purpose of, and other requirements in, the EHCY statute. In addition, when considering funding decisions, we want to emphasize that section 723(d)(16) of the EHCY statute allows the use of funds for “other extraordinary or emergency assistance needed to enable homeless children and youths to attend school and participate fully in school activities.” Accordingly, when considering funding decisions, LEAs should analyze the needs of students experiencing homelessness in light of the COVID-19 pandemic and its extraordinary impact.

This \$800 million ARP-HCY fund will allow us collectively to improve educational opportunities and outcomes for students experiencing homelessness across the Nation, and the Department is eager to partner with you in this effort. The Department is dedicated to supporting States and LEAs in the effective implementation of the ARP funds, and we will release information about technical assistance opportunities over the coming weeks. If you have questions about these funds or would like to request technical assistance, please contact homelessED@ed.gov.

As always, I thank you for all you do for children, youth, and families experiencing homelessness in your communities.

Sincerely,

/s/

Miguel A. Cardona, Ed.D.
Secretary
U.S. Department of Education

Attachments

cc: Governors
State Coordinators for the Education of Homeless Children and Youth

Grand Island Public Schools

Substitute Pay Rates
For The Fiscal Year 2024 - 2025

CATEGORY	PER HOUR RATES 8 Hrs Per Day	Fiscal Year 2024 - 2025 RATES			OLD Percentage Increase of adj form 7.5 to 8
39990 Substitute_Regular	\$23.59	\$188.74	85% of BA+00/Step 2 Per Diem (Indexed)		80%
39990 Substitute_Long Term	\$27.76	\$222.05	107% of BA+00/Step 2 Per Diem (Indexed)		100%
39992 Substitute_Retired ^	\$25.83	\$206.67	75% of BA+00/Step 2 Per Diem (Total)		70%
39992 Substitute_Retired_Long Term ^	\$33.07	\$264.54	96% of BA+00/Step 2 Per Diem (Total)		90%
FY 23-24 BA+00/Step 0 Base Salary (Indexed)		\$38,446.92			
FY 23-24 BA+00/Step 0 Base Salary (Non-Indexed)		\$9,265.56			
FY 23-24 BA+00/Step 0 Total Salary		\$47,712.48			
Contract Days		187			
FY 23-24 BA+00/Step 3 Per Diem (Indexed)	\$27.76	\$222.05			Step 2
FY 23-24 BA+00/Step 3 Per Diem (Non-Indexed)	\$6.69	\$53.51			Step 2
FY 23-24 BA+00/Step 3 Per Diem (Total)	\$34.44	\$275.56			
Substitute Incentive - Monthly *		\$177.64	80% of BA+00/Step 3 Per Diem (Indexed)		Step 2
Substitute Incentive - Annual ~		\$1,102.23	400% of BA+00/Step 3 Per Diem (Total)		Step 2
In-House Substitute (Secondary Level) Per Period (5) Hrs +	\$37.75	\$37.75	80% of BA+00/Step 2 Per Diem (Indexed)/5		80%
In-House Substitute (Elementary Level) Per Hour (8.0) Hrs	\$23.59	\$23.59	85% of BA+00/Step 2 Per Diem (Indexed)/8		80%
T&L Curriculum Rate (8) Hrs	\$27.70	\$27.70 (FY 23-24 Indexed Base/(187* 8) + \$2.00			
T&L Curriculum Rate - Leader	\$31.70	\$31.70 (FY 23-24 Indexed Base/(187* 8) + \$4.00			
Working Directly with Students (8) Hrs	\$31.89	\$33.89 (FY 23-24 Indexed Base + Non-Indexed Base)/(187/8)			

Approved by BOE on:
Effective
08/05/2024

Note:

- ^ Pay any retired substitute teacher (not just retired from GIPS)
- ~ Working 125 days or more per school year
- + or partial periods.
- # Effective 08/21/2019 Due to on-going shortages and difficulties in securing appropriately certified speech language pathologists and school psychologists, we are going to adjust the sub rate of pay for these two classifications:

Speech Language Pathologists - hourly rate of pay is	\$32.11	Daily \$256.85
School Psychologists - hourly rate of pay is	\$37.05	Daily \$296.37

 Both of these rates are based upon the daily rate of the indexed base at step two of the MA (for SLP's) and MA+36 (school psychs) columns respectively. So, for future reference when we update the sub pay rates, these rates will be adjusted accordingly.

Grand Island Public Schools

School/ Requester	Request for Coach/ Sponsor	Category Request
Walnut	Media Crew Coordinator	III
GISH	Head Robotics	Move from 3 to 5
GISH	Asst. Boys Track	III - needs to be Cat V
GISH	Asst. Robotics	III move from Cat 1
GISH	Asst. FBLA	I
Barr	Weights Coach	II
Westridge	Weights Coach	II
Walnut	Weights Coach	II
GISH	JV Boys Golf Coach	III

2024-2025
Classified Employees Handbook
Grand Island Public Schools

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FOREWORD

Welcome to Grand Island Public Schools! This handbook is intended to be used by classified employees to provide general information about the District and to serve as a guide to the District's policies, rules, and regulations, benefits of employment, and performance expectations.

References in this handbook to "classified employees" are intended to apply to all staff who are not required by their position to hold a teaching or administrative certificate.

Each classified employee is responsible for becoming familiar with the handbook and knowing the information contained in it. Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise. This handbook is intended to supplement other documents that deal with your employment, including your employment contract 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 adopted after this handbook, will control.

This handbook does not create a "contract" of employment. Classified employee positions and assignments may be ended or changed on an "at will" basis notwithstanding anything in this handbook or any other publication or statement, except for 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. In the event that a staff member does not understand a provision of this Handbook, it is the staff member's responsibility to seek the administration's interpretation of such provision.

Every staff member is subject to the Policies of the Board of Education. As such, every classified staff member should review the Policies of the Board of Education, available online at: www.gips.org. Specific department information is located on [the GRID](#) for staff members.

This handbook will be in effect for the 2024-2025 and subsequent school years unless replaced by a later edition.

Article 1 – SCHOOL CALENDAR AND SCHEDULES

Section 1 Severe Weather and School Closures

The Superintendent is authorized by the Board of Education to close school in case of severe weather or extenuating circumstances. If the Superintendent closes school, reasonable steps will be taken to notify staff as soon as practical. All staff members are expected to check the local news, their phone, and any other typical means of communication to determine if the school is closed on a workday. A staff member who reports to work on a closure date, but failed to check their phone, email, or other typical method of communication, will not be paid for that workday, unless the Superintendent or designee approves their pay or requires them to work that day.

Article 2 – EMPLOYMENT, COMPENSATION AND BENEFITS

Section 1 Employment

Classified employees may be asked in the spring whether they wish to continue employment during the following school year. This is done for staff planning purposes and does not constitute an offer of employment.

Should an employee wish to resign from employment the employee should give two weeks' written notice of resignation to the Chief of Human Capital Management or the employee's immediate supervisor.

Classified employees are "at-will" employees and may be terminated at any time by the school district. Notice of termination may be delivered by the administration at any time.

Section 2 Assignments

The duties to be performed are subject to assignment by the administration and your supervisor. Job descriptions, where available, may provide additional information about the position duties.

Employees are expected to devote full time attention and effort to their work and to perform the assigned duties diligently and faithfully to the best of the employee's ability.

Section 3 Personnel File

The District will follow the requirements of state and federal law and regulation regarding an employee's personnel file.

Section 4 Grievances and Complaints

Employee grievances or complaints shall be addressed through the administrative chain of command including the process set forth in board policy (see [Personnel Policy 6270](#)).

Section 5 Compensation

The Board of Education establishes the pay scale for each fiscal year. Following board action, classified employees are notified of their respective pay rates and any changes in fringe benefits for the year beginning August 5. The most current pay scales are posted on the [Grid under Human Resources](#). Teachers will be paid on the 15th of each month. It is mandatory for all employees to have their pay deposited electronically in a financial

institution of their choice. Paychecks may be viewed by logging onto School ERP Pro. Employees must complete 90 days in the position before requesting a transfer to a different position within the district.

New Employee Training Period

The training period for new employees is normally up to 90 calendar days (never less than 30 days). New employees must be evaluated by their supervisors within the training period before they can be moved to Step 1. New employees are encouraged to ask their supervisors about the evaluation prior to the end of the training period. The supervisor must recommend the rate change to the Human Resources Director before the rate can be changed . Rate changes will be effective at the beginning of the pay period after the recommended increase has been approved through the Human Resources Department.

One Year of Experience

One year of experience is defined as:

- 9 or 10 month employees working one complete semester or more
- 12 month employees working 6 months or more prior to August 5
- 12 month/part time employees working 6 months or more prior to August 5

Employees who do not receive one year of experience in their present job category in a current year will not advance one step on the schedule for the next year.

Movement on the Salary Schedule

If an employee has completed a "successful" year of experience, one step on the pay range is granted for the next school year. A "successful" year of experience is based on an overall rating of basic, proficient or distinguished on the Classified Staff Performance Appraisal form for the year. Employees who have reached the maximum pay (step 1) for the position they are assigned will be eligible to receive a "longevity" pay increase annually following the year they reach step 9.

If an employee does not receive a performance appraisal for the year, the performance of the employee will be considered "satisfactory" and the employee will advance one step on the pay range for the next school year. All Board action takes precedent for the salary schedule .

If an employee receives an overall rating of "not satisfactory" on the Classified Staff Performance Appraisal form for the year, an Improvement Plan must be completed at the time of the appraisal conference. The employee will **not** advance one step on the pay range for the next school year. The employee is at-will and may be discharged with a "not satisfactory" performance appraisal.

Section 6 Overtime

Overtime is paid to classified employees in accordance with the Fair Labor Standards Act (FLSA).

Classified employees may be classified as either “exempt” or “non-exempt” for overtime

purposes. Employees who are classified as exempt employees are not eligible for overtime. Those who are “non-exempt” are eligible for overtime.

The regular workweek for overtime purposes is from 12:00 a.m. on 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.

Employees will be expected to accurately report hours worked. An employee who falsified their time worked may be terminated, effective immediately.

Non-exempt employees must receive prior approval from their immediate supervisor to work additional hours beyond their regular work schedule. Non-exempt employees will be paid for each hour worked in excess of 40 hours in a workweek and are expected to accurately and timely report overtime hours to their supervisor.

Overtime pay for non-exempt employees will be paid at the rate of not less than 1 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 Chief of Human Capital Management will agree upon the overtime rate, in compliance with FLSA regulations.

The District’s policy is to not permit improper deductions from the salary of exempt employees who are required to meet a “salaried basis” test for the overtime exemption to be applicable. An employee who feels an improper deduction affecting exemption status has occurred shall 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 Superintendent or Superintendent’s designee may suspend an employee with or without pay for the employee’s violation of District policy or rules. Such suspensions and deductions (when applicable) will be made pursuant to law.

Article 3 – ABSENCES FROM WORK

Section 1 Absence Procedures

Requesting Leave. Leave requests should be made as soon as practicable under the circumstances. An employee who wants to use available leave is to submit a request for leave through the Timeclock Plus. A leave request should be submitted at least 5 duty days prior to the requested leave day. The supervisor may require that more notice be given, depending on the nature of the employee’s duties or the need to schedule a substitute.

Giving Notice of Unscheduled Absences. An employee who is unable to request advance approval for an absence because of the nature of the circumstance requiring the absence (such as personal illness or unforeseen emergency) is to report the need to be absent as soon as the situation is known. To report the need to take unexpected leave, employees are to contact their

immediate supervisor as soon as practical. Before the end of the day on the first day of the absence, and on each subsequent day of absence, the employee is to report to their immediate supervisor whether the employee will be able to return to work on the next duty day.

Returning from Absences. If an employee is absent without advance approval either: (1) the day immediately preceding or immediately following a regularly scheduled school break (such as winter break, spring break, and quarter or semester breaks) or (2) during the first two weeks or the last two weeks of school, the employee may be required to give verification (for example, a doctor's note) to establish that the employee was unable to work for an excusable condition or excusable reason.

Section 2 Payroll Deductions for Absences in Excess of Paid Leave

Should an employee be absent from work in excess of the employee's accumulated paid leave, the employee's compensation may be reduced by the day or days of work missed.

Section 3 Leaves of Absence

An employee may apply to the Chief of Human Capital Management for a leave of absence. The Chief of Human Capital Management may consider a leave of absence request on a case-by-case basis. Every leave of absence shall be without pay except as may be required under applicable state or federal laws.

Section 4 Sick Leave

Full-time employees must be actively employed to be granted sick leave for unavoidable absences due to personal illness or injury. Sick leave is accumulated at the rate of one day per month and is available for use after the end of the month in which it was earned. Unused sick leave may be accumulated to a maximum of 90 days of sick leave at full pay. Absences which exceed the employee's accumulated sick leave days are not paid. However, an employee may elect to use accumulated vacation time as additional sick leave.

Employees who use sick leave must indicate the illness on the corresponding days on their time record (TCP). In the case of any extended period of absence (three or more days) due to illness or injury, the supervisor or the Human Resources Director may require a doctor's written statement verifying the need for continued leave and specifying the probable time the employee will be able to return to work. After an absence due to illness of three or more days, a written release to return to work may be required from the employee's physician. Full-time classified employees are allowed to use, from their accumulated sick leave, up to a maximum of ten (10) days, for an illness of the employee's immediate family members, defined as spouse, child, step child, mother, father, brother, sister, mother-in-law, father-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, grandparent, grandchild, or person in the same home as part of the family and to attend the birth of a child or grandchild when the delivering mother is (i) spouse of the faculty member; (ii) a dependent daughter; (iii) a daughter-in-law; or (iv) a nondependent daughter, provided that the absence in excess of three (3) days to attend the birth of a child of the faculty member's spouse or dependent daughter shall require a physician's statement and absence in excess of three (3) days to attend the birth of a non-dependent daughter shall be

permitted only when severe medical conditions exist.

Section 5 Bereavement Leave

Full-time employees are eligible for a maximum of three (3) days per year with full pay for absence in case of death of an immediate family member, defined as spouse, child, step child, mother, father, brother, sister, mother-in-law, father-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, grandparent, grandchild, or person in the same home as part of the family. One day may be allowed for the funeral of a relative or close friend not defined as "immediate family." Employees who are hired after the beginning of the fiscal year (August 5th) will receive a prorated benefit for the remainder of that fiscal year.

Section 6 Vacation Leave

Full-time employees who are in a vacation earning status must be actively employed to be eligible for paid vacations. Actively employed indicates that the employee is on the job, on paid vacation, or on paid sick leave. Actively employed does not include employees who are on unpaid leave of absence, workman's comp or disability.

Please note the following schedules:

Twelve Month Employee Schedule

Continuous and Eligible Service	Vacation Days	Total Vacation Days
First day of work*		vacation accrued from start date per FTE- 5 days
Beginning 2nd through 3rd year	5/6 day per month	10 days anniversary date to anniversary date
Beginning 4th through 6th year	1 day per month	12 days anniversary date to anniversary date
7th through 14th years	1.25 days per month	15 days anniversary date to anniversary date
Beginning of 15th year	1.66 days per month	20 days anniversary date to anniversary date

Ten Month Employee Schedule

Continuous and Eligible Service	Vacation Days	Total Vacation Days
After 1 year**	1/2 day per month accrued	5 days per August to August fiscal year

*A new employee must complete a minimum of 12 months of employment to receive paid vacation days. The days may be taken prior to 12 months of continuous employment. However, if the employee leaves the district prior to one year of service they will be docked for vacation days which have been utilized.

**Employee’s move on vacation schedule on anniversary of employee’s start date of full time employment. New employees hired on or after February 16, will be considered first year employees from the date of employment through the next fiscal year.

Nine-month employees and part-time employees do not receive paid vacation days.

Vacation days should be used during the fiscal year in which they are earned. However, vacation days for one year's employment may be carried over to the next school year, but must be used prior to August 4 of that year. An employee will not be permitted to accrue any hours beyond 1 year of vacation.

When an employee separates from the district, unused and accrued vacation time will be paid out to the employee.

Section 7 Holiday Leave

Full-time employees (working at least 7 hours per day and 35 hours per week or more) are eligible for the paid holidays which fall during their months of employment. These holidays are:

9 Month	10 Month	12 Month
Labor Day Thanksgiving Day Christmas (1 day) New Year's Floating Holiday (2) + (1)	Labor Day Thanksgiving Day Christmas (2 days) New Year's Friday before Easter Memorial Day Floating Holiday (2) + (1)	Labor Day Thanksgiving Day Christmas (2 days) New Year's Friday before Easter Memorial Day Independence Day Floating Holiday (2) + (1)

If a holiday occurs while a full-time employee is on sick leave or vacation, that holiday is paid and is not counted as a sick day or a vacation day. An employee **must** be actively employed the workday before and after the holiday to be paid for the holiday.

Section 8 Floating Holiday Leave

Floating Holiday pay is included in the employee's total annual budgeted hours, and may be taken any time **during the employee's normal work schedule** with approval from the employee's immediate supervisor at least one week in advance of the day requested. Full time classified employees will receive two floating holidays per year, plus, staff who were eligible for sick leave the previous year and who used three or less days of sick leave will earn an additional floating holiday the next year. Full time employees must work the entire previous fiscal year to be eligible for the third floating holiday. Employees who are hired after the beginning of the fiscal year (August 5) will receive a pro- rated floating holiday benefit for the remainder of the school year, and floating holidays taken after notice of resignation is submitted will be prorated for that year. Floating holidays cannot be taken during the final week of school. An employee **must** be actively employed the workday before and after the floating holiday to be paid for the Floating holiday.

Section 9 Unpaid Leaves

The District complies with all laws that require leave to be allowed, such as for FMLA leaves, military service, and jury duty. Should an employee be absent from work in excess of the employee's available paid leaves, the absence will be unpaid leave except as may be required by law. The employee's salary may be subject to reduction for the day or days of work missed.

Section 10 Jury Duty Leave

An employee who is summoned for jury service must promptly notify their immediate supervisor. The employee will be allowed time off for jury duty, pursuant to law.

There will be no loss of salary or deduction to the employee for time spent in jury service. The District will reduce the employee's salary by an amount equal to any compensation, other than expenses, paid by the court for jury duty service.

If an employee reports for jury duty in the morning and is then dismissed from jury duty for the remainder of the day, the employee is to report for work and resume duties for the balance of the day, except as may be otherwise arranged by the employee's immediate supervisor.

Section 11 Family and Medical Leave

Employee Rights and Responsibilities under the Family and Medical Leave Act

Family and medical leave shall be allowed under the terms and conditions of the Family and Medical Leave Act of 1993, as amended (FMLA).

Basic Leave Entitlement. FMLA provides up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- For incapacity due to pregnancy, prenatal medical care, or childbirth;

- To care for your child after birth, or placement for adoption or foster care;
- To care for your spouse, son or daughter, or parent, who has a serious health condition; or
- For a serious health condition that makes you unable to perform your job.

The “leave year” for purposes of the FMLA is a “rolling” 12-month period, measured backward from the date of any FMLA leave usage.

Military Leave Entitlement. Eligible employees with a spouse, son, daughter, or parent on active duty or call to active-duty status in the National Guard or Reserves in support of a contingency operation may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered service member during a 12-month period. A covered servicemember is a current member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury or illness incurred in the line of duty on active duty that may render the servicemember medically unfit to perform his or her duties for which the servicemember is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or is on the temporary disability retired list.

Benefits and Protections. During FMLA leave, an employee’s health coverage under a “group health plan” will be maintained 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 an equivalent position with equivalent pay, benefits, and other employment terms.

An employee’s use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of the FMLA leave.

Eligibility Requirements. An employee is eligible if he or she has been employed with Grand Island Public Schools for at least one year, for 1,250 hours over the previous 12 months, and if there are at least 50 employees of the District within 75 miles of your work location.

Definition of Serious Health Condition. A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of his or her job or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three consecutive calendar days combined with at least two visits to a health care provider or one visit and a regiment of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Use of Leave. The employee must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the District's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

Substitution of Paid Leave for Unpaid Leave. An employee may choose, or Grand Island Public Schools may require use of accrued paid leave while taking FMLA leave. In order to use paid leave for FMLA leave, the employee must comply with the District's normal paid leave policies.

Employee Responsibilities. The employee must provide sufficient information for the District to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that 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. The employee also must inform the District if the requested leave is for a reason for which FMLA leave was previously taken or certified. The employee also may be required to provide a certification and periodic recertification supporting the need for leave.

Employer Responsibilities. The District will inform employees requesting leave whether they are eligible under FMLA. If they are, the notice will specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the District will provide a reason for the ineligibility.

The District will inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If the District determines that the leave is not FMLA-protected, the District will notify the employee.

Unlawful Acts by Employers. FMLA makes it unlawful for any employer to:

- Interfere with, restrain, or deny the exercise of any right provided under FMLA;
- Discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

Enforcement. An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer.

FMLA does not affect any Federal or State law prohibiting discrimination or supersede any State or local law or collective bargaining agreement which provides greater family or medical leave rights.

For additional information you may refer to FMLA poster at school or contact the U.S. Wage and Hour Division at:

1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627

www.wagehour.dol.gov

To submit a request for use of FMLA, or to plan for payment of benefits while on FMLA leave, contact the Human Resources Office.

Section 12 Military and Family Military Leave

Military leave and family military leave will be granted to the extent required by state and federal law and in accordance with Board policy.

Employees requesting to take military leave or family military leave under the Nebraska statutes must notify the Human Resources Office at least 14 days in advance of taking such a leave if the leave will be for 5 or more consecutive days and consult with their immediate supervisor to schedule the leave so as to not unduly disrupt operations of the District. For leaves of less than 5 days, the employee is to notify the Human Resources Office of the leave request as soon as practicable. Employees are to attach a copy of their orders to a leave request form when they prepare the request for military leave.

Section 13 Adoption Leave

Adoption leave will be permitted to be taken by an adoptive parent for the same time and on the same terms as an employee is permitted to take a leave of absence upon the birth of the employee's child.

The adoptive parent leave of absence begins following the commencement of the parent-child relationship. The parent-child relationship commences, for purposes of adoption leave, when the child is placed with the employee for purposes of adoption. The employee shall be deemed to have waived any adoptive leave days not taken following the commencement of the parent-child relationship, except as the Chief of Human Capital Management and the employee may otherwise agree. Advance notice of an anticipated adoption shall be provided by the employee to the Human Resources Office as early as possible.

Section 14 Subpoena to Testify Leave

An employee must promptly notify their immediate supervisor when the employee receives a lawfully issued subpoena to testify in court or to give a deposition that may require an absence from duty.

In the event the subpoena involves a job-related matter in which the employee is testifying on behalf of the District, the absence will be treated similar to a jury duty leave.

In the event the subpoena involves a personal matter, the employee will be required to use available leave days. The Human Resources Office shall make the final determination as to whether a matter is personal to the employee.

Section 15 Voting Leave

Employees will be allowed paid time off to vote in an election if the employee: (a) is a registered voter; (b) does not have 2 consecutive hours between the time of the opening and closing of the polls during which the employee is not required to be present at work; and (c) applies for voting leave prior to or on election day with their immediate supervisor.

When voting leave is available, an employee will be entitled to be absent from work on election day for such period of time as will, when considering the employee's non-working time, total 2 consecutive hours between the time of the opening and closing of the polls. When voting leave is

used, no deduction shall be made from the employee's salary or wages on account of such absence. The immediate supervisor may specify the hours during which the employee may be absent for voting leave.

Section 16 Leave Sharing Program

In the event a classified employee has exhausted all paid leave options and has a medical emergency resulting in a prolonged absence from work with a substantial amount of income loss, the employee may request donated days from the Leave Sharing Program. See [the GRID](#) under Human Resources for more information and appropriate paperwork.

Article 4 – DUTIES AND RESPONSIBILITIES

Section 1 Hours of Work & Meetings

Regular, dependable in-person attendance at work is an essential function of a classified employee's employment position.

Employees are required to attend meetings called by the administration or their supervisors, except those meetings which are designated for optional attendance.

Section 2 Arrival to Duty Assignments

Classified employees' work assignments may or may not be scheduled during the regular school day. Classified employees are expected to know their duty dates and times, and to be on time for work.

Section 3 Leaving School

Employees are to be on duty at all times during the assigned workday. Employees may not leave school or their assigned area during duty hours without the approval of their immediate supervisor. If approval is given, employees must sign out in the office when leaving the building.

Employees who leave the school during their designated lunch period or for an approved absence must check out and check back in the office. Employees who need to leave during the school day for unexpected reasons (such as illness or an emergency) must notify their immediate supervisor as soon as practical.

Section 4 School Procedures

Employees are expected to adhere to the following school procedures in the performance of their duties:

1. Photo ID card worn at all times whenever they are working in the district.
2. Use of Cell Phones. Employees must ensure that any use of a cell phone does not interfere with their job duties, distract from their attention to the job, or extend beyond a reasonable time, as determined by their immediate supervisor.

Employees are not to use cell phones or otherwise engage in distracted driving

while transporting students, driving a school vehicle, or while on duty. This rule applies to the driver regardless of whether the vehicle is in motion. The only exception to these rules is in the case of emergencies. Employees will abide by all rules of the road and any applicable rules of the Nebraska Department of Education and the District relating to driving a motor vehicle. Seat belts and child restraint systems must be used by all occupants.

3. Checking Out of Equipment. All equipment must be checked out through the Supervisor. School equipment may be used only for school purposes. School equipment and other resources may be used for personal purposes only as authorized by the Superintendent or designee.

Section 5 Supervision of Students

Proper supervision of students is necessary. Employees responsible for student supervision are expected to meet the four “P’s” for student supervision and safety. All employees of the school should be familiar with these principles, to the extent they may be involved in supervision of students or interacting with students.

1. Proper Supervision

- Report to all duty assignments on time.
- Circulate through your duty area. Pay particular attention to areas and activities that pose an increased risk of injury.
- Be vigilant while supervising students. Never leave the students unattended; the need to make a copy is not greater than the need to supervise the students. If an emergency requires that an employee must leave students, the employee must request that another nearby staff member supervise those students or notify the office so someone can help. If the employee is on recess duty, the employee’s responsibility is to supervise the students in the assigned area. When talking with other adults or students, remember that the employee’s primary duty is supervision, and the employee is to be aware of what all students are doing.
- If the employee has seen or has been informed that a particular student has a propensity to act dangerously or in an unpredictable manner, the employee’s supervision of that student must increase with the known risk of injury. (Remember, though, that this type of information may be confidential—do not share confidential information about students except with other staff who need to know the information to perform their jobs).
- Be careful with touching students. Touching students should be limited to that necessary to protect the student. Corporal punishment is prohibited in our school district and is not to be used. Physical force may only be used to the extent reasonably necessary to protect the student, yourself, and others, and to protect property as may be reasonable.
- Use good judgment when dealing with difficult situations involving students. Physical confrontation generally escalates tense situations.
- Be careful with language. Profanity or abusive language should not be used. Be a good role model for students. If a student uses such language, you

should correct the student and take disciplinary action as is appropriate, which may include making a report to the 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 they will be remembered.

3. Proper Maintenance of Buildings, Grounds, and Equipment

- Conduct periodic inspections of equipment under your control or in your area of supervision.
- If equipment is broken and presents a risk of injury, immediately take it out of service (if it can't be moved, tape a "Do Not Use" sign) and notify the Principal immediately so repairs may be undertaken.

4. Proper Warnings

- If you have knowledge of a hazard that can likely cause injury, take steps to warn other staff and students. Tell your immediate supervisor immediately so additional warnings may be given.

Contact the Principal for Assistance

The Principal 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 Principal 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)

Violations of student rules which are also violations of state law are required to be reported to law enforcement. Make a report of such conduct to the Principal so this law may be followed.

Student Searches

Only certificated staff may conduct searches of students. The Principal must be contacted so they can be present during searches of students or their belongings. A student suspected of having an item in violation of school rules should be directed to wait until a certificated staff is present. 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.

Section 6 Reporting Child Abuse

Nebraska state law and District policy requires staff to promptly make a report to the proper law enforcement agency or the Department of Health and Human Services (Child Protective Services) when the employee has reasonable cause to believe that a child has been abused or neglected, including sexual abuse, or a child is in a situation which 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:

1. Placed in a situation that endangers his or her life or physical or mental health;
2. Cruelly confined or cruelly punished;
3. Deprived of necessary food, clothing, shelter, or care;
4. Left unattended in a motor vehicle if such minor child is six years of age or younger;
5. Sexually abused; or
6. Sexually exploited by allowing, encouraging, or forcing such person to solicit for or engage in prostitution, debauchery, public indecency, or obscene or pornographic photography, films, or depictions.

Employees are to inform the Principal that they intend to make a report. However, simply informing a Principal or supervisor does not end the employee's responsibility; employees are obligated by law to make certain a report was made if they do not do it themselves.

This requirement shall apply to all school employees, including coaches and volunteers, participating in interstate amateur athletic competitions. The term "promptly" means "within a 24-hour period."

It is vital that the report be made as accurately and as soon as possible. To assure accuracy, you are encouraged to document the date of the incident and specific statements or explanations made by a child regarding an abuse/neglect concern. Timeliness in making a report will assist in minimizing further risk to the child by allowing the police or Child Protective Services workers to promptly interview the child. A counselor or an administrator will help you with any questions or concerns that you may have.

Article 5 – PERSONAL AND PROFESSIONAL CONDUCT

Section 1 Ethics Standards

The Grand Island Public School District expects its classified employees to adhere to ethics standards which are modified from those established by the Nebraska Department of Education for certificated employees. The classified school employment job ethics standards which classified employees are expected to adhere to include those set forth below.

Principle I - Commitment as a School Employee:

Employees shall exhibit good moral character, maintain high standards of performance, and promote equality of opportunity.

In fulfillment of the employee's contractual and personal responsibilities, the employee:

1. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
2. Shall not discriminate on the basis of 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.
3. Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence personal decisions.
4. Shall not make any fraudulent statement or fail to disclose a material fact for which the employee is responsible.
5. Shall not exploit school relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
6. Shall not sexually harass students, parents or school patrons, employees, or board members.
7. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of job duties.
8. Shall report to the Chief of Human Capital Management any known violation of paragraphs 2 or 5 above.
9. Shall seek no reprisal against any individual who has reported a violation of this rule.

Principle II - Commitment to the Student:

Mindful that the employee's classified position exists for the purpose of serving the best interests of the school district's students and patrons, the classified employee shall perform his/her job duties with genuine interest, concern, and consideration for the student. The employee shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the employee:

1. Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.
2. Shall keep in confidence personally identifiable information that has been obtained in the course of employment unless disclosure is approved by the administration or is required by law.
3. Shall not discipline students using corporal punishment.

Principle III - Commitment to the Public:

The magnitude of the responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The classified employee bears responsibility for instilling an understanding of confidence in the rule of law, respect for individual freedom, and a responsibility to promote respect from the public for the integrity of the profession.

In fulfillment of the obligation to the public, the employee:

1. Shall not misrepresent an institution with which the employee is affiliated and shall take added precautions to distinguish between the employee's personal and institutional views.
2. Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
3. Shall neither offer nor accept gifts or favors that will impair judgment to be exercised in the course of employment.
4. Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
5. Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any state or territory.
6. Shall, with reasonable diligence, attend to the duties of the employee's position.

Principle IV - Commitment to Classified Position Employment Practices:

The employee shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The employee shall believe that sound personnel relationships with governing administration and board of education are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to employment practices, the employee:

1. Shall apply for, accept, offer, or assign a position or responsibility on the basis of preparation and legal qualifications.
2. Shall not knowingly withhold information regarding a position from an applicant or employer or misrepresent an assignment or conditions of employment.
3. Shall give prompt notice to the employer of any change in availability of service.
4. Shall conduct job-related business through designated procedures, when available, that have been approved by the employing agency.
5. Shall not assign unqualified personnel tasks for which an employee is responsible.
6. Shall permit no commercial or personal exploitation of his or her employment position.
7. Shall use time on duty and leave time for the purpose for which intended.

Competent Performance

Employees must possess the abilities and skills necessary to accomplish the designated task.

Therefore, each employee shall:

1. Keep records for which he or she is responsible in accordance with law and policies of the school system;
2. Supervise others in accordance with law and policies of the District;
3. Recognize the role and function of community agencies and groups as they relate to the District and to his or her position, including but not limited to health and social services, employment services, community teaching resources, cultural opportunities, educational advisory committees, and parent organizations.

Each employee shall:

1. Utilize available materials and equipment necessary to accomplish the designated task;
2. Adhere to and enforce written and dated administrative policy of the District which has been communicated to the educator;
3. Use channels of communication when interacting with educators, community agencies, and groups, in accordance with policy.

Each supervisor shall:

1. Make reasonable assignment of tasks and duties in light of individual abilities and specialties and available personnel resources.

Communication Skills: In communicating with students and other employees, each employee, within the limits prescribed by his or her assignment and role, shall:

1. Utilize information and materials that are relevant to the designated task;
2. Use language and terminology which are relevant to the designated task;
3. Use language which reflects an understanding of the ability of the individual or group;
4. Assure that the designated task is understood;
5. Use feedback techniques which are relevant to the designated task;
6. Consider the entire context of the statements of others when making judgments about what others have said;
7. Encourage each individual to state his ideas clearly.

Management techniques: The employee shall:

1. Resolve discipline problems in accordance with law, board policy, and administrative regulations and policies;
2. Maintain consistency in the application of policy and practice;
3. Develop and maintain positive standards of conduct.

Human and Interpersonal Relationships: Employees shall possess effective human and interpersonal relations skills and therefore:

1. Shall allow others who hold and express differing opinions or ideas to freely express such ideas;
2. Shall not knowingly misinterpret the statement of others;
3. Shall not show disrespect for or lack of acceptance of others;
4. Shall provide leadership and direction for others by appropriate example;
5. Shall offer constructive criticism when necessary;
6. Shall comply with reasonable requests and orders given by and with proper authority;
7. Shall not assign unreasonable tasks;
8. Shall demonstrate self-confidence and self-sufficiency in exercising authority.

Personal Requirements: Each employee within the scope of delegated authority shall:

1. Be able to engage in physical activity appropriate to the designated task except for temporary disability;
2. Be able to communicate so effectively as to accomplish the designated task;

3. Appropriately control his or her emotions;
4. Possess and demonstrate sufficient intellectual ability to perform designated tasks.

Contractual Obligations: Employees shall adhere fully to the terms of a contract or appointment.

Section 2 Role Model

Employees serve as role models for students and their actions and conduct reflect on the school as a whole. Employees are in all respects to conduct themselves in a professional manner.

Section 3 Professional Boundaries

All employees are expected to observe and maintain professional boundaries between themselves and students. A violation of professional boundaries will be regarded as a form of misconduct and may result in disciplinary action.

The following non-exclusive list of actions will be regarded as a violation of the professional boundaries that employees are expected to maintain with a student:

- Using e-mail, text messaging, instant messaging, or social networking sites to discuss with a student a matter that does not pertain to school-related activities, such as the student's homework, class activity, school sport or club, or other school-sponsored activity. Electronic communications with students are to be sent simultaneously to multiple recipients, not to just one student, except where the communication is clearly school-related and inappropriate for persons other than the individual student to receive (for example, e-mailing a message about a student's grades).
- Engaging in social-networking friendships or communications with a student on social networking sites. Material that employees post on social networks that is publicly available to those in the school community must reflect the professional image applicable to the employee's position and not impair the employee's capacity to maintain the respect of students and parents or impair the employee's ability to serve as a role model for children. Employees shall not friend, communicate with, or follow students on any social networking site.
- Engaging in sexual activity, a romantic relationship, or dating a student or a former student within one year of the student graduating or otherwise leaving the District.
- Making any sexual advance - verbal, written, or physical - towards a student.
- Showing sexually inappropriate materials or objects to a student.
- Discussing with a student a sexual topic that is not related to a specific curriculum.
- Telling sexual jokes to a student.
- Invading a student's physical privacy (e.g., walking in on the student in a restroom).

- Hugging or other physical contact with a student that is initiated by the employee when the student does not seek or want this attention.
- Being overly "touchy" with a specific student.
- Allowing a specific student to get away with misconduct that is not tolerated from other students, except as appropriate for students with an IEP or 504 Plan.
- Discussing with the student the employee's problems that would normally be discussed with adults (e.g., marital problems).
- Giving a student a ride in the employee's personal vehicle without express permission of the student's parent or school administrator unless another adult is in the vehicle.
- Taking a student on an outing without obtaining prior express permission of the student's parent or school administrator.
- Inviting a student to the employee's home without prior express permission of the student's parent and school administrator.
- Going to the student's home when the student's parent or a proper chaperone is not present.
- Giving gifts of a personal nature to a specific student.
- Discussing alcohol, tobacco, or other illicit drugs in a non-instructional setting, such as describing a party that the employee attended.
- Discussing another student's or employee's personal matters when it is not appropriate outside of the instructional setting.
- "Grooming," which includes building trust with a student and individuals close to the student in an effort to gain access to and time alone with the student, with the ultimate goal of engaging in sexual contact or sexual penetration with the student, regardless of when in the student's life the sexual contact or sexual penetration would take place.

Appropriate exceptions are permitted to the foregoing for legitimate health or educational purposes and for reasons of family relationships between employees and their children who are students in the District. A staff member seeking an exception must receive advance approval from his or her administrator. If a staff member is unable to communicate with an administrator in advance (such as in the event of an emergency), the staff member must notify the administrator as soon as possible, but not later than 24 hours immediately following the event.

Any person who suspects a District employee of engaging in any prohibited conduct under this policy, including grooming, should contact the Chief of Human Capital Management as soon as

practical.

An employee who violates this policy may face discipline, up to and including termination of employment, and may be referred to the appropriate certification or credentialing agencies for further discipline.

A violation of this policy will result in referral to the Department of Health and Human Services, law enforcement, or both.

Section 4 Relationships

It is important for employees to maintain an effective working relationship with the administration and all co-workers. Employees are also to maintain appropriate relationships with students.

Section 5 Civility

All employees shall behave with civility, fairness, and respect in dealing with fellow employees, students, parents, patrons, visitors, and anyone else having business with the District. Uncivil behaviors are prohibited. Employees may be subject to disciplinary action up to and including termination for engaging in uncivil behaviors.

Uncivil behaviors are any behaviors that are physically or verbally threatening, either overtly or implicitly, as well as behaviors that are coercive, intimidating, violent or harassing. Such interactions are prohibited in all forms of communication, including telephone conversations, texting, voice mail messages, face-to-face conversations, written communications, and email messages.

Any employee aware of another employee's uncivil behavior shall report the conduct to the employee's immediate supervisor or to the Chief of Human Capital Management. There will be no retaliation against the person for making the report.

Section 6 Notification of Arrest, etc.

Employees must notify Chief of Human Capital Management 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 the District;
 - ii. Would impact the employee's ability to operate a motor vehicle if the employee's work duties include driving; 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 District property, 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 Chief of Human Capital Management 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.
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 receipt of this handbook.

Employees must give full disclosure of the existence and nature of the above proceedings and must also promptly notify the Chief of Human Capital Management of the disposition of the proceedings.

Legal documents relating to the proceedings shall be treated and maintained as part of the employee's confidential criminal background file.

Failure to notify as required under this policy may subject the employee to disciplinary action, including termination.

Section 7 Evaluations

Evaluations of employees will be conducted in accordance with the District's evaluation policy. Supervisors reserve the right to observe, appraise or evaluate employees more frequently than required by policy on an as-needed basis. Employees are expected to make themselves available for evaluation on request, to participate constructively and positively in the evaluation process, and to accept and implement constructive suggestions and improvement strategies developed by the administration.

Section 8 Employee Complaints or Concerns

Employees are to inform their supervisor or the Chief of Human Capital Management of any complaints or concerns about the operations of the District using the established chain of command (immediate supervisor, next higher-level supervisor, etc.) on all matters that require administrative attention; that is, on all matters or issues that their job responsibilities require them to report to a supervisor.

It is important to the efficient and successful operation of the District and a duty of all employees to share any such complaints or concerns in a responsible, professional manner such as to: (1) not disrupt the proper functioning of their duties, (2) not undermine the authority of their co-workers, supervisors, or superiors, (3) maintain close working relationships with their co-workers, supervisors, and superiors, and (4) ensure that all applicable laws and regulations are followed. All official communications from employees must be accurate, demonstrate sound judgment, and promote the District's mission. Employees must ensure that all applicable laws and regulations are followed by the District and its employees. In the event an employee becomes aware of any such non-compliance, the employee is to report such to the employee's immediate supervisor (or the next higher level, if the supervisor is responsible for the problem) and maintain the confidentiality of the report so that the problem can be appropriately corrected in the best interests of the District.

Employees are to use the appropriate complaint or grievance mechanism for matters involving discrimination or harassment or other established mechanism specific to the nature of the complaint or concern.

The District will not tolerate unlawful retaliation against an employee for engaging in legally protected activity. A protected activity includes an employee's act of opposing an unlawful practice prohibited by employment discrimination or other laws that protect the conduct in question. Any act of unlawful retaliation by a supervisor or other employee may result in serious disciplinary action up to and including termination. Any employee may file a complaint with the Superintendent or appropriate Coordinator if the employee feels that they have experienced unlawful retaliation in any form.

Section 9 Attire

It is important for teachers to project a professional image to students, parents, co-workers, and patrons. Appropriate attire and grooming are one of the means of projecting a professional image. Teachers are expected to maintain professional attire and grooming when on duty. As professionals, teachers are expected to be aware of the standard to be maintained. See [GIPS Board Policy 6212](#) for details. The administration may establish more detailed guidelines for individual teachers should that be necessary.

Section 10 Outside Employment

Employees shall not perform duties unrelated to District employment during duty hours. In addition, employees shall not engage in employment which conflicts with their school duties.

Section 11 Employee Fundraising

Any employee who directly or indirectly seeks to use their position as a District employee to fundraise (such as through a crowd funding initiative) must obtain prior approval from the Superintendent or Superintendent's designee before taking any action to fundraise.

District employees who engage in fundraising efforts in their private capacities need not abide by this policy.

Article 6 – USE OF SCHOOL FACILITIES AND EQUIPMENT

Section 1 Drug-Free Workplace

The District has established the school as a drug-free workplace. The drug-free workplace for this purpose includes school grounds, school utilized vehicles, and places in which school activities are held.

The unlawful manufacture, distribution, disposition, possession, or use of tobacco, alcohol or a controlled substance is prohibited in the workplace. The possession, use or distribution of illicit drugs or alcohol, the use of glue or aerosol paint or any other chemical substance for inhalation, and being under the influence of illicit drugs, alcohol, or inhalants, is prohibited in any place on school grounds, in a school utilized vehicle or any location over which the District had control. The possession or distribution of a look-alike drug or look-alike-controlled substance is similarly prohibited. Any level of impairment from illicit drugs, alcohol, or inhalants, and the presence of any odor of illicit drugs (such as marijuana) or alcohol on an employee in the workplace or on duty time shall be a violation of the drug-free workplace. In addition, employees are expected to serve as role models for students and will be considered to have violated the District's expectations in the event the employee commits a criminal drug or alcohol offense off the workplace or off duty time.

As a condition of employment employees will abide by the District's drug-free workplace policies and notify the Chief of Human Capital Management of any criminal drug statute conviction for a violation occurring in the workplace no later than 5 days after such conviction. Disciplinary sanctions up to and including termination of employment and referral for prosecution will be imposed for violations of the District's drug-free workplace policies. Sanctions may include the requirement that the employee complete an appropriate rehabilitation program, a reprimand, or termination of employment. Drug and alcohol counseling and rehabilitation and reentry programs are available through local health agencies.

Section 2 Smoke and Tobacco-Free Workplace

The use of tobacco products is prohibited on school grounds.

"Tobacco products" means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. This does not preclude adults from wearing non-visible nicotine patches, or using nicotine gum without displaying the product container, as part of a smoking cessation program.

Section 3 Weapon-Free Workplace

The District prohibits any person from being in possession of a weapon at a school attendance facility, on school property, at a school-supervised activity, or at a school-sponsored function. Any employee found to be in violation of this policy shall be subject to disciplinary action, up to and including termination.

The phrase "possession of a weapon" includes, without limitation, a weapon in an employee's personal possession or within reach (such as in the employee's vehicle), as well as in an employee's desk, locker, briefcase, backpack, or purse.

Section 4 Use of School Facilities

An employee who is issued school keys or fobs shall not lose their keys or fobs and shall not allow others to have access to or to use their keys or fobs. Employees are permitted to have access to school facilities during non-school time provided such access is for work-related purposes and the Principal or supervisor has given permission for such access. When employees leave the building, they are to close all windows, lock doors, and make sure that the entry door is fully closed and locked. This is especially important when employees are using the school facilities during any weekend or evening use.

Use of school supplies (paper, staples, etc.), school equipment (copiers, fax machines, telephones, etc.) and school postage is to be for approved school-related purposes only. Excess or surplus supplies or equipment, including items which have been placed in the trash, must not be removed for non-school use without approval from the Principal.

Section 5 Recording of Others

To ensure the privacy and confidentiality of student information, no employee is authorized to record or transmit any sound or image of any person (including themselves) without the prior consent or authorization of either (1) the person or persons being recorded or whose image or sound is being transmitted, (2) by authorized staff for purposes of child welfare (for example, to record images of injuries to students caused or believed to be caused by another person), or (3) the Superintendent or Superintendent's designee. This prohibition applies to all staff, regardless of the content or context of the image or sound; however, this provision shall not apply to District-sponsored athletic or activity events where the focus of the recording or transmission is on the student performances or activity. Nothing in this provision shall prohibit the recording of an Individualized Education Program meeting if the recording is necessary to ensure that the parent understands the IEP or the IEP process or to implement other parental rights guaranteed by the Individuals with Disabilities Education Act.

Article 7 – STATE AND FEDERAL PROGRAMS

Section 1 Notice of Nondiscrimination

Grand Island Public Schools 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 admission or access to, or treatment of employment, in its programs and activities. The Coordinators listed in Section 2 have been designated to handle inquiries regarding complaints, grievance procedures or the application of these policies of nondiscrimination.

Local complaint or grievance procedures are provided for by the District and set forth in this handbook. If an employee does not feel that a complaint of nondiscrimination has been satisfactorily resolved at the school level, the employee may file a complaint with the appropriate federal or state agency. Complaints are to be filed with the regional Department of Education, Office for Civil Rights where the complaint relates to Title IX (discrimination, harassment or lack of equity based on gender), Title VI (discrimination or harassment based on race (including

skin color, hair texture and protective hairstyles), color, or national origin) or Section 504 (discrimination, harassment, or failure to accommodate a disability). Complaints are to be filed with the regional U.S. Equal Employment Opportunity Commission (EEOC) if the complaint relates to Title VII (discrimination or harassment based on race (including skin color, hair texture and protective hairstyles), color, gender, national origin, or religion), the Americans with Disabilities Act (discrimination, harassment, or failure to accommodate a disability), or the Age Discrimination in Employment Act (discrimination based on age). The contact information for the OCR and the EEOC in this regard are:

Office for Civil Rights (OCR)
 One Petticoat Lane
 1010 Walnut St. 3rd Floor, Suite 320
 Kansas City, MO 64106
 (816) 268-0550 (voice)
 Fax (816) 268-0599

The U.S. Equal Employment
 Opportunity Commission (EEOC)
 Gateway Tower II
 400 State Avenue, Suite 905
 Kansas City, MO 66101
 (800) 669-4000
 TDD: (800) 669-6820

(800) 877-8339 (telecommunications device
 for the deaf), or ocr.kansascity@ed.gov.

Section 2 Designation of Coordinators

Any person having inquiries concerning the District’s compliance with nondiscrimination laws or policies or other programs should contact or notify the following person(s) who are designated as the coordinator for such laws, policies, or programs. The contact address for the coordinator is: Grand Island Public Schools, [Address], [City], Nebraska [Zip]; Phone: ([Area Code]) [Telephone Number]:

Law, Policy, or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment based on race (including skin color, hair texture and protective hairstyles), color, or national origin; harassment	<u>Students</u> : Associate Superintendent <u>Staff</u> : Chief of Human Capital Management
Title IX	Discrimination or harassment based on sex; gender equity	<u>Students</u> : Associate Superintendent <u>Staff</u> : Chief of Human Capital Management
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment, or reasonable accommodations of persons with disabilities	<u>Students</u> : Associate Superintendent <u>Staff</u> : Chief of Human Capital Management
Homeless student laws	Children who are homeless	<u>Students</u> : Associate Superintendent

		<u>Staff</u> : Chief of Human Capital Management
Safe and Drug Free Schools and Communities	Safe and drug free schools	<u>Students</u> : Associate Superintendent <u>Staff</u> : Chief of Human Capital Management

Section 3 Anti-discrimination & Harassment Policy

Grand Island Public Schools is committed to offering employment and educational opportunities to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, and other employees, students or other persons is prohibited. In addition, the District will endeavor to protect employees and students from reported discrimination or harassment by non-employees or others in the workplace and educational environment.

For purposes of this policy, discrimination or harassment based on a person’s 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 is prohibited. The following are general definitions of what might constitute prohibited harassment:

1. In general, verbal or physical conduct relating to a person’s protected status constitutes harassment when the conduct unreasonably interferes with the person’s work performance or creates an intimidating work, instructional or educational environment.
2. Age harassment has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person’s age.
3. Sexual harassment has been defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the workplace, classroom, or educational environment. Sexual harassment may exist when:
 - a. Supervisors or managers make submission to such conduct either an explicit or implicit term and condition of employment (including hiring, compensation, promotion, or retention);
 - b. Submission to or rejection of such conduct is used by supervisors or managers as a basis for employment related decisions such as promotion, performance evaluation, pay adjustment, discipline, work assignment, etc.
 - c. The conduct has the purpose or effect of unreasonably interfering with an individual’s work or educational performance or creating an intimidating, hostile, or offensive working, classroom, or educational environment.

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

Grievance Procedures

Employment related grievances or complaints shall be addressed through the administrative chain of command, including the process set forth in board policy (see [Personnel Policy 6270](#)).

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 by employees 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 30 days of the filing of the Complaint, unless such time period is extended by agreement with the Complainant, or a longer period is reasonably necessitated by the circumstances. The decision shall be made in writing, shall set forth the Coordinator’s proposed resolution of the Complaint, and shall be forwarded to the Complainant.
5. The Complainant shall have 10 days from the date the Coordinator’s decision is sent to the Complainant to accept or reject the Coordinator’s proposed resolution. The Complainant shall be deemed to have accepted the proposed resolution unless the Complainant rejects the proposed resolution within such time period.
6. In the event the Complainant rejects the proposed resolution, the Complainant shall be given the opportunity to file a request for reconsideration within 10 days from the date the Coordinator’s decision is sent to the Complainant. The request for reconsideration shall be filed with the Coordinator. Upon receipt of the request for reconsideration, the Coordinator shall promptly forward the request for reconsideration and all evidence received by the Coordinator in connection with the Complaint to a third person for review (either an administrator or other employee of the District, or members of the Board of Education or Committee of

the Board).

7. A decision on the request for reconsideration shall be made within 10 days after the request for reconsideration was filed unless the Board or Committee of the Board is the reviewer, in which event the decision shall be made within 30 days of the filing of the request for reconsideration, unless such time period is extended by agreement with the Complainant, or a longer period is reasonably necessitated by the circumstances.

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TEACHER HANDBOOK
GRAND ISLAND PUBLIC SCHOOLS
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**Grand Island Public Schools Teacher Handbook
2024-2025 School Year**

FOREWORD

Section 1 Intent of Handbook

Welcome to Grand Island Public Schools! This handbook is intended to be used by teachers and other certificated staff to provide general information about Grand Island Public Schools 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 Grand Island Public Schools and the Grand Island 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.

Every staff member is subject to the Policies of the Board of Education. As such, every classified staff member should review the Policies of the Board of Education, available online at www.gips.org. Specific department information is located on [the GRID](#) for staff members.

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 decide based upon applicable school district policies, state and federal statutes and regulations, and the best interests of the District. In the event that a staff member does not understand a provision of this Handbook, it is the staff member’s responsibility to seek the administration’s interpretation of such provision.

This handbook will be in effect for the 2024-2025 and subsequent school years unless replaced by a later edition.

Article 1 – CONTRACT DAYS

Section 1 Contract Days

Teachers are contracted for 187 of contract days for the school year. Contract days shall be serviced by individual teachers on varying schedules as established by the Superintendent or Superintendent’s designee.

Section 2 Make-Up Days

In the event teachers are not required to report for duty due to inclement weather conditions or other circumstances whereby a duty day is canceled, such days shall not be credited as a contract day served. Make-up days 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 – EMPLOYMENT, COMPENSATION AND BENEFITS

Section 1 Employment

On March 15 of each school year teachers will be requested to accept employment for the next school year. It is important for teachers to respond to the request to signify acceptance as a failure to signify acceptance of employment by the designated date shall constitute cause for amendment of termination of the teacher’s contract.

Should a teacher wish to resign from employment the teacher must give written notice of resignation to the Superintendent. The request to resign may 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 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.

Section 2 Assignments

The professional duties to be performed by a teacher with the District shall be subject to assignment by the Superintendent or designee. A teacher will be expected to devote full time during days of school to the teacher’s position and to perform the assigned duties diligently and faithfully to the best of the teacher’s professional ability. Job descriptions, where available, may provide additional information about the position duties.

In addition to the normal duties traditionally required of teachers, a teacher may be assigned such “extra duty” assignments to support the extra-curricular programs of the District, which shall be upon such terms and conditions and at such additional rate of compensation as the Teacher and the District may agree upon or as set forth in the negotiated agreement. The extra-curricular program of the District is an integral part of the overall educational program of the District. As such, a teacher shall not unreasonably refuse to accept such extra-duty assignments. In addition, performance in an extra duty assignment is a part of the evaluation of the teacher’s overall performance to the District.

Section 3 Personnel File

The District will follow the requirements of state and federal law and regulation with regard to a teacher's personnel file. Contact the human resources office with questions concerning a personnel file.

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, including the process set forth in board policy (see [GIPS Board Policy 6270](#)).

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, and the extra-duty salary schedule also incorporated into the negotiated agreement. Paychecks may be viewed by logging onto School ERP Pro.

Salary Payments. Salary is payable over twelve equal installments. Teachers will be paid on the 15th of each month. It is mandatory for all employees to have their pay deposited electronically in a financial institution of their choice. In no event shall the Board advance more than one month's salary to any staff member. 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.

Salary Schedule Movement. Teacher salary schedule movement is completed as set forth in the negotiated agreement.

Section 6 Benefits

Teachers are provided benefits in accordance with the negotiated agreement. Benefits are completed online and questions may be directed to the business office.

Continued health insurance benefits are available through COBRA subject to certain qualifying requirements. A Notice of COBRA Continuation Coverage Rights is available in the Superintendent's Office.

Section 7 Payroll and Payroll Deductions

Payroll deductions shall be made in accordance with law, the negotiated agreement, and/or consent of the teacher. Questions concerning payroll may be directed to the Business Office.

Section 8 Expense Reimbursement

Reimbursement for authorized mileage will be paid to teachers required to drive their own vehicles during their regularly scheduled working hours between two or more work sites. Teachers shall receive approval from their supervisor before incurring any mileage. 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. A request for reimbursement shall be accurate. Any teacher who falsifies a reimbursement request may be terminated from employment.

Materials necessary for instruction are provided by the District. If teachers need additional materials for instruction or school-related purposes, the request should be made to the Building Principal.

Reimbursement for purchase of materials or for meals or other expenses related to travel must be submitted to and approved by either the Building Principal or, if the expense relates to an activity, by the Athletic Director. The request for reimbursement should include an itemized receipt sufficient to establish that the expense was actually incurred and that the expense was reasonable and related to a school-purpose. There is no guarantee that teachers will be reimbursed for the purchase of materials or meals. Therefore, teachers should obtain prior authorization from the Building Principal before making such purchases.

Section 9 Injuries at Work

Accidents

Every accident which results in a personal injury must be reported to the Principal immediately. In the event the injury involves a student, the teacher responsible for the student either as teacher, coach or sponsor is responsible for making the report. If the injury occurs in the presence of the teacher, the teacher is also responsible for making a report.

Workers Compensation

Teachers are required to immediately report any work-related injury and/or work-related medical condition to their supervisor and complete all appropriate paperwork.

Article 3 – ABSENCES FROM WORK

Section 1 Paid Leaves

All leaves (paid or unpaid) are identified in the Negotiated Agreement. If any teacher has a question about their availability or access to leaves, the teacher must contact the human resources office for verification. All leaves (paid or unpaid) are to be entered into Timeclock Plus in a timely manner so substitutes, if required, may be found.

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) may be reduced by the day or days of work missed on a per diem basis calculated using the number of days missed as the numerator, and the number of total contract days for the school years as the denominator.

Section 3 Jury Duty Leave

A teacher who is summoned for jury service must promptly notify the Building Principal. The teacher will be allowed time off for jury duty, pursuant to law.

There will be no loss of salary or deduction to the teacher for time spent in jury service. The District may, at its discretion, reduce the teacher's salary by an amount equal to any compensation, other than expenses, paid by the court for jury duty service.

If a teacher reports for jury duty in the morning and is then dismissed from jury duty for the remainder of the day, the employee is to report for work and resume duties for the balance of the day, except as may be otherwise arranged by the Building Principal.

Section 4 Family and Medical Leave Act

Employee Rights and Responsibilities under the Family and Medical Leave Act

Family and medical leave will be allowed under the terms and conditions of the Family and Medical Leave Act of 1993, as amended (FMLA).

Basic Leave Entitlement. FMLA provides up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- For incapacity due to pregnancy, prenatal medical care or childbirth;
- To care for your child after birth, or placement for adoption or foster care;
- To care for your spouse, son or daughter, or parent, who has a serious health condition; or
- For a serious health condition that makes you unable to perform your job.

The "leave year" for purposes of the FMLA is a "rolling" 12-month period, measured backward from the date of any FMLA leave usage.

Military Leave Entitlement. Eligible employees with a spouse, son, daughter, or parent on active duty or call to active-duty status in the National Guard or Reserves in support of a contingency operation may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered service member during a 12-month period. A covered servicemember is a current member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury or illness incurred in the line of duty on active duty that may render the servicemember medically unfit to perform his or her duties for which the servicemember is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or is on the temporary disability retired list.

Benefits and Protections. During FMLA leave, a teacher's health coverage under a "group health plan" will be maintained on the same terms as if the teacher had continued to work. Upon return from FMLA leave, most employees must be restored to their original or an equivalent position with equivalent pay, benefits, and other employment terms.

A teacher's use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of the FMLA leave.

Eligibility Requirements. A teacher is eligible if he or she has been employed with Grand Island Public Schools for at least one year, for 1,250 hours over the previous 12 months, and if there are at least 50 employees of Grand Island Public Schools within 75 miles of your work location.

Definition of Serious Health Condition. A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the teacher from performing the functions of his or her job or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three consecutive calendar days combined with at least two visits to a health care provider or one visit and a regiment of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Use of Leave. A teacher does not need to use FMLA leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. The teacher must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the District's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

Substitution of Paid Leave for Unpaid Leave. The teacher may choose, or the District may require use of accrued paid leave while taking FMLA leave. To use paid leave for FMLA leave, the teacher must comply with the District's normal paid leave policies.

Employee Responsibilities. The teacher must provide sufficient information for the District to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that the teacher 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. The teacher also must inform the District if the requested leave is for a reason for which FMLA leave was previously taken or certified. The teacher also may be required to provide a certification and periodic recertification supporting the need for leave.

Employer Responsibilities. The District will inform employees requesting leave whether they are eligible under FMLA. If they are, the notice will specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the District will provide a reason for the ineligibility.

The District will inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If the District determines that

the leave is not FMLA-protected, the District will notify the employee.

Enforcement. An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer.

For additional information you may refer to FMLA posters on employee bulletin boards or contact the U.S. Wage and Hour Division at:

1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627

www.wagehour.dol.gov

To submit a request for use of FMLA, or to plan for payment of benefits while on an FMLA leave, contact the human resources office at (308)385-5900.

Section 5 Military and Family Military Leave

Military leave and family military leave will be granted to the extent required by state and federal law and in accordance with Board Policy.

Teachers requesting to take military leave or family military leave under the Nebraska statutes must notify the Superintendent at least 14 days in advance of taking such a leave if the leave will be for 5 or more consecutive days and consult with their Building Principal to schedule the leave to not unduly disrupt operations of the District. For leaves of less than 5 days, the teacher is to notify the Superintendent of the leave request as soon as practicable. Teachers are to attach a copy of their orders to a leave request form when they prepare the request for military leave.

Section 6 Adoption Leave

Adoption leave will be permitted to be taken by an adoptive parent for the same time and on the same terms as the teacher is permitted to take a leave of absence upon the birth of the teacher's child.

The adoptive parent leave of absence begins following the commencement of the parent-child relationship. The parent-child relationship commences, for purposes of adoption leave, when the child is placed with the teacher for purposes of adoption. The teacher shall be deemed to have waived any adoptive leave days not taken following the commencement of the parent-child relationship, except as the Superintendent and the teacher may otherwise agree. Advance notice of an anticipated adoption shall be provided by the teacher to the Superintendent as early as possible.

Section 7 Subpoena to Testify Leave

A teacher must promptly notify the Building Principal when the teacher receives a lawfully issued subpoena to testify in court or to give a deposition that may require an absence from duty.

In the event the subpoena involves a job-related matter in which the teacher is testifying on behalf of the District, the absence will be treated like a jury duty leave.

In the event the subpoena involves a personal matter, the teacher will be required to use available leave days. The Superintendent shall make the final determination as to whether a matter is personal to the teacher.

Section 8 Voting Leave

Teachers will be allowed paid time off to vote in an election if the teacher: (a) is a registered voter; (b) does not have 2 consecutive hours between the time of the opening and closing of the polls during which the teacher is not required to be present at work; and (c) applies for voting leave prior to or on election day with the Building Principal.

When voting leave is available, a teacher will be entitled to be absent from work on election day for such a period as will, when considering the employee's non-working time, total 2 consecutive hours between the time of the opening and closing of the polls. When voting leave is used, no deduction shall be made from the teacher's salary on account of such absence. The Building Principal may specify the hours during which the employee may be absent for voting leave.

Section 10 Leave Sharing Program

In the event a teacher has exhausted all paid leave options and has a medical emergency resulting in a prolonged absence from work with a substantial amount of income loss, the teacher may request donated days from the Leave Sharing Program. See [the GRID](#) under Human Resources for more information and appropriate paperwork.

Article 4 – DUTIES AND RESPONSIBILITIES

Section 1 Hours of Work & Meetings

Regular, dependable, in-person attendance at work is an essential function of a teacher's employment position.

Certificated employees are required to serve at the playground, lunchroom and hall supervision as designated by the Principal.

Teachers shall attend meetings assigned by the Superintendent of Schools, principals, department heads and team leaders.

Section 2 Arrival to Duty Assignments

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 15 minutes after their class or assignment ends. 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. See [GIPS Board Policy 6280](#) regarding professional schedules.

Section 3 Leaving School

Teachers are to be always on duty 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 may not leave school during duty hours without the approval of the Principal. If the absence has been approved, the teacher must check out with the Principal's office when leaving and check back in with the Principal's office upon return. Teachers who need to leave during the school day for reasons of illness or emergency are to check out with the Principal's office and make sure that a responsible person has been notified of their unexpected absence so student coverage may be provided.

Section 4 Lesson Plans

On each contract day, teachers must prepare written lesson plans which cover at least three days of advance instruction. The plans must be in a format accessible to the Principal or substitute teacher if the teacher is absent from school. The lesson plans must be sufficiently clear in establishing objectives and related activities of standards based lessons so that they are easily used by a substitute teacher or other staff member not familiar with previous classroom activities or progress. The lesson plans must give specific reference to other instructional sources immediately available which will enhance the instructional lesson.

Section 5 Daily Class Records

Every teacher is required to keep a complete and easily understandable written or electronic record of the attendance and achievement of every student.

Upon request, a student's individual record in the teacher's class record shall be made available for review or copying. Information relating to other students should not be allowed to be seen by other students or parents.

Section 6 Classroom and School Procedures

Teachers are expected to adhere to the following classroom and school procedure in the performance of their duties:

1. Photo ID card worn at all times whenever they are working in the district.
2. Use of Cell Phones
Teachers shall not use personal cell phones during duty time unless the teacher is using a District-issued application or website that directly relates to their teaching duties.

Teachers are not to use cell phones or otherwise engage in distracted driving while transporting students. This rule applies to the driver regardless of whether the vehicle is in motion. The only exception to these rules is in the case of emergencies. Teachers will abide by all rules of the road and any applicable rules of the Nebraska Department of Education and the District relating to driving a motor vehicle. Seat belts and child restraint systems will be utilized by all occupants.

3. Use of Paraprofessionals
Paraprofessionals provide valuable assistance in the educational process and allow teachers to carry out their responsibilities in a more efficient and effective manner. A paraprofessional must not, however, assume teaching responsibilities. The teacher must maintain the role of leadership and responsibility for the students, with the paraprofessional in a supportive role. Teachers ultimately bear responsibility for the actions that occur in the classroom. A paraprofessional is not a sufficient substitute for a teacher's duties. Paraprofessionals may be used to assist the teacher by, among other tasks, assisting with instructional activities under the direction of the teacher, helping to supervise students, copying tests and other written material, organizing class materials, preparing bulletin boards, grading tests or class work, and calculating grades and recording grades. Paraprofessionals are to work only on their assigned workdays and within their assigned workday. If the teacher desires the para to work hours other than the assigned work hours or assigned workday, contact the administration for approval.

4. 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. Student aid should not be present and assisting a teacher without another adult present after the end of regular teacher duty hours.

5. Classroom Environment
At all times, teachers are expected to organize, maintain, and ensure that their classroom is in a safe, orderly, and clean condition for student learning. Classrooms should be free from distractions (such as inappropriate or unprofessional posters or other displays) and other apparatus that may cause student health problems (such as essential oils and/or essential oil diffusers). Teachers who are uncertain as to whether their classroom meets this requirement are encouraged to consult with their building principal in a proactive manner.

Section 7 Supervision of Students

Proper supervision of students is necessary for teachers and other adults responsible for students. Teachers and other adults responsible for student supervision are expected to meet the four "P's" for student supervision and safety.

1. Proper Supervision
 - Report to all duty assignments on time.
 - Circulate through your duty area. Pay particular attention to areas and activities that pose an increased risk of injury.
 - Be vigilant while supervising students. Never leave the classroom unattended; the need to make a copy is not greater than the need to supervise students. If an emergency requires that a teacher leave the classroom, request

that another nearby staff member cover the class, or notify the office so someone can help. If the teacher is on recess duty, the teacher's responsibility is to supervise the students in the assigned area. When talking with other adults or students, the primary duty is supervision, and the teacher is to be aware of what all students are doing.

- If the teacher has seen or has been informed that a particular student has a propensity to act dangerously or in an unpredictable manner, the teacher's 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. 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 language. Profanity or abusive language may not be used. Teachers must be good role models for students. If a student uses such language, the teacher should correct the student and take such disciplinary action as is appropriate, which may include making a report to administration.

2. Proper Instructions

- Proper instructions are important to reduce the risk of injury when students undertake an activity, especially an activity that has an increased risk of harm to students.
- Repeat the instructions on how to complete a task that has a heightened risk of danger, as often as needed. Do not assume because students heard the directions once they will be remembered.

3. Proper Maintenance of Buildings, Grounds, and Equipment

- Conduct periodic inspections of equipment under your control or in your area of supervision.
- If equipment is broken and presents a risk of injury, immediately take it out of service (if it can't be moved, tape a "Do Not Use" sign) and notify the Principal immediately so repairs may be undertaken.

4. Proper Warnings

- If you have knowledge of a hazard that can likely cause injury, take steps to warn other staff and students. Tell the Principal immediately so additional warnings may be given.

Contact the Principal for Assistance

The Principal 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 Principal 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

The Principal should also be contacted before performing searches of students or their belongings. A student suspected of having an item in violation of school rules should be directed to wait until another adult is present, or to follow the teacher to the office if the teacher cannot leave his or her assigned area without causing risk of harm to others. Do not use physical force to detain the student or to make the student accompany you except as reasonably necessary to protect the student or others.

Student Rights

Students should be treated fairly and given the same treatment without consideration of race (including skin color, hair texture and protective hairstyles), color, religion, gender, or disability. Students who need reasonable special accommodation 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 and throughout the year as needed, implementing the classroom expectations on a consistent basis, and being familiar with the student handbook. All staff are responsible for all students in the hallways, in the restrooms, at assemblies, at pep rallies, in other open spaces and during lunch. Consequences for inappropriate behavior may include students making up time before or after school, a student or a parent conference, or a referral to an administrator.

The following guidelines will assist in maintaining appropriate student conduct and complying with the process required for student discipline. For specific expectations, see the principal's behavior flowchart.

1. On the first day of class, students must be made aware of classroom expectations.
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, problems continue, talk to the Principal about possible alternatives in discipline procedures. Be attentive and

respond to “bullying.”

4. If a student continues to cause problems, inform the Principal. 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.
6. Refer students with continued and significant behavioral problems to the student assistance team for a determination of whether the student needs 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 the District and is not to be used. Physical force may only be used to the extent reasonably necessary to protect the student, yourself, and others, and to protect property as may be reasonable.
10. Violations of student rules which are also violations of state law are required to be reported to law enforcement. Make a report of such conduct to the Principal so this law may be followed.

Section 9 Dispensing Medication

Teachers are not permitted to give any medication to students unless trained under the Medication Aid Act. Students who need to take prescription medicine must have a signed parent release form on file in the office. Medications are to be taken in the presence of the office staff, the nurse, or medication aide and are to be stored in the nurse’s office; except for students who have a diabetes self-management or asthma self-management plan. Medical procedures are not to be administered in the classroom except in accordance with the District’s Safety and Security Management Plan and the District’s Emergency Protocol. Any questions about these rules are to be addressed to the Principal.

Section 10 Reporting Child Abuse

Teachers are to promptly report to the appropriate law enforcement agency and the Principal when they have reasonable cause to believe that a child has been subjected to abuse or neglect, including sexual abuse, or circumstances which reasonably would result in abuse or neglect. Administrative staff may sometimes choose to make a report for a teacher. However, simply informing a Principal or supervisor does not end the teacher’s responsibility; teachers are

obligated by law to make certain a report was made if they do not do it themselves.

Article 5 – PERSONAL AND PROFESSIONAL CONDUCT

Section 1 Professional Ethics Standards

The 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 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 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.
- C. Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members to influence professional decisions.
- D. Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.

- E. Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
- F. Shall not sexually harass students, parents or school patrons, employees, or board members.
- G. Shall not have had revoked for cause in another state a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special services counseling certificate is issued in Nebraska.
- H. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.
- I. Shall report to the Superintendent any known violation of paragraphs G, E, or B above.
- J. Shall seek no reprisal against any individual who has reported a violation of this rule.

Principle II - Commitment to the Student:

Mindful that a profession exists for the purpose of serving the best interests of the client, the educator shall practice the profession with genuine interest, concern, and consideration for the student. The educator shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

- A. Shall permit the student to pursue reasonable independent scholastic effort and shall permit the student access to varying points of view.
- B. Shall not deliberately suppress or distort subject matter for which the educator is responsible.
- C. Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.
- D. Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.
- E. Shall keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purposes, or is required by law.
- F. Shall not tutor for remuneration students assigned to his or her classes unless approved by the Board of Education.
- G. Shall not discipline students using corporal punishment.

Principle III - Commitment to the Public:

The magnitude of the responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The educator bears responsibility for instilling an understanding of 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 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

At all times, teachers serve as role models for students and their actions and conduct reflect on the school as a whole. Teachers are in all respects to conduct themselves in a professional manner.

A. Notification of Arrest

Teachers must notify Superintendent by the next business day after:

1. Arrest or Criminal Charges. The teacher 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 teacher's job responsibilities, including offenses that:
 - i. Would impact the responsibility to be a role model for students or relations with other employees of Grand Island Public Schools;
 - ii. Would impact the teacher's ability to operate a motor vehicle if the teacher at times needs to travel during duty time or the teacher at times drives students; or
 - iii. Would impact the teacher's Commercial Drivers License if the teacher's job requires that the employee have a CDL.
 - d. The arrest or the alleged criminal activity occurred while the teacher was on duty, on property of Grand Island Public Schools, or in a school owned or utilized vehicle, or at a school-supervised activity or school-sponsored function.

Teachers must also promptly report to the Superintendent whenever the teacher has been sentenced to be incarcerated for any period, even if the offense is not otherwise reportable.
2. Certificate or License. The teacher becomes aware that a complaint has been filed against the teacher that could affect a certificate or license required for the teacher'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 teacher's position.

3. Child Abuse. The teacher becomes aware that a report of child abuse or neglect has been made against the teacher under the Child Protection Act.

Further, teachers must give full disclosure of any Child Protection Act investigation that resulted in an "inconclusive" determination that occurred at any time. Teachers must disclose such findings within ten days following the Teacher's notice of such determination.

Teachers must give full disclosure of the existence and nature of the above proceedings and must also promptly notify Superintendent of the disposition of the proceedings.

Legal documents relating to the proceedings shall be treated and maintained as part of the teacher's confidential criminal background file.

Failure to notify as required under this section may subject the teacher to disciplinary action, including termination.

B. Civility

Each teacher shall behave with civility, fairness, and respect in dealing with fellow employees, students, parents, patrons, visitors, and anyone else having business with Grand Island Public 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, unprofessional, violent, or harassing. Such interactions are prohibited in all forms of communication, including telephone conversations, voice mail messages, face-to-face conversations, written communications, social media communications and email messages.

Any teacher aware of another teacher's uncivil behavior shall report the conduct to the teacher's immediate supervisor or to the Superintendent. There will be no retaliation against the person for making the report.

C. Tobacco

The use of tobacco products is prohibited on school grounds.

"Tobacco products" means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. This does not preclude adults from

wearing non-visible nicotine patches, or using nicotine gum without displaying the product container, as part of a smoking cessation program.

Section 4 Relationships

It is important for teachers to maintain an effective working relationship with the administration and all co-workers, including other teachers and support staff. Teachers must maintain appropriate relationships with students and the community, including parents and patrons. Appropriate relationships are established by extending social courtesies, following through on commitments and promises, complying with administrative directives and Board policies, being prompt and responsive to questions and concerns, being honest and consistent, and not intruding into personal matters outside the scope of duties or gossiping or spreading rumors about others.

Professional Boundaries Between Employees and Students

All teachers are expected to observe and maintain professional boundaries between themselves and students. A violation of professional boundaries will be regarded as a form of misconduct and may result in disciplinary action.

The following non-exclusive list of actions will be regarded as a violation of the professional boundaries that teachers are expected to maintain with a student:

Using e-mail, text messaging, instant messaging, or social networking sites to discuss with

- a student a matter that does not pertain to school-related activities, such as the student's homework, class activity, school sport or club, or other school-sponsored activity. Electronic communications with students are to be sent simultaneously to multiple recipients, not to just one student, except where the communication is clearly school-related and inappropriate for persons other than the individual student to receive (for example, e-mailing a message about a student's grades).
- Engaging in social-networking friendships or communications with a student on social networking sites. Material that employees post on social networks that is publicly available to those in the school community must reflect the professional image applicable to the employee's position and not impair the employee's capacity to maintain the respect of students and parents or impair the employee's ability to serve as a role model for children. Employees shall not friend, communicate with, or follow students on any social networking site.
- Engaging in sexual activity, a romantic relationship, or dating a student or a former student within one year of the student graduating or otherwise leaving the District.
- Making any sexual advance - verbal, written, or physical - towards a student.
- Showing sexually inappropriate materials or objects to a student.
- Discussing with a student sexual topic that are not related to a specific curriculum.

- Telling sexual jokes to a student.
- Invading a student's physical privacy (e.g., walking in on the student in a restroom).
- Hugging or other physical contact with a student that is initiated by the employee when the student does not seek or want this attention.
- Being overly "touchy" with a specific student.
- Allowing a specific student to get away with misconduct that is not tolerated from other students, except as appropriate for students with an IEP or 504 Plan.
- Discussing with the student the employee's problems that would normally be discussed with adults (e.g., marital problems).
- Giving a student a ride in the employee's personal vehicle without express permission of the student's parent or school administrator unless another adult is in the vehicle.
- Taking a student on an outing without obtaining prior express permission of the student's parent or school administrator.
- Inviting a student to the employee's home without prior express permission of the student's parent and school administrator.
- Going to the student's home when the student's parent or a proper chaperone is not present.
- Giving gifts of a personal nature to a specific student.
- Discussing alcohol, tobacco, or other illicit drugs in a non-instructional setting, such as describing a party that the employee attended.
- Discussing another student's or employee's personal matters when it is not appropriate outside of the instructional setting.
- "Grooming," which includes building trust with a student and individuals close to the student in an effort to gain access to and time alone with the student, with the ultimate goal of engaging in sexual contact or sexual penetration with the student, regardless of when in the student's life the sexual contact or sexual penetration would take place.

Appropriate exceptions are permitted to the foregoing for legitimate health or educational purposes and for reasons of family relationships between employees and their children who are students in the District. A teacher seeking an exception must receive advance approval from his or her Principal. If a teacher is unable to communicate with their Principal in advance (such as

in the event of an emergency), the teacher must notify the Principal as soon as possible, but not later than 24 hours immediately following the event.

A teacher who violates this policy may face discipline, up to and including termination of employment, and may be referred to the appropriate certification or credentialing agencies for further discipline. A violation of this policy will result in referral to the Department of Health and Human Services, law enforcement, or both.

Section 5 Professional Attire

It is important for teachers to project a professional image to students, parents, co-workers, and patrons. Appropriate attire and grooming are one of the means of projecting a professional image. Teachers are expected to maintain professional attire and grooming when on duty. As professionals, teachers are expected to be aware of the standard to be maintained. See [GIPS Board Policy 6212](#) for details. The administration may establish more detailed guidelines for individual teachers should that be necessary.

Section 6 Private Tutoring

Teachers are encouraged to provide individual assistance to students as a part of their duties. Teachers who engage in private tutoring for pay (compensation of any kind from a source other than the District) are subject to the following rules:

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 7 Outside Employment

Teachers shall not perform duties unrelated to District employment during duty hours without the prior permission of the Superintendent. 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 to comply with Nebraska State Retirement System regulations and (2) teachers who have a work-related injury in order to comply with workers' compensation requirements.

Section 8 Safe Transportation

When driving a school vehicle or transporting students, teachers are to abide by all rules of the road and any applicable rules of the Nebraska Department of Education and the District relating to driving a motor vehicle. Seat belts and child restraint systems must be utilized by all occupants.

When transporting students, teachers are not to use cell phones or otherwise engage in distractions. This rule applies to the driver regardless of whether the vehicle is in motion. The only exception is in the case of emergencies.

Article 6 – ACADEMIC MATTERS

Section 1 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.

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 2 Measuring and Reporting Academic Achievement

Grades and Grading. Measuring and accurately reporting the level of each student’s academic achievement is of critical importance to students, parents, staff, the board of education and community. To this end, each teacher shall develop a variety of assessment instruments and techniques to measure student achievement in the curriculum adopted and implemented by the school district, record the results of such assessment, and report such results on report cards. Teachers should endeavor to measure student learning and understanding on a frequent basis during as required to provide an accurate evaluation of each student’s academic achievement for that period.

Recording Grades. Each teacher shall record grades in the daily class record or other applicable electronic format in order to justify a summative grade that each student earns.

Reconsideration of Grades/Marks

Questions raised concerning duly assigned grades should be resolved cooperatively in a conference which includes the teacher(s) involved and the Principal. In the event a grade is questioned by parents or students, the parents/guardians and/or student may be included in the conference.

Failure to resolve the issue may result in a second conference involving the Superintendent or designee and the participants in the initial conference described above. The grades designated by teachers will not be changed unilaterally by the Superintendent unless the Superintendent determines that the grade is not consistent with the requirements of law, Board policy, or the best interests of the District.

Reduced Credit. Some students in certain situations may qualify for less than the number of credits normally granted for a course. If a student is excessively absent from a class for any particular reason, a teacher may request reduced credit. All cases of reduced credit should be approved by the Principal.

Reports to Parents. Grades and credit are assigned on a trimester or semester basis. Reports will be made available to parents at the close of each quarter during the school year.

Section 3 Parent-Teacher Conferences

Parent-Teacher conferences are a critical opportunity for teachers to dialogue with parents (or guardians) of students regarding student achievement and learning. To this end, Parent-Teacher conferences will be scheduled and held during the school year. Teacher attendance at Parent-Teacher conferences is mandatory. A teacher may only be excused from attendance at Parent-Teacher conferences in writing by the Principal and in advance.

Teachers are expected to be prepared for such conferences. Being prepared includes having completed grade books which include all student assignments, work or tests completed before the Parent-Teacher conference.

Article 7 – USE OF SCHOOL FACILITIES AND EQUIPMENT

Section 1 Drug-Free Workplace

The District has established the school as a drug-free workplace. The drug-free workplace for this purpose includes school grounds, school utilized vehicles, and places in which school activities are held.

The unlawful manufacture, distribution, disposition, possession, or use of tobacco (including electronic nicotine delivery systems), alcohol or a controlled substance is prohibited in the workplace. The possession, use or distribution of illicit drugs or alcohol, the use of glue or aerosol paint or any other chemical substance for inhalation, and being under the influence of illicit drugs, alcohol, or inhalants, is prohibited in any place on school grounds, in a school utilized vehicle or any location over which the District had control. The possession or distribution of a look-alike drug or look-alike-controlled substance is similarly prohibited. Any level of impairment from illicit drugs, alcohol, or inhalants, and the presence of any odor of illicit drugs (such as marijuana) or alcohol on a teacher in the workplace or on duty time shall be a violation of the drug-free workplace. In addition, teachers are expected to serve as role models for students and will be considered to have violated the District's expectations in the event the teacher commits a criminal drug or alcohol offense off the workplace or off duty time.

As a condition of employment teachers will abide by the District's drug-free workplace policies and notify the Superintendent of any criminal drug statute arrest, citation, or conviction for a violation occurring in the workplace no later than 5 days after such arrest, citation, or conviction. Disciplinary sanctions up to and including termination of employment and referral for prosecution will be imposed for violations of the District's drug-free workplace policies.

Section 2 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. Teachers shall refer to the District’s Board Policies on weapons to determine what qualifies as a weapon. If a teacher remains uncertain whether an object constitutes a weapon, the teacher must consult the Superintendent in advance for a final determination.

Section 3 Use of District Computer Network and Internet

Teachers have access to the District’s computer network and the Internet for the enhancement and support of student instruction. It is important to remember that the equipment and the software are the property of the District.

As a condition of using the computers and the Internet, teachers agree to the following:

1. Since copyright laws protect software, teachers will not make unauthorized copies of software found on school computers by any means. Teachers will not give, lend, or sell copies of software to others unless the original software is clearly identified as shareware or in the public domain.
2. Teachers shall not download or install unapproved software onto their district issued school computers.
3. Teachers shall not access material that is obscene, child pornography or otherwise inappropriate matter for educational or work-related uses or contrary to the District’s mission. Teachers are not permitted to knowingly access information that is profane, obscene, or offensive toward a group or individual based upon race (including skin color, hair texture and protective hairstyles), color, national origin, religion, disability, age, sex, or other protected category. Further, teachers are prohibited from placing such information on the Internet.
4. Teachers will protect the privacy of other computer users' areas by not accessing their passwords without written permission. Teachers will not copy, change, read, or use another person's files. Teachers will not engage in “hacking” or otherwise attempt to gain unauthorized access to system programs or computer equipment.
5. Teachers will not disclose their passwords and account names to anyone or attempt to ascertain or use anyone else's password and account name.
6. Teachers will not attempt to log in to the system as someone other than themselves without the other person’s prior permission.
7. Teachers will not use the school network or computers for financial gain or for any commercial or illegal activity.
8. The District reserves the right to inspect a teacher’s school computer and computer usage at any time. Teachers have no privacy rights or expectations of privacy regarding use of the District’s computers or Internet system.
9. The computer system is not a public forum. It is provided for the limited purpose of advancing the District’s mission.
10. Teachers shall not use or access the Internet for any reason that would violate the request that a teacher serve as a role model for students.

Any violation of any part of this agreement or any other activity which school administrators deem inappropriate will be subject to disciplinary action.

Section 4 Use of School Facilities

A teacher who is issued school keys or fobs shall not lose their keys or fobs and shall not allow others to have access to or to use their keys or fobs. Teachers are permitted to have access to school facilities during non-school time provided such access is only for work-related purposes or has been approved in advance by the Principal.

Use of school supplies (paper, staples, etc.), school equipment (copiers, fax machines, telephones, etc.) and school postage is to be for approved school-related purposes only. Excess or surplus supplies or equipment, including items which have been placed in the trash, must not be removed for non-school use without prior approval from the Principal.

Section 5 Care of School Property

Teachers are responsible for the proper care of all books, equipment, computers, supplies, and furniture supplied by the school. If an item needs maintenance or repair, report it to the Principal. If a teacher learns that a student has damaged school property or equipment, or if a teacher is responsible for damage to school property, the teacher must 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 6 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.

Section 7 Recording of Others

To ensure the privacy and confidentiality of student information, no person (including a teacher) is authorized to record or transmit any sound or image of any person (including themselves) without the prior consent or authorization of either (1) the person or persons being recorded or whose image or sound is being transmitted, (2) by authorized staff for purposes of child welfare (for example, to record images of injuries to students caused or believed to be caused by another person), or (3) the Principal or Principal's designee. This prohibition applies to all persons, regardless of the content or context of the image or sound; however, this provision shall not apply to District-sponsored athletic or activity events where the focus of the recording or transmission is on the student performances or activity. Nothing in this provision shall prohibit the recording of an Individualized Education Program meeting if the recording is necessary to ensure that the parent understands the IEP or the IEP process or to implement other parental rights guaranteed by the Individuals with Disabilities Education Act.

Section 8 Copyright and Fair Use Policy

It is the District's policy to follow the federal copyright law. Teachers are reminded that, when using school equipment and when performing school duties, they also must follow the federal copyright laws. The federal copyright law governs the reproduction of works of authorship.

Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice.

Article 8 – STATE AND FEDERAL PROGRAMS

Section 1 Notice of Nondiscrimination

The 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 category in admission or access to, or treatment of employment, in its programs and activities. The Coordinators listed in Section 2 have been designated to handle inquiries regarding complaints, grievance procedures or the application of these policies of nondiscrimination.

Complaint and grievance procedures are provided for by the District and set forth in the Board of Education Policy. If an employee does not feel that a complaint of nondiscrimination has been satisfactorily resolved at the school level, the employee may file a complaint with the appropriate federal or state agency. Complaints are to be filed with the regional Department of Education, Office for Civil Rights where the complaint relates to Title IX (discrimination, harassment or lack of equity based on gender), Title VI (discrimination or harassment based on race (including skin color, hair texture and protective hairstyles), color, or national origin) or Section 504 (discrimination, harassment, or failure to accommodate a disability). Complaints are to be filed with the regional U.S. Equal Employment Opportunity Commission (EEOC) if the complaint relates to Title VII (discrimination or harassment based on race (including skin color, hair texture and protective hairstyles), color, gender, national origin, or religion), the Americans with Disabilities Act (discrimination, harassment or failure to accommodate a disability), or the Age Discrimination in Employment Act (discrimination based on age). The contact information for the OCR and the EEOC in this regard are:

Office for Civil Rights in the U.S. Department of Education (OCR)

One Petticoat Lane

1010 Walnut Street, 3rd Floor, Suite 320

Kansas City, Missouri 64106

(816) 268-0550; Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

The U.S. Equal Employment Opportunity Commission (EEOC)

Gateway Tower II

400 State Avenue, Suite 905

Kansas City, KS 66101

(800) 669-4000; TTY: (800) 669-6820; Fax (913) 551-6957

Section 2 Designation of Coordinators

Any person having inquiries concerning the District's compliance with anti-discrimination laws or policies or other programs should contact or notify the following person(s) who are designated

as the coordinator for such laws, policies, or programs. The contact address for the coordinator is: Grand Island Public Schools, Kneale Administrative Building, 123 S Webb Road, Grand Island, NE 68802, (308-385-5900).

Law, Policy, or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment based on race (including skin color, hair texture and protective hairstyles), color, or national origin; harassment	<u>Students</u> : Associate Superintendent <u>Staff</u> : Chief of Human Capital Management
Title IX	Discrimination or harassment based on sex; gender equity	<u>Students</u> : Associate Superintendent <u>Staff</u> : Chief of Human Capital Management
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment, or reasonable accommodations of persons with disabilities	<u>Students</u> : Associate Superintendent <u>Staff</u> : Chief of Human Capital Management
Homeless student laws	Children who are homeless	<u>Students</u> : Associate Superintendent <u>Staff</u> : Chief of Human Capital Management
Safe and Drug Free Schools and Communities	Safe and drug free schools	<u>Students</u> : Associate Superintendent <u>Staff</u> : Chief of Human Capital Management

Section 3 Confidentiality of Student Records (FERPA)

The Family Educational Rights and Privacy Act (FERPA) gives parents and family members 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.

RESOLUTION APPROVING CERTAIN STAFF TRAININGS

WHEREAS, during the 2024 legislative session, the Legislature enacted LB 1329; and,

WHEREAS, LB 1329 defers to each Board of Education to determine the reasonable length of time for certain staff training requirements; and

WHEREAS, to ensure that the District’s planned training requirements for the 2024-2025 school year comply with these statutory requirements, the Board of Education adopts this Resolution to find and determine that the following training requirements are reasonable in scope and length.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education hereby determines as follows:

1. The following trainings are reasonable in both length and scope and the Superintendent or designee shall identify the District staff who shall be trained as follows:

Subject	Required by	Approximate Length of Training
Behavioral Awareness	Neb. Rev. Stat. § 79-3603	60 minutes (once every 3 years)
Dating Violence Prevention	Neb. Rev. Stat. § 79-2,141	34 minutes
Suicide Prevention	Neb. Rev. Stat. § 79-2,146	67 minutes
Safe Seizure Schools	Neb. Rev. Stat. § 79-3204	60 minutes (once every 2 years)
Anti-Bullying	Neb. Rev. Stat. § 79-2,137; NDE Rule 10.011.01F; NDE Guidance	60 minutes

2. The Superintendent or designee is authorized to implement additional training requirements for staff if the Superintendent or designee determines that additional training would be in the best interest of the District and/or is otherwise required by law.

3. The Superintendent or designee is further authorized to deviate from the source of these training requirements if any unexpected circumstances arise and the Superintendent or designee determines that it is in the best interests of the District to require a different training(s).

4. All District staff who are directed to attend or participate in any training requirement(s) must complete such training(s) in good faith and in accordance with this Resolution and the directives of the Superintendent or designee.

This Resolution shall continue until or unless modified by a vote of the majority of a

quorum of the Board of Education.

DATED this ____ day of _____, 2024.

_____ **PUBLIC SCHOOLS**

BY: _____
President

ATTEST:

Secretary

4480 CONTRACT, AGREEMENTS, AND MEMORANDUM OF UNDERSTANDING

The Grand Island Public Schools initiates and receives contracts, agreements, and memorandum of understandings (MOU's). Contracts, agreements, and MOU's should be submitted to the Board of Education for their consideration. Staff designated to sign contracts, agreements, and MOU's are the Board of Education President, Superintendent, Chief Financial Officer, and the Secretary of the Board.

The Board shall be presented any contracts, agreements, or MOU's for Board approval. The process is to present documents as a first read and a final read for approval with a signature by the President of the Board of Education. Financial contracts shall be approved by the Board Finance Committee and recommended to the Board for final approval. Other Board Committees with a connection to the proposed contract, agreement, or MOU - such as Leadership for Learning Committee recommendation for the purchase of curriculum materials or contracting with a consultant – may present a contract, agreement, or MOU for Board approval as well. No committee of the Board, individual member of the Board, or staff member shall have the power to act or bind the Board without specific formal approval authorized by the Board in a legal session and recorded in the minutes of the Board of Education. No contract, agreement, or understanding shall be legally enforceable unless approved or authorized by the Board of Education. The superintendent or designee can approve a contract that is for 18 months or less and is less than \$35,000 (the amount limit as approved amount in current purchasing practices (policy 4440)). The superintendent or designee can approve the contract if the contract it is a renewal or extension of a contract/service. ~~and~~ The Board will approve through the consent agenda. If there are significant changes to contract/service or a new contract, the contract needs to go to the Board for action.

For the purposes of this policy, contracts, agreements, and MOU's are defined as follows:

A **contract** is defined as a legally enforceable understanding between two or more persons or legal entities (contracting parties). A contract describes an agreement that meets the legal requirements to be enforced as binding on the parties by a court of law – offer, acceptance, consideration, and intention.

An **agreement** is defined as a state when two parties agree upon the same thing, in the same manner to work together for achieving a common objective. It can be legal or not legally binding. Examples of agreements that GIPS is involved in are: Interlocal Cooperation Agreement by and Between the City of Grand Island and GIPS for School Resource Officers; Rental Agreements; and GIPS and YMCA Facilities Use Agreement. The agreement consists of a proposal which is to be accepted by the party to who the proposal is made, and when this proposal is accepted, it becomes a promise of parties to each other, to which they have agreed upon. The parties to the agreement have the right to go to court in the event of nonperformance of the agreement.

Similar to a contract is a **Memo of Understanding (MOU)** and it is intended to be a document or a means for two parties to reach a decision. The MOU is a written document which describes the terms of an agreement. An MOU is often used to clarify terms and may be used as the basis of a future formal contract or deed.

Contracts, Agreements, and MOU's commit the Grand Island Public Schools to a service (something for something) that can be an exchange of money, services, property, or contractual rights. An agreement also commits GIPS to an agreed upon service and it is legally binding. The MOU is a written document which describes who will do what and when, such as operating procedures, and it is not intended to be legally binding.

Notwithstanding anything to the contrary, no employee may enter into any agreement or understanding on behalf of the District that may financially benefit the employee, member of the employee's immediate family, or a business with which the employee is associated, unless the Board of Education approves such contract or arrangement in advance.

For any company that submits a bid or proposal for any technology-related product or service, and before entering into any contract with any company for any technology-related product or

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service, the company must certify that: (1) the company is not a scrutinized company (as defined by law); (2) the company will not subcontract with any scrutinized company for any aspect of performance of the contemplated contract; and (3) any products or services to be provided do not originate with a scrutinized company. The District will not knowingly enter into any contract with any scrutinized company.

Policy Adopted: 03/07/2019

Policy Revised: 10/14/2021

Policy Revised: ??/??/????

2111 BOARD OPERATING PRINCIPLES

We believe that the welfare of our community, state, and nation is directly impacted by our educational system. We believe that each child should receive the best possible education relative to his or her abilities, interests, and potentialities. To this end, we believe that Board decisions regarding complex problems of organization, curricular offerings, and financial support should be made in terms of what is best for the student and by extension, the community, state, and nation.

In order to assure maximum efforts toward this goal, the Board believes high ethical standards on the part of all Board members must be maintained in all personal and public activities. The following Operating Principles serve to guide individual board member interaction as we carry out the duties and responsibilities of board members, as well as to provide information to the public concerning the duties and responsibilities of the Board of Education as a collective whole.

(Policy: [1310](#), [2120](#), [2215](#))

I. Educational Advocate

Vision:

Student are prepared to make positive contributions to society and thrive in an ever changing world.

Mission Statement:

Every student, every day, a success! In educating students, we teach hearts as well as minds.

Student Commitments:

Within the school district of Grand Island

- Every student will be taught to read, write, and communicate effectively, solve problems, and acquire and apply knowledge to the best of the abilities;
- Every student will be treated with dignity and respect;
- Every student will be valued for their unique qualities and backgrounds;
- Every student will experience a sense of belonging, contribution, and success;
- Every student will develop responsibility and show respect for others as well as oneself;
- Every student will have equitable access to high-quality learning in an inclusive and anti-discriminatory environment.

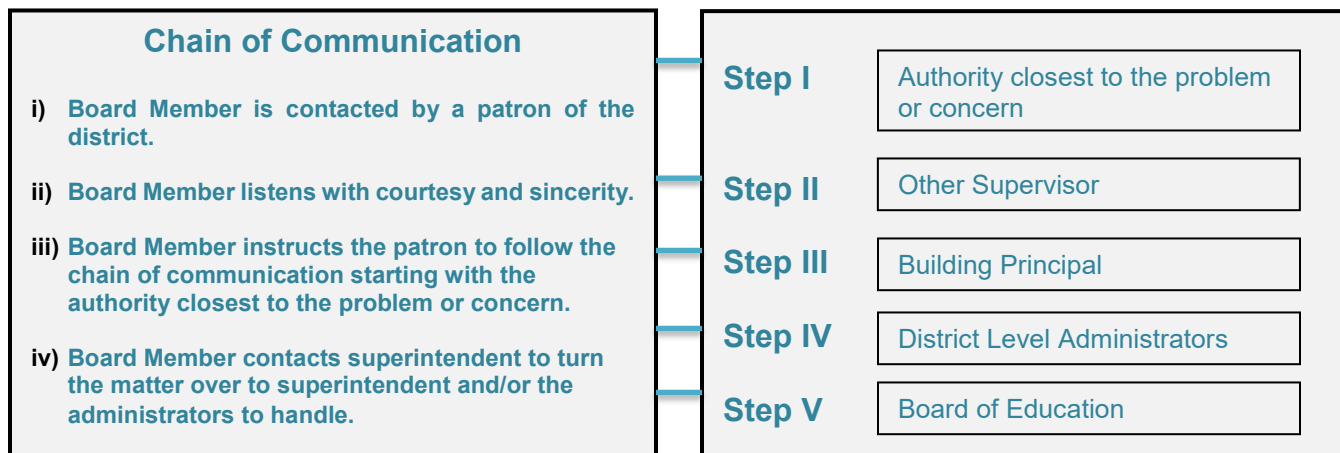
II. Process for Addressing Public and Board Issues

Public

Statement: We will encourage the public to use the chain of communication to address concerns in the following manner:

- A. Listen to the individual's concern.
- B. Explain that the board and administrative team have established a process for handling concerns starting with the immediate person responsible.
 1. Encourage the person to follow the established chain of communication. Ask if he or she has discussed the issue with the person immediately responsible (for example, a teacher or coach).
 2. If so, ask if he or she has discussed the issue with the supervisor of the individual (for example, the Principal or Activities Director).
 3. If so, ask if he or she has discussed the issue with the Superintendent.
 4. Assure the person that the Superintendent will be informed of a significant complaint. However, affirm the chain of communication procedure must be followed.
- C. Significant complaints will be reported to the Superintendent by the board member.

(Policy: [2480](#))



Board Member

Statement: We believe as an individual board member we have no individual power, and our power comes from being a part of a group of nine. When concerns are raised, there is a proper protocol to follow in response to the concern. The protocol is as follows:

- A. The Superintendent will be notified of issues that are causing concern for the board member, including individual or collected board concerns regarding staff or district operations.
- B. The Superintendent will be the recipient of appropriate information regarding issues needing investigation (i.e., names of people making complaints, specific instances regarding the complaint, etc.).
- C. If we have concerns about another board member:
 - The concern should first be shared personally with the board member.
 - If a resolution is not reached between the two board members, concerns will be directed to the Board President.
 - There may be times the resolution will require a discussion with the entire Board. ~~of Education in an Executive Session.~~

(Policy: [2230](#))

III. Meeting Format

Statement: We will conduct our meetings in accordance with the Nebraska Open Meeting Laws and in an orderly fashion.

Board Meetings

- A. Board meeting agendas will be developed cooperatively with the Board President, Vice-President, and Superintendent after receiving committee input. An individual board member may request that an item be added to the agenda.
- B. Issues will be presented as an informational item without a vote occurring to allow for full consideration and thought by board members.
 - 1. The vote on the issue will follow in the next month’s meeting.
 - 2. There may be instances when an issue must be presented and voted on at the same monthly meeting.
- C. Executive Session will be used ONLY as necessary and consistent with Nebraska Open Meeting Laws.
- D. We welcome input from the public during the scheduled Request to Address the Board period of each board meeting. Patrons are requested to complete the “Request to address the Board” form and follow guidelines included on the form. The form is posted outside the doors to the boardroom.
 - Each individual addressing the board will be allowed 5 minutes. The Board of Education has the prerogative to limit speaking to 3 minutes when there are three or more patrons to allow speakers an opportunity to address the Board in a timely manner.
 - We will not engage in dialogue with patrons presenting to the Board.

- The Board president and superintendent will identify staff to follow-up on information requested from patrons.
 - The Board president may share a statement on behalf of the Board when addressing a major issue in the district.
- E. Each board meeting during the academic year will have a portion of the meeting devoted to a segment on student success within the district.
- F. We will maintain a student board member program.
- (Policy: [2210](#), [2410](#), [2481](#))

Board of Education Committees

- A. Standing committees will be established to allow issues to be reviewed in great length, so the monthly meetings of the full board are run efficiently and timely. These committees will meet monthly or as needed. The committees are:
1. Personnel
 2. Policy Review
 3. Facilities and Finance
 4. Leading for Learning (American Civics)
 5. Governance
 6. Public Relations/Partnership Development
- B. The district will establish and maintain additional committees as needed to include Ad hoc committees, task forces, and/or advisory councils or coalitions. The Board President will ask for interested participants, and provide opportunities for all board members to participate in these additional committees.
- C. All board committee agendas and minutes will be posted to an electronic Board Committee folder for all board members to view.
- D. The committees do not have power to take formal action on issues without a full vote of the Board of Education.
- E. Non-committee Board members wishing to attend specific committee meetings will make their interest known to all board members. All committee meetings will have no more than four board members in attendance.
- F. If board members are unable to attend a meeting of their assigned committees they should notify the rest of the board members. Should the president be unable to fill in they shall notify the rest of the board that they will be unavailable and encourage other board members to fill in for the absent committee member.
- G. Board committee agendas are posted monthly to the Board consent agenda to ensure that information discussed in committee is made public.
- H. Board Committees will use the GIPS Needs Analysis to guide development of proposals to the Board of Education:
1. What is the identified need?
 2. Administrative Rationale for BOE Agenda
 3. Proposed Action
 4. Data/Research Assessed
 5. Stakeholder Group(s) Involved
 6. Equity Analysis
 7. Summary
 8. Fiscal Impact
 9. Persons Responsible for Implementation
 10. Implementation Plan: Monitor/Evaluate – Board Report/Follow-up

(Policy: [2230](#))

Small Group Meetings with the Superintendent and Board Members

- A. Each month or as needed, Board members will have an opportunity to meet with the Superintendent in a small group meeting. All Sessions of the small group meeting will have no more than four board members in attendance. The small group meetings will not violate the Open Meetings law.

- B. The meetings are intended to provide additional detail to board members about issues both negatively and positively impacting Grand Island Public Schools. No decision making will occur in the small group meetings.
- C. Summaries of the small group meetings will be shared with all board members to assure all board members receive the same information.

IV. Strategic Planning Process, Implementation, Monitoring, and Evaluation

Statement:

The Board will annually review, revise, and/or adopt the district's vision, mission, student commitments, theory of action to improve student outcomes, and conduct a Board self-assessment. We will monitor progress toward goals by:

- A. Reviewing progress toward district goals at least quarterly by the full board;
- B. Focusing on increasing student learning and ensuring efficient use of education resources with Board agenda items connected to district goals in the monthly board meeting agenda; and
- C. Reflecting on Board progress using an assessment of operating principles or other tool approved by the Board.

V. Board Leadership

Statement: We believe effective team leadership is important for the positive progress of the Grand Island Public Schools system.

- A. Board President and Board Vice-President Positions
 - a. The positions of Board President and Board Vice-President shall be elected annually at the January Board of Education meeting.
 - b. Board members interested in being considered for Board President or Board Vice-President shall make their intentions known to the Board Secretary and the Board of Education on or before January 5th.
 - c. All board members expressing an interest in the positions will be subject to nomination for office at the January meeting.
 - d. The Board Secretary will facilitate the election process at the January meeting.
- B. The Board President will:
 - a. Manage the affairs of the Board of Education and
 - i. Ensure all board members are provided with the same information at approximately the same time on all issues.
 - ii. Ensure all board members are provided the opportunity to represent the Board of Education equally at official school, community, state and national functions.
 - iii. Monitor compliance with Operating Principles.
 - iv. Plan and participate in orientation sessions for new board members.
 - b. Establish the monthly agenda in conjunction with the Board Vice-President and Superintendent.
 - c. Assign working board committees annually after the January meeting and after soliciting areas of interests from the board members.
 - d. Monitor compliance with legal requirements to Open Meetings laws.
 - e. Attend stakeholder meetings as determined by the Superintendent.
 - f. Sign documents as legally required and approved by the Board of Education.
 - g. Sign graduation diplomas.
 - h. Conducts the annual performance evaluation of the Superintendent, compiling and communicating results. (By state statute, conduct two evaluations in the superintendents first year in the district)
 - i. Be the spokesperson for the Board of Education when called upon, including media inquiries.
 - j. Serve on the Labor Relations Committee or designate Board Vice-President.
 - k. Communicate Board of Education annual goals to the public.

(Policy: [2210](#), [2460](#))

- C. Board Vice-President will:
 - a. Plan and participate in orientation sessions for new board members.

- b. Meet monthly with the Board President and Superintendent to plan meeting agendas.
- c. Serve as Board President in all capacities in the absence of the Board President.
- D. Board Members (including President & Vice-President) will:
 - a. Attend all school board meetings.
 - b. Attend and participate in meetings on assigned committees.
 - c. Attend special meetings/functions of the district as requested or required (for example, graduation, specific school programs, etc).
 - d. Represent the Board of Education at official school, community, state and national functions.
 - e. Read and study all necessary documentation prior to discussion on issues or action items.
 - f. Personally uphold these operating principles, and hold fellow board members accountable.
- E. The Board of Education will:
 - a. Hire and evaluate the Superintendent's performance. The Superintendent is the only employee the Board oversees.
 - b. Adopt, review, and revise policy.
 - c. Establish the strategic plan goals for the District.
 - d. Establish a budget to reflect/support the strategic plan.
 - e. Advocate for public education.
- F. The Board of Education members will have the opportunity to participate in professional development:
 - a. The President and Vice-President will have the opportunity to attend local, state or national training they deem necessary. Additional money is available for the Board of Education officers to participate in professional development.
 - b. Other Board of Education members
 - i. All Board of Education members are strongly encouraged to attend the state NASB Conference in November of each year and area NASB meetings.
 - ii. In July of each year, Board of Education members will review all training opportunities available at the national level, for the upcoming school year.
 - iii. Board of Education members will provide their national conference preferences to the Board President by the first of August each year.
 - iv. The Board President will ask the Governance Committee to review the preferences and make decisions on whether or not all preferences can be accommodated based on cost and number of requests.
 - c. Special Professional Development
 - i. District strategic goals and/or initiatives may require travel for learning opportunities.
 - ii. The Governance Committee will review the need for special professional development and determine which Board of Education members will attend.

(Policy: [2110](#), [2160](#), [2220](#), [2320](#))

VI. Board of Education Collaboration

Statement: We will formulate and express decisions as a body of nine speaking with one voice.

- A. We each have the freedom, opportunity, and responsibility to express his or her own beliefs about quality education.
- B. We will listen to diverse opinions. We recognize and appreciate the diverse backgrounds and experiences of other board team members which lend themselves to unique individual perspectives on issues.
- C. We must maintain the appropriate balance between being a board member and a parent, spouse, employee, or friend by not utilizing our positions as board members to influence decisions on a personal level.
- D. We will be governed by the same rules that apply to all Grand Island Public Schools district staff with regards to access to and utilization of Grand Island Public Schools district resources. (such as technology agreement)

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- E. We will not utilize our position to gain access to confidential information that is not made available to all board members or is not necessary for the board member to have to complete their duties.
 - F. While we all have a personal point of view, our decisions will be based on the best interests of students.
 - G. We will engage only in designated meetings and not in “meetings before the meetings” or “meetings after the meetings”.
 - H. We will channel personal requests for information through the Superintendent's office.
- (Policy: [2112](#))

I have read this policy and will adhere to statements of ethics and the Board Operating principles.

Board Member

Date

Policy Adopted: 10/05/2000
Policy Revised: 07/10/2003
Policy Revised: 01/11/2007
Policy Revised: 10/14/2010
Policy Revised: 12/14/2017
Policy Revised: 07/12/2018
Policy Revised: 06/13/2019
Policy Revised: 10/14/2021
Policy Revised: 12/12/2022
Policy Revised: 04/17/2023
Policy Revised: 03/14/2024
Policy Revised: ??/??/????

8470 WEAPONS AND FIREARMS IN SCHOOL

The Grand Island Public Schools believes weapons, firearms, other dangerous objects, and look-a-likes in school district facilities cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees and visitors on the school district premises or property within the jurisdiction of the school district.

I. Firearms in Schools

It is unlawful for any person to possess a firearm, including concealed firearms, in a school, on school grounds, in a school-owned vehicle, or at a school-sponsored activity or athletic event. This policy shall not apply to (a) the issuance of firearms to or possession by members of the armed forces of the United States, active or reserve, National Guard of this state, or Reserve Officers Training Corps or peace officers or other duly authorized law enforcement officers **or qualified retired law enforcement officers, as defined by and pursuant to state and federal law** ~~when on duty or training~~, (b) the possession of firearms by peace officers or other duly authorized law enforcement officers when contracted by a school to provide school security or school event control services, (c) firearms which may lawfully be possessed by the person receiving instruction, for instruction under the immediate supervision of an adult instructor, (d) firearms contained within a private vehicle operated by a nonstudent adult which are not loaded and are encased or in a locked firearm rack that is on a motor vehicle, (e) firearms which may lawfully be possessed by a person for the purpose of using them, with the approval of the school, in a historical reenactment, in a hunter education program, or as part of an honor guard, or (f) a handgun carried as a concealed handgun by a valid holder of a permit issued under the Concealed Handgun Permit Act in a vehicle or on his or her person while riding in or on a vehicle into or onto any parking area, which is open to the public and used by a school if, prior to exiting the vehicle, the handgun is locked inside the glove box, trunk, or other compartment of the vehicle, a storage box securely attached to the vehicle, or, if the vehicle is a motorcycle, other than an autocycle, a hardened compartment securely attached to the motorcycle while the vehicle is in or on such parking area, except as prohibited by federal law. Encased for this policy means enclosed in a case that is expressly made for the purpose of containing a firearm and that is completely zipped, snapped, buckled, tied, or otherwise fastened with no part of the firearm exposed.

Firearm, for the purposes of this policy, means a firearm as defined in 18 U.S.C. §921 as of January 1, 1995, which includes any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or firearm silencer; or any destructive device. Such term does not include an antique firearm. Destructive devices include:

- a. any explosive, incendiary, or poison gas - bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or device similar to any of the devices described above, any type of weapon;
- b. any type of weapon by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter;
- c. any combination of parts either designed or intended for use in converting any device into any destructive device described above and from which a destructive device may be readily assembled.

A student who uses or possesses a firearm or destructive device in violation of this policy shall be expelled for no less than one year. The Superintendent or the Board of Education may modify the expulsion requirement on an individual basis.

II. Weapons in Schools

In addition to firearms and destructive devices, as discussed above, any student knowingly possessing, handling, or transmitting a weapon shall constitute grounds for long-term suspension, expulsion, or mandatory reassignment as provided in the Student Discipline Act. A weapon is any object that is ordinarily or generally considered a weapon.

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The knowing and intentional possession, use, or transmission of a dangerous weapon or personal safety product other than a firearm is prohibited. The term "personal safety product" includes any personal safety or security device (such as tasers, mace and pepper spray). A student shall not carry a personal safety or security device during the school day.

III. Duty to Report to Law Enforcement

Any firearm, destructive device or weapon possessed in violation of this policy shall be confiscated, and as soon as reasonably possible be reported to a police officer.

Legal Reference:

Neb.Rev.Stat. § 79-267

Neb.Rev.Stat. § 79-263

Neb.Rev.Stat. § 79-283

Neb.Rev.Stat. § 28-1204.04

Neb.Rev.Stat. § 28-1201

Improving America's Schools Act of 1994, 18 U.S.C § 921

Nebraska Student Discipline Act

Cross Reference:

8453 STUDENT SUSPENSION, EXPULSION, AND MANDATORY REASSIGNMENT

Policy Adopted: 04/10/1995

Policy Revised: 08/09/2012

Policy Revised: 06/11/2020

Policy Revised: 09/14/2023

Policy Revised: ???/??/????

2320 BOARD MEMBER DEVELOPMENT OPPORTUNITIES

Members of the Grand Island Public Schools Board of Education may participate in conferences sponsored by educational associations and agencies in addition to its own board training and work sessions.

The Board of Education shall encourage its members to attend training and development programs with the purpose of improving members' leadership skills, increasing their knowledge of educational issues and better representing the interests of the school district. Funds shall be budgeted annually to support the program.

The Board regards the following as the kinds of activities and services appropriate for implementing this policy:

1. Participation in school board conferences, workshops, and conventions held by the State and National School Boards Associations.
2. District sponsored training sessions for Board members.
3. Subscriptions to publications addressed to the concerns of Board members.

Membership in School Board Associations

The Board of Education shall hold memberships in such school board associations as it may from time to time determine appropriate.

The Board will list on the school's website the organizations and memberships that the Board belongs to and the annual membership dues (if any) for such organizations and memberships, as well as the fees paid by the Board to any individual lobbyist or lobbying firm (if any).

Policy Adopted: 03/01/1976
Policy Reviewed: 08/12/1991
Policy Revised: 05/08/2014
Policy Reviewed: 10/12/2023
Policy Revised: ??/??/????

2411 NOTIFICATION OF BOARD MEETINGS

The Grand Island Public Schools Board of Education shall publish in a newspaper of general circulation and on said newspaper's website reasonable advanced public notice for meetings and work sessions held by the board by a method designated and recorded in the board minutes. **If a newspaper refuses, neglects, or is unable to timely publish such notice, then notice may be given by (1) posting on the newspaper's website, if available, and (2) posting such notice in conspicuous public places within the District. The Board Secretary shall keep a written record of such postings.** Public notice shall indicate the meeting's time, place, and date, and shall include a statement that the agenda shall be readily available for public inspection at the district office and on the district website. Agenda items shall be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting. The notice shall be transmitted to the public and a copy kept readily available for public inspection at the principal office of the district and on the district website. Except for items of an emergency nature the agenda shall not be altered later than 24 hours before the meeting.

A copy of the public notice will be provided to those who have filed a request for notice with the superintendent. These requests for notice must be in writing. A copy of the public notice will also be accessible to employees and students.

In the case of special meetings, public notice shall be given in the same manner as for a regular meeting unless it is an emergency meeting. Public notice of emergency meetings shall be given as soon as practical and possible in light of the situation. Reasonable efforts shall be made to notify news media who have requested notification of meetings.

It shall be the responsibility of the superintendent to give public notice of board meetings and work sessions. The superintendent shall maintain a list of the news media requesting notification of meetings and shall make reasonable efforts to provide advance notification of the time and place of each meeting and the subjects to be discussed.

Legal reference: Neb. Statute LB 148
 84-1408 to 1414
 79-554
 79-560
 79-561

Policy Adopted: 03/01/1976
Policy Reviewed: 07/08/1991
Policy Revised: 06/12/2014
Policy Revised: 07/09/2020
Policy Revised: ??/??/????

9230 ACCESS TO DISTRICT RECORDS

~~The Grand Island Public Schools shall allow persons to have access to district records in accordance with this policy and State and Federal regulations.~~

~~The Superintendent shall be the official custodian of district records. Such records will be open for inspection at the office of the Superintendent during normal business hours. No records will be released for inspection by the public or any unauthorized person if such disclosure would be contrary to the public interest as described in state and federal laws.~~

~~Individuals desiring access to records will submit a specific written request, on forms provided, to the office of the Superintendent. Upon receipt of the request, the Superintendent or designee shall do the following:~~

- ~~1) Determine whether the record request is sufficient to reasonably describe the requested record;~~
- ~~2) Determine whether the requested record exists;~~
- ~~3) Determine whether the requested record is accessible to the requester;~~
- ~~4) Provide to the requester as soon as is practicable and without delay, but not more than four business days after actual receipt of the request, either (a) access to or, if copying equipment is reasonably available, copies of the public record, (b) if there is a legal basis for denial of access or copies, a written denial of the request together with the information specified in section 84-712.04, or (c) if the entire request cannot with reasonable good faith efforts be fulfilled within four business days after actual receipt of the request due to significant difficulty or the extensiveness of the request, a written explanation, including the earliest practicable date for fulfilling the request, an estimate of the expected cost of any copies, and an opportunity for the requester to modify or prioritize the items within the request;~~

~~Copies made by the requester using his or her own copying or photocopying equipment shall be made on the premises of the School District or at a location mutually agreed to by the requester and the School District.~~

~~If the district provides the photocopies, it reserves the right to charge a fee not to exceed five dollars plus ten cents per page photocopy cost and the actual cost for personnel time. If media other than photocopies are requested, such cost will be actual media cost plus personnel time.~~

Public Access to School Records - Examination, Making Memoranda, and Copying

1. The School District, through the Superintendent, shall provide interested persons access to the records of the School District as required by law. Such access shall include the opportunity to examine School District records, when permitted by law. The School District shall not make records of individual students, personnel, or other confidential material available, except as allowed by law or compelled by court order.

2. Records may be examined at the School District offices during the hours such offices are open for the ordinary transaction of business. School district offices will be open for the ordinary transaction of business (a) during the school year on such days as school is in session, and (b) during the summer months when school is not in session, Monday through Friday, except legal holidays or other days the District is closed.

3. Records may be obtained in the form in which the record is maintained including, but not limited to, printouts, electronic data, and photocopies. The School District will not be required to produce or generate any record in a new or different form or format modified from that of the original School District record. Copies of records may be made as follows:

- (a) Copies may be made by persons using their own copying or photocopying equipment, provided that such copies shall be made on the premises of the School District offices or at a location mutually agreed to by the requester and the School District.
- (b) Copies may be obtained from the School District if the School District has copying equipment reasonably available, and upon payment of a fee for providing copies. The Superintendent shall

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determine a reasonable fee for the copying of school district records, provided that such fee is not to exceed the actual cost of making the copies available. If the copies requested are estimated by the School District to be more than fifty dollars (\$50.00), the School District may require the requester to furnish a deposit prior to fulfilling such request.

4. For residents of Nebraska and news media desiring to submit a public records request to the School District, a requester must submit a written request to the School District. Upon written request for access to records, the School District will provide to the requester as soon as is practicable and without delay, but not more than four (4) business days after actual receipt of the request:

(a) Access to or, if copying equipment is reasonably available, copies of the school district records requested;

(b) A written denial of the request, or portion thereof, if there is a legal basis for such denial of access to school district records on a written form from the school district; or

(c) If the entire request cannot with reasonable good faith efforts be fulfilled within four (4) business days after actual receipt of the request due to the significant difficulty or extensiveness of the request, the school district shall provide a written explanation, including the earliest practicable date for fulfilling the request, and estimate of the expected cost of any copies, and an opportunity to modify or prioritize the items within the request. If the response to the request is expected to require more than eight

cumulative hours of staff time spent searching, identifying, physically redacting, or copying, the District may require the requester to furnish a deposit, as permitted under the Public Records Request Laws.

5. For nonresidents of Nebraska, a requester must submit a written request to the School District. The School District may then require the requester to submit a deposit, as permitted under the Public Records Request Laws.

This policy shall not pertain to student records or conflict in any way with the Grand Island Public Schools Policy: *8710–Student Personnel Files and Records*.

References: *Nebraska Revised Statutes: 84-712 through 84-712.08 (2012) et seq.*
Family Educational Rights & Privacy Act, (FERPA) (20 U.S.C. § 1232 j; 34 CFR Part 99)

Policy Adopted: 09/13/1999

Policy Revised: 02/01/2001

Policy Revised: 04/11/2013

Policy Reviewed: 07/13/2023

Policy Revised: ??/??/?????

**Grand Island Public Schools
9230.1 Request for Records/Information**

Name: _____ Date: _____

Address: _____

What information or record(s) are you requesting? (Please be specific.)

Signature of Individual Making Request

Office Use Only

Date request received: _____

Request approved

Date request completed: _____

Request denied

Reason for denial (as per Neb. Rev. Stat. 84-712.04):

Superintendent or Designee

Date

9230.2 Specific State Statutes Addressing Denial of Information Access

84-712.04. Public Records Which May Be Withheld From The Public; Enumerated.

- (1) Any person denied any rights granted by sections 84-712 to 84-712.03 shall receive in written form from the public body which denied the request for records at least the following information:
 - (a) A description of the contents of the records withheld and a statement of the specific reasons for the denial, correlating specific portions of the records to specific reasons for the denial, including citations to the particular statute and subsection thereof expressly providing the exception under section 84-712.05 relied on as authority for the denial;
 - (b) The name of the public official or employee responsible for the decision to deny the request; and
 - (c) Notification to the requester of any administrative or judicial right of review under section 84-712.08.
- (2) Each public body shall maintain a file of all letters of denial of requests for records. This file shall be made available to any person on request. (Laws 1979; 1983.)

84-712.05. RECORDS WHICH MAY BE WITHHELD FROM THE PUBLIC; ENUMERATED.

The following records, unless publicly disclosed in an open court, open administrative proceeding, or open meeting or disclosed by a public entity pursuant to its duties, may be withheld from the public by the lawful custodian of the records:

- (1) Personal information in records regarding a student, prospective student, or former student of any tax-supported educational institution maintaining the records, other than routine directory information;
- (2) Medical records, other than records of births and deaths and except as provided in subdivision (5) of this section, in any form concerning any person, and also records of elections filed under section 44-2821;
- (3) Trade secrets, academic and scientific research work which is in progress and unpublished, and other proprietary or commercial information which if released would give advantage to business competitors and serve no public purpose;
- (4) Records which represent the work product of an attorney and the public body involved which are related to preparation for litigation, labor negotiations, or claims made by or against the public body or which are confidential communications as defined in section 27-503;
- (5) Records developed or received by law enforcement agencies and other public bodies charged with duties of investigation or examination of persons, institutions, or businesses, when the records constitute a part of the examination, investigation, intelligence information, citizen complaints or inquiries, informant identification, or strategic or tactical information used in law enforcement training, except that this subdivision shall not apply to records so developed or received relating to the presence of and amount or concentration of alcohol or drugs in any body fluid of any person;
- (6) Appraisals or appraisal information and negotiation records concerning the purchase or sale, by a public body, of any interest in real or personal property, prior to completion of the purchase or sale;
- (7) Personal information in records regarding personnel of public bodies other than salaries and routine directory information;
- (8) Information solely pertaining to protection of the physical security of public property such as guard schedules; lock combinations; or the security standards, procedures, policies, plans, specifications, diagrams, access lists, and other security-related records of the Lottery Division of the Department of Revenue and those persons or entities with which the division has entered into contractual relationships. Nothing in this subdivision shall allow the division to withhold from the public any information relating to amounts paid persons or entities with which the division has entered into contractual relationships, amounts of prizes paid, the name of the prize winner, and the city, village, or county where the prize winner resides; *[Continues—not relevant]*

84-712.08. Records; Federal Government; Exception.

If it is determined by any federal department or agency or other federal source of funds, services, or essential information, that provision of this act would cause the denial of any funds, services, or essential information from the United States government which would otherwise definitely be available to an agency of this state, such provision shall be suspended as to such agency, but only to the extent necessary to prevent denial of such funds, services, or essential information. (Laws 1979.)

2480 PUBLIC PARTICIPATION AT BOARD MEETINGS

Regular, special, and emergency meetings of the Grand Island Public Schools Board of Education shall be open to the public. Board meetings are held for the purpose of conducting official business of the school district. As such, Board meetings are not public forums but are meetings held in public.

The public shall have a right to attend and the right to speak at meetings of the Board of Education, and all or any part of the meeting may be recorded by any person in attendance by means of a tape recorder or any other means of sonic reproduction or in writing. The Board of Education reserves the right to make and enforce reasonable rules and regulations regarding the conduct of persons attending its meetings and regarding their privilege to speak. ~~The Board of Education is not required by law to allow citizens to speak at each meeting, nor may it forbid public participation at all meetings.~~

A public comment period will be scheduled at each regular business and special meeting of the Grand Island Board of Education. At special meetings, public comment will be allowed on action items only. Individuals desiring to comment on Board-related matters should fill out a request form prior to the "Request to Address the Board" agenda item.

The Board president shall be responsible for recognizing all speakers, who shall properly identify themselves, and for maintaining proper order and obtaining adherence to any time limit set.

Speakers will not be permitted to make defamatory comments or use abusive or vulgar language. Complaints about school personnel are to be discouraged at public meetings. Such complaints should be addressed to proper administrative authority.

For all meetings of the Board, individual speakers shall have up to 3 minutes to address the Board, and the Board shall hear up to 30 cumulative minutes of public comment. The Board may vote to modify these time limits when the Board deems appropriate. The President may implement other reasonable requirements for public comment, consistent with the Open Meetings Act.

~~The President of the Board, as presiding officer, shall insure orderly and timely progression of the public meeting and as such may set time limits on public discussion. The President has the prerogative to discontinue any presentation that violates any of the public participation guidelines. At the discretion of the President, proceedings may be suspended and/or the offending individual(s) may be removed.~~

Comments and questions at a regular meeting may deal with any topic related to the Board's conduct of the schools. Comments at special meetings must be related to the call of the meeting. Members of the public should not expect an immediate response to issues raised. Questions requiring investigation shall be referred to the Board or administrative staff for consideration and possible response.

Legal Reference: Ne. Rev. Stat. 84-1412

Policy Adopted: 03/01/1976

Policy Revised: 09/09/1991

Policy Revised: 03/01/1999

Policy Revised: 02/08/2018

Policy Revised: 05/09/2024

Policy Revised: ???/??/????

2480.1 Grand Island Public Schools Request to Address the Board of Education

It is the desire of the Board of Education to allow for citizen input at regular business meetings held on the second Thursday of every month, as well as at other meetings called for the purpose of taking action on particular agenda items (special board meetings). The Board also realizes the need for an orderly agenda to allow for an atmosphere conducive to decision-making processes. With this in mind, the Board has outlined the following procedure for citizens who wish to comment on educational matters.

Time for public input

A time is allotted in the agenda of regular Board business meetings and special meetings immediately prior to action items. Regular Board business meetings are held on the second Thursday of each month. Special meetings are held as needed for the purpose of taking action on items that, for timing reasons, cannot be addressed at the regular business meeting.

What can be discussed?

At regular business meetings any school district-related matter can be presented to the Board, but only agenda items can be acted upon during a given meeting. At special meetings, comments will be limited to the subject of action items of the meeting's agenda. *Speakers will not be permitted to make defamatory comments, or use abusive or vulgar language. Expressions of personal complaints about staff or students are discouraged at public meetings. Concerns about individuals should be brought to the attention of the appropriate administrative authority. Specific building or program concerns should be brought to the attention of the building principal or program supervisor.*

Time limits

Each individual addressing the board will be allowed 5 minutes. The Board of Education has the prerogative to limit speaking to 3 minutes when there are three or more patrons.

Procedures for requesting to address the Board

Prior to the agenda item "Requests to Address the Board," fill out the form below and present it to the designated staff member. The president of the Board will then call on individuals who wish to address the Board at the appropriate time.

Date: _____

Name: _____

Address: _____

Subject: _____

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5510 FOOD SERVICES MANAGEMENT

The Grand Island Public Schools may operate a meal program, including breakfast, lunch, and snacks available to all students. The Nutrition Services Director, shall oversee all nutrition services functions. U.S. Department of Agriculture and Nebraska Department of Education nutrition services policies and guidelines will be followed.

The Board shall annually approve the prices set for school lunches. The price for meals shall reflect cost of food, labor, transportation, and other costs and will consider reimbursement rates set by the USDA as required for participation in the National School Lunch Program:

1. A reimbursable meal shall be made available for all students.
2. Free and reduced price lunches be provided for students whose parents or guardians are eligible for them.
3. The District will not use a debt collection agency to collect or attempt to collect, directly or indirectly, debts due or assessed to be owed for outstanding debts on a school lunch or breakfast account of any student. Nor will the District assess or collect any interest, fees, or other monetary penalties for outstanding debts on a school lunch or breakfast account of any student.

Students shall also be permitted to bring their lunches from home and to purchase a la carte items.

The Nebraska Competitive Food Policy is designed to assure healthy foods/meals for children are provided during the day and schools are required to adhere to the following guidelines:

- No food or beverages can be sold to children anywhere on school premises beginning one half hour before breakfast and/or lunch service until one half-hour after meal service unless all proceeds earned during these time periods go to the school nutrition program.
- No other program or club can sell foods/beverages during times that overlap (compete) with the meal service offered by the school lunch/breakfast programs.
- If a vending machine, not operated by the school nutrition program, is open during the meal service period, the profit during that period must go to the school nutrition program.
- All foods sold during the school day will need to meet the nutrition standards as outlined in the Smart Snacks guidance.
- There are no requirements for food/beverages sold during non-school hours for example weekends and evenings.
- The list of "Foods of Minimal Nutritional Value" has been replaced by Smart Snack Guidelines.

Legal Reference: The Healthy, Hunger-Free Kids Act of 2010, Public Law 111–296, (the HHFK Act)
PL 108.265 Section 204 (Child Nutrition and WIC Reauthorization Act of 2004)
42 U.S.C. 1771 et seq. (Child Nutrition Act of 1966)
42 U.S.C. 1751 et seq. Section 305 and 361 (National School Lunch Act)

Cross Reference: 7190 HEALTH LEARNING ENVIRONMENTS
7190.1 Guidelines for Healthy School Environments
7190.2 Guidelines for Competitive Foods and Beverages

Policy Adopted: 02/07/1977
Policy Revised: 05/12/2005
Policy Revised: 10/12/2015
Policy Reviewed: 12/14/2023
Policy Revised: ??/??/????

7510 ENROLLMENT OPTION

A. Process and Time Lines to Option In

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

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

Provisions for Waiver of Application Deadline

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

B. Rejection of Applications; Reasons

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

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

2. Timeliness: An option enrollment application shall be rejected in the event the application is not filed on or before the April 1st immediately preceding the school year in which enrollment is sought, and the filing deadline has not been waived.
3. Previous Option Enrollment: An option enrollment application shall be rejected in the event the student has **exhausted their option enrollments in other school districts, as determined by state law.** ~~previously filed an option enrollment application for enrollment in any School~~

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~~District and has had such application accepted, unless a statutory exception to the “one-time” rule is applicable to the student’s circumstance.~~

4. Other Reasons: An option enrollment application may be rejected in the event the Superintendent, the Superintendent’s designee, or the School District determines: The application is not submitted on a form prescribed by the State Department of Education, is not completely and accurately filled in, is not received within the time required by law, or any additional information requested to be supplied is not supplied to the School District within the time lines indicated; or in the event acceptance of the application is not required by law. Matters which are legally prohibited from being considered as standards for acceptance or rejection of applications (including “previous academic achievement, athletic or extracurricular ability, disabilities, proficiency in the English language, or previous disciplinary proceedings” and further including, without limitation, race, national origin, and gender) shall not be considered as reasons for acceptance or rejection.

C. Priority of Acceptance

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

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

D. Determination of Capacity

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

E. Releases for Options Out

Provisions for Release

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

F. Notification of Acceptance or Rejection

In the case of an application to option enroll into the Grand Island Public School District, the Superintendent or the Superintendent’s designee shall notify, in writing, the parent or legal guardian of the student and the resident school district **or, if the student is an option student attending a different district,**

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that option district whether the application is accepted or rejected on or before April 1 or, in the case of an application submitted after March 15, within sixty days after submission.

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

G. Applications Subsequent to Relocations or Mergers

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

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

H. Status of Option Student

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

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

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

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

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

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Date of Adoption: 08/10/2023

Policy Adopted: 04/08/1991

Policy Revised: 04/13/1992

Policy Revised: 06/03/1996

Policy Revised: 12/09/2004

Policy Revised: 11/13/2008

Policy Revised: 01/12/2012

Policy Revised: 08/11/2016

Policy Revised: 02/09/2023

Policy Revised: 08/10/2023

Policy Revised: ??/??/????

8465 FREEDOM OF EXPRESSION

The Grand Island Public Schools recognizes the rights of students to exercise their expression of ideas under the Constitution of the United States. At the same time, the school district reserves the authority to restrict student expression which substantially interferes with school operations, or its educational mission, and it reserves the right to make rules for the use of school property and equipment.

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, 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.

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

Students may request an opportunity to exercise their right to free expression by submitting the request in writing to the building principal. The building principal investigates for clarification and forwards request to the District Safety Committee. The District Safety Committee will review the request for facts, impact, context, and action to be taken. The District Safety Committee will make a recommendation to the Superintendent for final approval.

Students who violate this policy may be subject to disciplinary measures under student conduct policies. It shall be the responsibility of the superintendent or designee to implement this policy.

Legal Reference: U.S. Const. amend. I.
Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988).
Bethel School District v. Fraser, 478 U.S. 675 (1986).
Tinker v. Des Moines Ind. Comm. Sch. Dist., 393 U.S. 503 (1969).
Bystrom v. Fridley High School, 822 F.2d 747 (8th Cir.1987).

Cross Reference: 8420 STUDENT DUE PROCESS RIGHTS

Policy Adopted: 06/14/2018

Policy Revised: ??/??/????

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8730 PROMOTION, RETENTION, AND ACCELERATION

The Grand Island Public Schools supports students progressing annually from grade to grade. Exceptions may be made when, in the judgment of parents and the professional staff, such exceptions are in the best educational interest of the students involved. These exceptions will only be made after prior notification, explanation, and discussion with the students and their parents in accordance with established procedures.

Exceptions may include vertical acceleration, retention, horizontal enrichment, mentoring, or other curricular and instructional methods deemed in the best interest of students.

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

Policy Adopted: 07/07/1980

Policy Revised: 05/04/1998

Policy Reviewed: 01/15/2018

Policy Revised: ??/??/????

8740 GRADUATION REQUIREMENTS

Students in the Grand Island Public Schools must successfully complete the courses required by the Board of Education and the Nebraska Department of Education in order to graduate. It shall be the responsibility of the superintendent to ensure that students complete grades one through 12 and that high school students complete 240 credits (200 required by NDE) prior to graduation.

High School credit will not be granted for courses taken at the middle school level, unless the course content and requirements are equivalent to high school course (NE Rule 10). For a student with an Individualized Educational Plan (IEP), the IEP goals must be successfully completed to meet graduation requirements.

A student who has earned all required credits may graduate early. Students who graduate early may choose to have their diplomas awarded at the winter or spring commencement activities.

Graduation credits must be earned within the following curricular areas, which includes the satisfactory completion of these required courses or their equivalent:

Language Arts	40	
Mathematics	30	
Science	30	
Physical Science		(10 Credits)
Life Science		(10 Credits)
Chemistry		(10 Credits)
Social Studies	30	
American History		(10 Credits)
World History		(10 Credits)
Government		(5 Credits)
Economics		(5 Credits)
Physical/Health Education	10	
Financial Literacy	5	(5 credits 2023-2024)
Computer Science		(5 credits In statute for 2026-2027)
Electives	95	(95 credits in 2023-2024)
Total Course Credits	240	(State of NE requires 200 – 80% must be core – Rule 10)

Note: Ten credits represent the equivalent of satisfactory completion (passing grade) of any approved high school course for which a student has been enrolled daily for two semesters. Five credits represent the equivalent of satisfactory completion (passing grade) of any approved high school course for which a student has been enrolled daily one semester.

Each student shall also complete and submit a Free Application for Federal Student Aid (FAFSA) prior to graduation, unless the required opt-out form is completed by either: (1) the student's parent or legal guardian; (2) the Principal, if the Principal determines that good cause exists not to require the student to complete the FAFSA; or (3) an emancipated student or student of at least 19 years of age.

Policy Adopted: 11/03/1980
Policy Amended: 01/09/1984
Policy Revised: 07/07/1997
Policy Revised: 02/10/2005
Policy Revised: 12/13/2018
Policy Revised: 10/13/2022
Policy Revised: 05/11/2023
Policy Revised: ??/??/????



Grand Island Public Schools Foundation
Notes for Board of Education
7-11-2024

1. The 2024 Harvest Gala will be held on September 26th, 2024 at Riverside Golf Club with the presenting sponsor being Tom Dinsdale Automotive
2. In July the Foundation will announce the recipient of the Miller Legacy Professional Development grant to a teacher that is furthering their education.
3. 2024 Scholarship Program Statistics were presented to the GIPSF Board. The Board acknowledged another amazing year of supporting students to fulfill their dream of continued education.
4. Teacher of the Year committee convened and chose the winners that will be celebrated at the 2024-2025 Welcome Back
5. The Foundation will not have a July Board Meeting.