

**Minutes for
Heartland Community Schools
Board of Education Regular Meeting**

Monday, July 15, 2013 8:00 PM
Conference Room
1501 Front Street
Henderson, NE 68371-8929

MISSION STATEMENT: Heartland Community Schools - Henderson/Bradshaw is dedicated to educating all students by providing challenging opportunities to learn according to individual needs.

Mr. Kent Allen:	Present
Mr. Gary Braun:	Present
Mr. Paul Brune:	Present
Mr. Glenn Larson:	Present
Mr. Boyd Stuhr:	Present
Mrs. Debra Wilhelm:	Present

1. Preliminary Procedures

1. Call to Order

2. Public Notice of the Meeting

3. Roll Call

2. Public Comments on Agenda Items

3. Public Comments on Topics Not on the Agenda

4. Reports

1. Superintendent's Report

5. Discussion Items

1. Dual-credit Text Fee

2. Budget Workshop Date

3. Parents Donating Athletic Equipment

4. To allow parents to donate certified football helmets for their own child's use Passed with a motion by Mr. Glenn Larson and a second by Mr. Boyd Stuhr.
5. Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Mr. Paul Brune: Yea, Mr. Glenn Larson: Yea, Mr. Boyd Stuhr: Yea, Mrs. Debra Wilhelm: Yea
6. Old Business

1. Approval of Network Safety and Acceptable Use Policy - IMD

2. To approve the third and final reading and implement board policy IMD Passed with a motion by Mr. Gary Braun and a second by Mrs. Debra Wilhelm.
3. Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Mr. Paul Brune: Yea, Mr. Glenn Larson: Yea, Mr. Boyd Stuhr: Yea, Mrs. Debra Wilhelm: Yea
4. Approval of Internet Use and Filtering Policy - IMD-A
5. To approve the third and final reading and implement Policy IMD-A Passed with a motion by Mr. Boyd Stuhr and a second by Mr. Kent Allen.
6. Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Mr. Paul Brune: Yea, Mr. Glenn Larson: Yea, Mr. Boyd Stuhr: Yea, Mrs. Debra Wilhelm: Yea
7. Superintendent's Evaluation Tool
The Board discussed ideas on implementing a new superintendent evaluation tool in the 2013-14 school year.

7. New Business

1. Summer Projects

2. To approve the completion of summer projects as presented Passed with a motion by Mr. Glenn Larson and a second by Mr. Gary Braun.
3. Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Mr. Paul Brune: Yea, Mr. Glenn Larson: Yea, Mr. Boyd Stuhr: Yea, Mrs. Debra Wilhelm: Yea
4. Bids for Cafeteria Rooftop Air Unit
5. To accept the lowest responsible bid of \$14,250. from York Heating and Air for replacement of the cafeteria rooftop air conditioning unit Passed with a motion by Mr. Glenn Larson and a second by Mr. Kent Allen.
6. Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Mr. Paul Brune: Yea, Mr. Glenn Larson: Yea, Mr. Boyd Stuhr: Yea, Mrs. Debra Wilhelm: Yea
7. Update Option enrollment policy JBA
Defer discussion of Policy Option Enrollment JBA to August board meeting.
8. Update Admissions Policy JBB
9. Motion to approve the first reading of Admissions Policy JBB Passed with a motion by Mr. Gary Braun and a second by Mr. Boyd Stuhr.
10. Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Mr. Paul Brune: Yea, Mr. Glenn Larson: Yea, Mr. Boyd Stuhr: Yea, Mrs. Debra Wilhelm: Yea

11. Addition of No-Hazing Policy IN

12. To approve the first reading of Policy IN regarding the prohibition of hazing, initiations, secret clubs, and outside organizations Passed with a motion by Mr. Glenn Larson and a second by Mr. Kent Allen.

13. Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Mr. Paul Brune: Yea, Mr. Glenn Larson: Yea, Mr. Boyd Stuhr: Yea, Mrs. Debra Wilhelm: Yea

14. Addition of State Standards Policy IDB

15. To approve the first reading of Policy IDB on the adoption of state standards Passed with a motion by Mr. Gary Braun and a second by Mr. Boyd Stuhr.

16. Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Mr. Paul Brune: Yea, Mr. Glenn Larson: Yea, Mr. Boyd Stuhr: Yea, Mrs. Debra Wilhelm: Yea

8. Future Agenda Items

9. Consent Agenda

10. Motion to approve the consent agenda Passed with a motion by Mr. Gary Braun and a second by Mrs. Debra Wilhelm.

11. Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Mr. Paul Brune: Yea, Mr. Glenn Larson: Yea, Mr. Boyd Stuhr: Yea, Mrs. Debra Wilhelm: Yea

1. Approval of Minutes

2. Approval of Treasurer's Report

3. Approval of Claims

4. Financial Reports

5. Out of State Travel Requests

12. Adjournment

The next scheduled meeting to be held on August 12 at 8:00 p.m. with a budget work session held on August 26 at 8:00 p.m.

13. Motion to adjourn the meeting at 9:58 p.m. Passed with a motion by Mr. Gary Braun and a second by Mr. Boyd Stuhr.

14. Mr. Kent Allen: Yea, Mr. Gary Braun: Yea, Mr. Paul Brune: Yea, Mr. Glenn Larson: Yea, Mr. Boyd Stuhr: Yea, Mrs. Debra Wilhelm: Yea

Board President

Board Secretary

Board & Administrator

FOR SCHOOL BOARD MEMBERS

July 2013 Vol. 27, No. 3

Editor: Jeff Stratton

Board role conflict: Caucusing with the union is inappropriate

Where does a board member's loyalty lie during school district negotiations with the teacher's union?

A Maine school board is learning that the answer to that question is not so clear to one of its board members: The union supported the board member in his election to the school board, so the board member now sits with the teachers' caucus during negotiations.

Brad Banasik, Legal Counsel and Director of Labor Relations, Michigan Association of School Boards, said board members should look to their oath of office on questions of where their loyalty lies. He said the board member's action is "inappropriate" in this example.

"When a board member takes the oath of office, the oath indicates that the board member will uphold the duties and responsibilities of the board office in the best interests of the district," Banasik said.

How districts handle salary negotiations varies, Banasik said. Sometimes board members are appointed to the district's negotiations team, and

other times they are not, he said. "Certainly, if that board member is on the negotiations team, it wouldn't be appropriate for him to be caucusing with the union," Banasik said. "Even if the board member isn't on the negotiations team, I think there would be concern if he was caucusing with the union."

The board wants to be unified when negotiating with the union, Banasik said. If you have a board member who is not in agreement with other board members, that is going to hurt the district in its negotiations with teachers, he said.

"One strategy I've seen during difficult negotiations is for the union to divide the board," Banasik said. It would certainly be one way to divide the board if you have a board member sitting with the union's caucus, he said.

If the board doesn't have a member on the district's team during negotiations, the board's role then becomes staying informed during the process, Banasik said. The superintendent needs to give her board routine updates on the status of the negotiations as they occur, he said. ■

Don't debate the public at a meeting; listen instead

Here's a tip that can help your board get through rocky public meetings: Never debate with a citizen who needs to get something off of her chest at a meeting. It's always much better to simply listen during the citizen's allotted time.

One thing to keep in mind about a constituent who vents at a meeting is that people generally understand that their hot-button issue isn't necessarily of vital importance to the entire district. But that doesn't make their issue any less important to the speaker.

By listening, the board lets its constituents know that they have been heard. Give speakers a chance to participate in the process and board decision-making will be much smoother. ■

Try this model for a 2-hour board meeting

Believe it or not, a Michigan board recently voted to *limit* its board meetings to five hours! (ann-arbor.com/news/ann-arbor-school-board-commits-to-5-hour-limit-to-meetings/)

If the board invests planning and thought into how it wants its meetings to run, and communicates this to the superintendent and board president, it should be able to keep meetings to a reasonable length.

Below find an outline that describes *Board & Administrator's* plan for a two-hour board meeting:

1. The president calls the meeting to order on time. Board meetings that start on time have a better chance to end on time and are more professional and businesslike.

2. Take attendance. Note in the minutes who is present and who is absent.

3. Recognize visitors. Introduce non-board attendees who will play a part in the upcoming meeting. The board should know who will be listening. This is also a good time for the board to hear from students who have an activity they would like to show the board or to honor staff for their accomplishments.

4. Approve the agenda. Always formally accept the agenda.

5. Approve minutes of the last meeting. Minutes are the official record of the board's action. Handle approval quickly, but do not take this action lightly. Board members should scrutinize minutes *before* the meeting and correct any errors before they are approved.

6. Hear the financial report. The report should not include long discussions about where to find new revenue. Questions about bills should be directed to the superintendent *prior* to the meeting.

7. Hear committee reports. To save time, committee chairs should send written reports to the president and superintendent prior to the meeting for placement in the board packet. Recommendations from committees should be held until the new business section on the agenda.

8. Hear the superintendent's report. This report should be for informational purposes only.

9. Hear public input. Remember, however, the board meeting is the board's meeting. This section of the board meeting should limit speaker comments in terms of time, and the content of the comments should be identified prior to the speaker beginning. The board should not spend meeting time acting on speakers' comments.

10. Consider unfinished business. Ideally, there should be few items of unfinished business. The board should deal with items where motions were tabled or actions interrupted by adjournment and intentionally carried over to the next meeting.

11. Consider new business. The board president should ask for a motion on each item.

12. Make announcements. This part of the meeting is purely informational and does not require board action.

13. Adjourn the meeting. ■

Use summertime to solve districtwide issues

Tackle a districtwide problem when school is out for the summer and the board will engage in a good generative thinking activity. One example that comes to mind in our wired, connected, and fast-paced world is getting parents meaningfully involved in their child's education.

As a starting point, board members can take a leadership role in encouraging the public to be active in their schools. There are several ways to do this:

1. Increase board visibility. For instance, board members can take tickets at ball games. It's key for the public to see board members themselves involved in the schools.

2. Use speaking engagements to market. This is a good way for the board president and other board officers to get the school's message out to the com-

munity. *Tip:* Have a theme, and repeat it at each speaking engagement. The message should encourage the audience to visit the schools and see how they operate. The schools are a public institution, and the public should be aware of what it is paying for.

3. Have committee members do board meeting presentations as needed. If the committee's topic is particularly relevant to a community concern, a board member from the committee can provide an update.

4. Gather information from your principals. If principals document what is taking place in their buildings and provide this information through the superintendent to the board, it gives board members a chance to talk about the schools at public meetings. ■

For Immediate Release:
February 4, 2011

Contact:
Rebecca Rausch
314-982-9139 (office)
217-299-1667 (cell)
rebecca.rausch@fleishman.com

Ken Fields
314-982-0556
ken.fields@fleishman.com

NOCSAE urges athletes and parents to get the facts about football helmets and concussion protection

OVERLAND PARK, KANSAS, Feb. 4, 2011 – The National Operating Committee on Standards for Athletic Equipment (NOCSAE) issued a warning to athletes and parents of athletes to get the facts about football helmets and concussion protection – and not rely solely on marketing and promotional materials. NOCSAE is an independent and nonprofit standard-setting body with the sole mission of enhancing athletic safety through scientific research and the creation of performance standards for protective equipment.

"As we all prepare for the Super Bowl, football's biggest celebration of the season, there is one fundamental fact every athlete and parent of an athlete needs to know: no football helmet can prevent all concussions," said Mike Oliver, NOCSAE executive director. "Because of the efforts of researchers, manufacturers and others, the progression and improvement of football helmets over the last 20 years has been remarkable. We have no doubt that technology will continue to improve. But claims or representations that a particular helmet is anti-concussive or concussion-proof, without scientific support, can be misleading and dangerous."

For the most reliable information regarding helmets and concussion protection and prevention, NOCSAE encourages athletes and parents to carefully review:

- Hang tags that come with all new football helmets that address the helmet's abilities and limitations
- Informational booklets developed by manufacturers that contain critical information about the helmet's abilities and limitations
- Warning information that is prominently affixed to the exterior of every helmet
- Free downloadable resources created by the Centers for Disease Control regarding concussion recognition, response and prevention. Those resources can be found at www.cdc.gov/concussion/sports/



"Commissioning research and establishing standards for athletic equipment, where feasible, and encouraging dissemination of research findings on athletic equipment and sports injuries."
The National Operating Committee on Standards for Athletic Equipment

While football helmets certified to the NOCSAE standard play an incredibly important role in protecting athletes on the field of play, they are not the only approach to protecting against concussion. Prevention, diagnosis, treatment and trained medical management for decisions about when a concussed athlete can return to play are equally important. NOCSAE offers the following recommendations for athletes, parents and coaches:

- Read and understand the warning labels on your helmet. No helmet can prevent all head injuries. Helmets do not protect against neck injuries. If you were not provided the hang tags and literature that come with every new football helmet certified to the NOCSAE standard, contact the manufacturer of the helmet and obtain copies of that information.
- Football helmets certified to the NOCSAE standard do protect against some concussions, but contact in football may result in a concussion or brain injury that no helmet can prevent.
- The certification on the back of each football helmet that states "Manufacturer Certifies Meets NOCSAE Standard" and the NOCSAE football helmet logo mean that helmet model has passed a very thorough and rigorous impact testing protocol using state-of-the-art equipment. Even with that certification and compliance, there is no football helmet standard, including the NOCSAE standard, that will prevent all concussions.
- A helmet that is older than two years also should be reconditioned and recertified to the NOCSAE standard. Helmets that have been recertified will have a recertification statement and label inside the helmet indicating the name of the recertifying company and the date of recertification. If you have doubts, ask your coach or school administrator about their policy for reconditioning and recertifying football helmets.
- Do not use the helmet to hit or strike an opponent. Such actions violate rules of play, as well as substantially increase the chance of incurring a concussion or other serious head or a neck injury. These injuries could include permanent paralysis and even death.
- Become familiar with the signs and symptoms of concussions, which can include headache, nausea, confusion, dizziness and memory difficulties, and encourage all athletes to report symptoms. If a concussion has been diagnosed, do not return to play until cleared by medically trained experts following published return-to-play guidelines. Remember, if in doubt, sit it out.



"Commissioning research and establishing standards for athletic equipment, where feasible, and encouraging dissemination of research findings on athletic equipment and sports injuries."
The National Operating Committee on Standards for Athletic Equipment

Based on the best available science, NOCSAE has established the most rigorous standards for football helmet performance. The standard mandates that football helmets be tested across multiple levels of impact and impact locations. The organization warns that even though helmets face rigorous testing and demanding performance standards, concussions still occur. More scientific data is critical to learn why and how better to protect athletes against concussions without creating the possibility for other injuries. Since 2000, NOCSAE has invested more than \$3 million toward understanding sport-related concussions and supporting research by the foremost experts in sports medicine and science to develop and advance athlete safety.

For more information, please visit www.nocsae.org.

###

About NOCSAE

NOCSAE, the National Operating Committee on Standards for Athletic Equipment, is an independent and nonprofit standard-setting body with the sole mission to enhance athletic safety through scientific research and the creation of performance standards for protective equipment. Formed in 1969, NOCSAE is a leading force in the effort to improve athletic equipment and, as a result, reduce injuries. NOCSAE efforts include the development of performance and test standards for football helmets and facemasks, baseball and softball batters and catchers helmets, baseballs and softballs, ice hockey helmets, soccer shin guards, lacrosse helmets and facemasks and polo helmets. NOCSAE is comprised of representatives from a number of groups which have an interest in athletic equipment – including manufacturers, reconditioners, athletic trainers, coaches, equipment managers, sports medicine and consumer organizations. These diverse interests have joined forces in an attempt to arrive at a common goal of reducing sports-related injuries. NOCSAE is a nonprofit, charitable organization supported by individuals and organizations with an interest in athletics.



National Operating Committee on Standards for Athletic Equipment

NOCSAE Overview

NOCSAE, the National Operating Committee on Standards for Athletic Equipment, is an independent and nonprofit standard-setting body with the sole mission to enhance athletic safety through scientific research and the creation of performance standards for protective equipment. Formed in 1969, NOCSAE is a leading force in the effort to improve athletic equipment and, as a result, reduce injuries. NOCSAE efforts include the development of performance and test standards for football helmets and facemasks, baseball and softball batters and catchers helmets, baseballs and softballs, ice hockey helmets, soccer shin guards, lacrosse helmets and facemasks and polo helmets.

NOCSAE Leadership

NOCSAE brings together team physicians, academic researchers, coaches, certified athletic trainers and manufacturers to establish equipment performance standards for the protection of athletes. Serving without compensation, NOCSAE's board of directors is comprised of representatives selected by the following organizations:

- American College of Sports Medicine
- American College Health Association
- American Orthopaedic Society for Sports Medicine
- Athletic Equipment Managers Association
- American Medical Society for Sports Medicine
- National Athletic Equipment Reconditioners Association
- National Athletic Trainers' Association
- Sporting Goods Manufacturers Association
- American Football Coaches Association

Football Helmet Standards

NOCSAE has established the most rigorous standards for football helmets in the world. Originally established in 1973, NOCSAE regularly has changed and updated the football helmet performance and testing standards – making them tougher to comply with to better protect the athlete. NOCSAE'S standards require testing football helmet performance across all levels of impact. Helmets either pass or fail the standard based on an impact energy evaluation called the Severity Index (SI). To be certified, helmets must score less than 1200 SI on 16 impacts at eight impact locations, including four lower level impacts. The SI threshold is based on years of science and research. NOCSAE standards are adopted by various regulatory bodies for sports, including the NCAA and the National Federation of State High School Associations, as well as the United States Department of Defense Education Activity which oversees and regulates military base athletic programs, including football, for the children of military families around the world.

Research

NOCSAE is the leading nongovernmental source for research funding in the area of sport-related concussion. Since 2000, NOCSAE has invested more than \$3 million toward understanding sport-related concussions and supporting research by the foremost experts in sports medicine and science to develop and advance athlete safety. NOCSAE created the new Scientific Advisory Panel chaired by Dr. Robert Cantu, NOCSAE vice president and one of the nation's top sports concussion specialists. The committee will focus specifically on conducting and directing scientific research to help answer pivotal questions about concussion and helmet standards. NOCSAE has referred several multi-year concussion related grant proposals to the new committee for evaluation.

Funding

NOCSAE is an independent, nonprofit 501 (c)(3) organization which is funded primarily through licensing fees it charges to equipment manufacturers that want to certify or recertify equipment to the NOCSAE standards. Manufacturers and reconditioners are obligated by contract license agreement to test helmets to make sure they meet the NOCSAE standards and to provide independent, third-party validation of their certifications to the NOCSAE standard. Approximately 75 to 80 percent of all revenue collected from these license fees is reinvested into education and research to advance the science and safety of athletes.



National Operating Committee on Standards for Athletic Equipment

NOCSAE's sole focus as an independent, standard-setting body is to protect millions of athletes – young people and adults – all across the country.

- NOCSAE brings together multiple disciplines and broad areas of sport and scientific expertise to work together on behalf of athletes.
- Through its process, physicians and academic researchers, coaches and trainers and manufacturers come together to establish standards that are designed to keep athletes healthy.

NOCSAE has invested millions of dollars and tapped the knowledge of foremost experts in sports medicine and science to develop and advance the safety of athletic equipment – including helmets.

- NOCSAE is the leading nongovernmental source for research funding in all sports medicine and science related to concussion.
- Since 2000, NOCSAE has dedicated more than \$3 million toward understanding sport-related concussions and supporting research by the foremost experts in sports medicine and science to develop and advance athlete safety, and continues supporting large research grants in these areas.
- NOCSAE created a Scientific Advisory Panel chaired by Dr. Robert Cantu – NOCSAE vice president and one of the nation's top sports concussion specialists – which will focus specifically on conducting and directing scientific research to help answer pivotal questions about concussion and helmet standards.

NOCSAE is working hard to advance the science and its standards so that helmets can be even more protective.

- What NOCSAE will not do is make a decision to change standards that is not based on accepted science.
- To change the standard without science to support it would be irresponsible and endanger athletes.
- Athletes deserve to know that the equipment they use meets standards of performance based on the best available science – not someone's best guess.

NOCSAE has established the most rigorous standards for football helmets in the world.

- Since they were first adopted in 1973, NOCSAE has changed its football helmet standards numerous times, which has required helmets to meet more demanding tests.
- The companies who make or recondition helmets certified to NOCSAE standards MUST comply with those standards, and NOCSAE holds them to it.

While football helmets play an incredibly important role in protecting athletes in the field of play and are an important part of any potential reduction in concussions, they are not the only solution. Prevention, diagnosis, treatment, and management in return to play are equally important.

- Leagues must strictly enforce rules about helmet-to-helmet contact.
- Parents, coaches and trainers must recognize concussions and the symptoms of concussions on the field of play and treat them appropriately. They must follow medical advice and protocol in all decisions regarding when to return to play.



National Operating Committee on Standards for Athletic Equipment

Football Helmet Standards Overview

NOCSAE, the National Operating Committee on Standards for Athletic Equipment, is an independent and nonprofit standard-setting body with the sole mission to enhance athletic safety through scientific research and the creation of performance standards for protective equipment. Formed in 1969, NOCSAE is a leading force in the effort to improve athletic equipment and, as a result, reduce injuries. NOCSAE efforts include the development of performance and test standards for football helmets and facemasks, baseball and softball batters and catchers helmets, baseballs and softballs, ice hockey helmets, soccer shinguards, lacrosse helmets and facemasks and polo helmets.

New Helmet Certification

"Meets NOCSAE Standards"

Helmet manufacturers that want to certify that their helmet "Meets NOCSAE Standards" must enter into a contract with NOCSAE that obligates that company to:

- ✓ Test their helmets in accordance with NOCSAE performance and testing standards
- ✓ Provide data that demonstrates that their testing equipment is calibrated and functioning properly and to participate in a round-robin test system verification program
- ✓ Have a written quality control program regarding the NOCSAE protocol and data acquisition and analysis and maintain certification testing data for review by NOCSAE
- ✓ Annually submit their certified helmets to a third-party laboratory, specially accredited to international laboratory standards, for verification that their helmets in fact meet the NOCSAE standard as certified and to submit these third-party laboratory validation reports directly to NOCSAE

Manufacturer Certifies



Setting the Standard

NOCSAE helmet performance standards are based on accepted and recognized scientific data. By bringing together physicians, academic researchers, coaches, certified trainers, manufacturers and leading scientific experts, NOCSAE established standards that require testing football helmet performance across all levels of impact. Helmets either pass or fail the standard based on their ability to reduce impact forces to the head as measured by a Severity Index (SI) value. To pass the test, helmets must score less than 1200 SI at all impacts. NOCSAE standards are performance-based and are design neutral so that manufacturers are not restricted in design or engineering, allowing innovation in design.

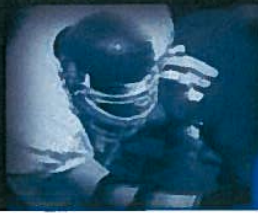
How Football Helmets Are Tested

NOCSAE's testing standards incorporate variable mass head forms and are the only helmet standards in the world to do so. The NOCSAE test standard involves mounting a football helmet on one of three different size and mass biofidelic head models that has been specially instrumented to measure the impact forces on the head, then dropping the helmet and headform onto a steel covered anvil with a ½-inch hard rubber pad. The helmet is dropped a total of 20 times, including: two drops from a height of 60 inches onto seven different locations, including one random location; two drops from 60 inches at high temperatures; and two drops each from 36 inches and 48 inches. A 60-inch drop is approximately the equivalent of a player running at 17.9 feet per second – more than 12 miles per hour – and hitting the helmet into a flat surface that stops the head in less than ⅛ inch. Impact force measurements are recorded by the test software to determine if the helmet passes the SI threshold and can be certified to the NOCSAE Football Helmet Standard.

Linear Impactor

Proposed Additional Test

In 2004, NOCSAE drafted a proposed revision to its helmet-testing standard that would allow helmets to be hit in additional directions and with different speeds, which NOCSAE believes will be necessary if scientists are able to identify a concussion specific addition to the NOCSAE standard. This "linear impactor" is an air-powered ram that was built from plans developed by the NFL and given to NOCSAE in a cooperative effort. Six prototype impactors are currently being tested in various laboratories around the country to establish repeatability and validity, which must be done before it can be included in the testing standards.



National Operating Committee on Standards for Athletic Equipment

Recertification of Reconditioned Helmets



When NOCSAE published new football helmet standards in 1973, All American Reconditioning began to test helmets they were reconditioning and found that 84 percent of all helmets currently in use and made before 1973 could not pass the NOCSAE test. As a result, NOCSAE established standards to retest and recertify football helmets that are being reconditioned so the original certification under the new standard could be maintained through the reconditioning process. There are currently 23 reconditioners nationally that are licensed by NOCSAE to recertify football helmets.

Recertification Requirements under the NOCSAE Standard

The NOCSAE recertification standards and recertification license agreement require the following:

The Facility: The testing laboratory at each reconditioning facility must be in a separate room apart from the general reconditioning work. The room must be temperature controlled at a specified range. Compliance also requires a written quality control protocol that includes issues such as sample selection and responses to test failures.

The Sample: Helmets selected for testing must be a statistically relevant sample of the helmets that particular facility will be recertifying. The helmets selected for testing must be tested prior to any reconditioning or repair work being done; in other words, they are tested in the condition they are in as they get off the bus from high school. Once the helmet is selected, it is tagged, tested and followed through the entire recertification process. That exact helmet is then tested again after it has finished the reconditioning process. No helmets that are represented by that sample may be recertified and returned to a school or club until the samples have passed the post-reconditioning testing.

The Test: Reconditioners use the same drop-testing equipment for recertification as is required for newly manufactured helmets. The entire testing process and protocol is controlled by NOCSAE computer software specifically designed to ensure that the recertification testing data is done correctly and that the testing data is valid and reliable. The software:

- ✓ Forces equipment calibration and recalibration both before and after helmets are tested. If the post-test calibration and validation fails, those helmet tests cannot be used for recertification, and they must be redone.
- ✓ Dumps all invalid test data generated as a result of a non-calibrated or invalid test into a special file for review by the NOCSAE technical advisor.
- ✓ Collects all valid and verified testing data – including date; time of day; temperature; SI results; helmet make and model, age and size; and the last year reconditioned – and stores it in a separate encrypted file, accessible only by specific personnel in the laboratory of the NOCSAE technical advisor.

Reconditioning: Once the pre-reconditioning test is complete, the helmet begins the reconditioning process.

Reconditioning includes the complete disassembly of all helmet parts, cleaning, sanitizing, replacement of worn parts and shell inspection. Helmets also may be repainted and have the faceguard, jaw pad and chin strap replaced. Once the helmet has finished the reconditioning process, the shell may be the only original part of the helmet that remains. In a helmet older than five years that has been regularly reconditioned, the only part of the helmet that is *actually* five years old is probably the shell. Helmet shells may not be replaced as part of the reconditioning process.

Recertification: When the sample helmets have passed the recertification tests, a recertification label is placed on the inside of the helmet with the current year's recertification date and a statement that the helmet has been recertified to the NOCSAE standard.

Round Robin: Reconditioners also must submit the testing system to a round-robin calibration program to validate that each reconditioning and recertification laboratory test rig is properly tuned and assembled. The data from round-robin calibration tests is submitted to the NOCSAE technical director in an encrypted file, where the data is examined for consistency and internal validation.

Additional Requirements: Licensed reconditioners are required to maintain a database of information detailing how helmets have been maintained, as well as provide testing data results to NOCSAE on a monthly basis – and in some cases weekly basis – during reconditioning season. NOCSAE analyzes this data and maintains a database of all recertification tests performed from all reconditioners licensed to recertify helmets. This data has been submitted by NOCSAE to independent statisticians for evaluation on matters such as sample relevancy, consistency and trend development.



National Operating Committee on Standards for Athletic Equipment



NOCSAE Standards Changes and Research Investment Timeline

NOCSAE, the National Operating Committee on Standards for Athletic Equipment, is an independent and nonprofit standard-setting body with the sole mission to enhance athletic safety through scientific research and the creation of performance standards for protective equipment. Formed in 1969, NOCSAE is a leading force in the effort to improve athletic equipment and, as a result, reduce injuries. For decades, NOCSAE has invested millions of dollars and tapped the knowledge of foremost experts in sports medicine and science to drive, develop and advance the safety of athletic equipment.

2011

Scientific Advisory Committee created to focus specifically on conducting and directing scientific research to help answer pivotal questions about concussion and helmet standards

2010

Multidisciplinary Concussion Task Force, chaired by Dr. Robert Cantu, NOCSAE vice president, created to bring together the nation's leading experts in all relevant scientific and medical fields to help identify and direct specific research to advance science and research in the area of concussion

Can anthropometric measurements explain gender differences in concussion rates among high school basketball, soccer and lacrosse players? R. Dawn Comstock, Ph.D., Assistant Professor Center for Injury Research and Policy

The effect of sport-related concussion on cognition, balance, symptoms and health-related quality of life in adolescent athletes, Tamara C. Valovich McLeod, Ph.D., ATC, Associate Professor, Athletic Training

Genetic risk factors for concussion, concussion severity and neurocognitive recovery from concussion in college football and soccer players, Tom Taniel, M.D.

2009

Evaluating changes in depression symptoms and neurocognitive impairments among male and female concussed high school and collegiate athletes, Tracey Covassin, Ph.D., ATC

Prospective investigation of sport-related concussion, relationship between biomechanical, neuroanatomical and clinical factors, Kevin M. Guskiewicz, Ph.D., ATC

Neuropathological and clinical consequences of repetitive concussion in athletes, Ann C. McKee, M.D. and Robert A. Stern, Ph.D.

2008

High school sports injury surveillance: monitoring rates and patterns of injury over time, R. Dawn Comstock, Ph.D., Research Institute at Nationwide Children's Hospital

Prospective evaluation of head impacts sustained by youth ice hockey players: part II, Kevin M. Guskiewicz, Ph.D., ATC; Professor and Chair, Department of Exercise and Sport Science, University of North Carolina at Chapel Hill

Characterizing concussion in boys' high school lacrosse: epidemiological, biomechanical and neuropsychological dimensions, Andrew E. Lincoln, Sc.D., MedStar Research Institute, Hyattsville, Md.

An investigation of the NOCSAE proposed linear impactor test protocol based on in-vivo measures of head impact acceleration, Joseph T. Gwin

2007

Gender differences in head impact acceleration in collegiate ice hockey, Richard M. Greenwald, Ph.D., Simba, Lebanon, N.H.

2006

In January 2008, NOCSAE changed the helmet standard to require that each NOCSAE licensee annually submit a report from an independent and accredited testing laboratory that the equipment certified by that licensee in fact did meet the NOCSAE standard. This verification requirement applies to all new equipment certified.

Motor evoked potential abnormalities following acute concussion among high school and collegiate athletes: relationship to post-concussive symptoms, neuropsychological test scores and balance error scores, Christopher D. Ingersoll, Ph.D., University of Virginia

2004

Acute effects and recovery after concussion in high school athletes: a clinical and functional magnetic resonance imaging (fMRI) study, Michael McCrea, Ph.D., ABPP, Waukesha Memorial Hospital, Waukesha, Wis.

The influence of environment and regular use on football equipment over a full season of participation and its relation to face mask removal efficiency, Erik E. Swartz, Ph.D., University of New Hampshire

2003

A new and updated data acquisition program was written and implemented for the re-certification of football helmets. A key feature of the new program provides an encrypted reporting format that limits the user's ability to modify test scores. The program requires, among other steps, that the pretest and posttest system checks be performed correctly or all helmet test data performed between these system checks becomes invalid. A temperature sensor incorporated in the software automatically invalidates all test data generated when the temperature of the test lab is outside the specified range.

By 2003 most of the laboratories testing to the NOCSAE standards were using the newest NOCSAE instrumented headform, the most biotactile headform available, which had been revised and upgraded several times, making the resulting data much more reliable and accurate.

KEY

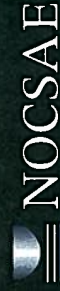
[] : Standard Change

[] : League Rule Change

Body : Research



National Operating Committee on Standards for Athletic Equipment



2002 – 2003

Catastrophic football injuries: 1984-2000 Frederick O. Mueller, Ph.D., University of North Carolina

Various types of football helmets, face masks and face mask loop straps and their effects on the efficiency of face mask removal. Erik E. Swartz, Ph.D., University of New Hampshire

2001

A comparison of traditional and computerized neuropsychological assessment of athletes prior to and following cerebral concussion. Ruben Echemendia, Ph.D., Pennsylvania State University, Pennsylvania State University, University Park, Penn.

Sudden death in sports: impacts, mechanism, prevention and treatment. Mark S. Link, M.D., New England Medical Hospitals, Boston, Mass.

1999

The new anthropometrically correct size medium headform was introduced. This change produced a more robust head model to prevent the excessive breaking of headforms that had resulted from the earlier changes made to the drop system that increased drop velocities and energies. This change created a head model that is less likely to break under normal use and resulted in a more demanding helmet test, particularly for impact sites located along the rear portion of the headform. After extensive tests were carried out on the new medium head model, the size small and large headforms were introduced in 2002.

Neuropsychological assessment of sports-related mild traumatic brain injury: a prospective multi-sport study. Ruben J. Echemendia, Ph.D., Department of Psychology, Pennsylvania State University, University Park, Penn.

A prospective study on injury assessment, return to play and outcome following concussion in athletes. Kevin M. Guskiewicz, Ph.D., University of North Carolina at Chapel Hill

The development of a system using triaxial accelerometers to measure head motion and energy exposure during high velocity vehicular impact. Stephen E. Olvey, M.D., University of Miami School of Medicine

1996

The pass/fail threshold value was changed from 1500 SI to 1200 SI, making the pass/fail criteria 20 percent harder and bringing it in line with the federal motor vehicle safety standards for head injury prevention in automobile occupant crash protection.

Limiting performance studies of sports helmets. Walter D. Pillekey, Ph.D., University of Virginia.

Effect of mild head injury on cognition and postural stability. Kevin Guskiewicz, Ph.D., University of North Carolina at Chapel Hill.

1995

Early prediction of severity of closed head injury in football accidents using neuropsychological testing, MRI and PET scanning. Howard H. Kaufman, M.D., West Virginia University School of Medicine.

Cervical spine protection: a comprehensive review. Manohar M. Panjabi, Ph.D. and Barry S. Myers, M.D., Ph.D.

The role of vertebral geometry and density, and the effectiveness of neck protective devices in cervical impact injuries. Merle Shea, M.S., Beth Israel Hospital, Boston, Mass.

1994

Mechanisms of head injury during freestyle ski jumping: a biomechanical analysis. Stephen C. Johnson, Ph.D., Orthopedic Biomechanics Institute, Salt Lake City, Utah

Biomechanics of second impact catastrophic brain injury. Glenn W. Kindt, M.D., University of Colorado Health Sciences Center.

1969 – 1993

1980 – The National Federation of State High School Associations required use of helmets certified to the NOCSAE standard.

1982 – An implementation of a scientifically proven calibration method of the NOCSAE headform using the 3 – inch MEP is introduced. Required calibration performed before testing, produces increased repeatability between laboratories. This change was mandatory for all NOCSAE licensees. The NOCSAE carriage assembly was made more rigid, and the air craft cable guide wires were replaced with smoother music wire. This decreased friction in the drop system and increased stability of the carriage assembly throughout the drop impact. A tapered bolt for locating the different impact sites was introduced. The test MEP was hardened from a 36 Shore A hardness natural rubber surface to a 43 Shore A hardness urethane to produce a more consistent impact surface. These changes resulted in significantly higher impact velocities and increased impact energies to the helmet, a more demanding test than in the previous standard. The impact energies and the velocities were increased to the point that sophisticated testing headforms were being broken and had to be redesigned and replaced at a cost of \$350,000.

1978 – National Collegiate Athletic Association rules mandated the use helmets certified to the NOCSAE standard.

1977 – NOCSAE adopted specific standards for recertifying helmets.

1973 – NOCSAE adopted football helmet standards.

1970 – The work of establishing a football helmet standard began.

Head and neck injury and injury prevention. Voigt R. Hodgson, Ph.D., Guardjahn-Liesner Biomechanics Lab, Dept. of Neurosurgery, Wayne State University School of Medicine, Detroit, Mich.

1989 – The National Operating Committee on Standards in Athletic Equipment was formed.

J&H ATHLETIC EQUIPMENT RECONDITIONING, INC.

324 E. CAPITAL AVE. -- P.O. BOX 1077

GRAND ISLAND, NE 68801

Email: customerservice@jhathletic.com

PH/FAX# (308)382-6481

Helmet Reconditioning/Recertification Process

1. **Receiving:** Helmet orders are received and logged in by customer name.
2. **Inspection:** At time of **TEAR DOWN** each helmet is inspected for date of manufacture to determine the age. A percentage of the helmets received are set aside to be drop tested according to NOCSAE standards. Facemasks and interior components are then removed from each helmet and placed in individual baskets so as to keep the same parts in the same shell.
3. **Write Up:** Each customer is given a code and each helmet a number. This code and # is marked in the shell and on the parts. The helmet style, size, color and date of manufacture is recorded along with the style and color of facemask that was attached to the helmet. Any parts that need to be replaced are marked down along with any special instructions eg: keep player name with helmet, keep school code in helmet, etc.
4. **Cleaning/Sanitizing:** The helmet shells get compound buffed, power washed and either shined up or sanded to be painted according to instructions given by customer. The interior components will have the air liners tested and then all parts will be cleaned/sanitized according to manufacturer recommendations.
5. **Application of required labels:** After helmet shells are cleaned/sanitized and shined up or painted, each shell receives the following labels:
Interior Labels: Recertification, Date Code, Warning, Helmet Manufacturer and Style
Exterior Labels: Warning, Size, NOCSAE logo, Initial Season of Use
6. **New Hardware:** Before helmets are reassembled, new stainless steel snap hardware for the chin straps are installed.
7. **Parts checking:** After the interior components are cleaned/sanitized, the parts for each helmet are gone through and any necessary replacement parts are placed in the basket of parts for each individual helmet. Then the helmet shell is matched to the parts basket according to the # assigned the helmet.
8. **Assembly:** The helmet parts are installed into the helmet shell and the facemask is attached using new stainless steel facemask attachment hardware.
9. **Blessing:** Before packaging, each helmet is checked over to ensure correct assembly of parts and all required labels are on the helmet. Each helmet is then applied with a bacteria inhibitor. The order is boxed and prepared for shipping or delivery.

What are the differences between district goals, board goals, and superintendent goals? The following chart illustrates those differences.

Goal Examples:

District Goal (long-term): 90% of total fourth of graders will be reading at a proficiency level.

Measurable Progress Indicator: ITBS tests will indicate 90% of all fourth graders will be at the 75th percentile or above in reading.

Superintendent Goal: The superintendent will provide leadership and oversee the selection, implementation and evaluation of staff development meeting district needs.

Measurable Progress Indicators:

- A report on district needs will be presented to the board.
- The superintendent will provide recommendations to the board for research-based staff development initiatives to address these needs.
- The superintendent will present to the board a plan indicating how staff development will be implemented and evaluated in the attendance centers.
- Regular reporting to the board will indicate effectiveness of staff development including: Training, mentoring or peer coaching.

Board Goal: Provide support in the area of reading.

Measurable Progress Indicators:

- The board will hear reports on student needs.
- The board will receive recommendations from staff on professional development initiatives which would address identified needs and approve a selected initiative.
- The board will direct resources (time and dollars) toward selected staff development which addresses identified district needs.
- The board will advocate within the community regarding the importance of support for staff development efforts.
- The board will hear reports back about the effectiveness of staff development efforts.

Superintendent Goals

List at least two, but we suggest no more than three, significant individual superintendent goals. These goals should be directly linked to district goals which are clearly aimed at improving student learning and the climate for student learning.

These goals should include the measurable progress indicators to be accomplished by the superintendent during the next 12 months. These are specific outcomes that will best move the system forward in achieving the district's long-term goals.

These goals should be approved by the board in consultation with the superintendent. The measurable progress indicators, or evidence the board can expect to see over the next year of progress toward the goals, should be suggested by the superintendent in consultation with the board and approved by the board. The measurable progress indicator should be clear and understood by both the board and superintendent.

This document will be part of the superintendent's ongoing evaluation throughout the year as well as included as part of the overall, year-end evaluation.

7.1 Goal: _____ Measurable Progress Indicator: _____ Measurable Progress Indicator: _____ Measurable Progress Indicator: _____ Measurable Progress Indicator: _____ Measurable Progress Indicator: _____
7.2 Goal: _____ Measurable Progress Indicator: _____ Measurable Progress Indicator: _____ Measurable Progress Indicator: _____ Measurable Progress Indicator: _____ Measurable Progress Indicator: _____
7.3 Goal: _____ Measurable Progress Indicator: _____ Measurable Progress Indicator: _____ Measurable Progress Indicator: _____ Measurable Progress Indicator: _____ Measurable Progress Indicator: _____

End of Year Review of Goal Attainment

Year-end review will require the board to provide supporting evidence for its goal attainment rating. Ongoing discussion of goal attainment, throughout the year, will assist board in providing this data.

7.1 Supporting Evidence of Goal Attainment: _____ _____ _____ _____	Goal Attainment Rating Weak - Average – Exemplary 1 - 2 - 3 - 4 - 5 <i>(Circle Appropriate Response)</i>
--	---

7.2 Supporting Evidence of Goal Attainment: _____ _____ _____ _____	Goal Attainment Rating Weak - Average – Exemplary 1 - 2 - 3 - 4 - 5 <i>(Circle Appropriate Response)</i>
--	---

7.3 Supporting Evidence of Goal Attainment: _____ _____ _____ _____	Goal Attainment Rating Weak - Average – Exemplary 1 - 2 - 3 - 4 - 5 <i>(Circle Appropriate Response)</i>
--	---

(Place a check (✓) in either the Satisfactory or Unsatisfactory column for each goal)

Job Responsibilities	Satisfactory	Unsatisfactory
Overall Standards		
Goal 1		
Goal 2		
Goal 3		
Goal 4		
Goal 5		

Summative Rating

--	--

Significant Achievements:

Areas for Growth:

Superintendent Comments:

Board Comments:

Superintendent's Signature: _____ Date: _____

Evaluation period: _____, 200_ to _____, 200_

Board President's Signature: _____ Date: _____

Iowa's School Leadership Standards and Criteria

Standard #1	An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Shared Vision) The administrator: a. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. b. Uses research and/or best practices in improving the educational program. c. Articulates and promotes high expectations for teaching and learning. d. Aligns and implements the educational programs, plans, actions, and resources with the district's vision and goals. e. Provides leadership for major initiatives and change efforts. f. Communicates effectively to various stakeholders regarding progress with school improvement plan goals.
Standard #2	An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Culture of Learning) The administrator: a. Provides leadership for assessing, developing and improving climate and culture. b. Systematically and fairly recognizes and celebrates accomplishments of staff and students. c. Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students. d. Monitors and evaluates the effectiveness of curriculum, instruction and assessment. e. Evaluates staff and provides ongoing coaching for improvement. f. Ensures staff members have professional development that directly enhances their performance and improves student learning. g. Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan. h. Promotes collaboration with all stakeholders. i. Is easily accessible and approachable to all stakeholders. j. Is highly visible and engaged in the school community. k. Articulates the desired school culture and shows evidence about how it is reinforced.

Standard #3	An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. (Management) The administrator: - Complies with state and federal mandates and local board policies. - Recruits, selects, inducts and retains staff to support quality instruction. - Addresses current and potential issues in a timely manner. - Manages fiscal and physical resources responsibly, efficiently and effectively. - Protects instructional time by designing and managing operational procedures to maximize learning. - Communicates effectively with both internal and external audiences about the operations of the school.
Standard #4	An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources. (Family and Community) The administrator: - Engages family and community by promoting shared responsibility for student learning and support of the education system. - Promotes and supports a structure for family and community involvement in the education system. - Facilitates the connections of students and families to the health and social services that support a focus on learning. - Collaboratively establishes a culture that welcomes and honors families and community and seeks ways to engage them in student learning.
Standard #5	An educational leader promotes the success of all students by acting with integrity, fairness and in an ethical manner. (Ethics) The administrator: - Demonstrates ethical and professional behavior. - Demonstrates values, beliefs and attitudes that inspire others to higher levels of performance. - Fosters and maintains caring professional relationships with staff. - Demonstrates appreciation for and sensitivity to diversity in the school community. - Is respectful of divergent opinions.
Standard #6	An educational leader promotes the success of all students by understanding the profile of the community, and responding to and influencing the larger political, social, economic, legal and cultural context. (Societal Context) The administrator: - Collaborates with service providers and other decision-makers to improve teaching and learning. - Advocates for the welfare of all members of the learning community. - Designs and implements appropriate strategies to reach desired goals.

Job Description

Title:	Superintendent of Schools
Job Goal:	To provide district-wide leadership in improving teaching and learning that increases achievement and promotes success of all students.
Qualifications:	1. Three years experience in teaching and three years experience in school administration totaling at least six years. 2. An earned Master's Degree with a major in educational administration; preferably, completion of one year of graduate work beyond the Master's Degree. 3. A valid license issued by the State Board of Education with a Superintendent/Area Education Agency Administrator endorsement. 4. Such alternatives to the above qualifications as the board may find appropriate and acceptable.
Reports to:	Board of Education
Supervises:	Directly or indirectly, every district employee.
Classification:	Exempt

Professional Responsibilities and Examples of Duties:

1. A superintendent is an educational leader who promotes the success of all students facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.
 - a. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
 - b. Uses research and/or best practices in improving the educational program.
 - c. Articulates and promotes high expectations for teaching and learning.
 - d. Aligns and implements the educational programs, plans, actions, and resources with the district's vision and goals.
 - e. Provides leadership for major initiatives and change efforts.
 - f. Communicates effectively to various stakeholders regarding progress with school improvement plan goals.
2. A superintendent is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development.
 - a. Provides leadership for assessing, developing and improving climate and culture.
 - b. Systematically and fairly recognizes and celebrates accomplishments of staff and students.

HEARTLAND COMMUNITY SCHOOLS
BOARD OF EDUCATION POLICY: JBA

OPTION ENROLLMENT PROGRAM

Any resident student of the District petitioning to transfer from this District to any other public school in the State of Nebraska shall be approved if the March 15 deadline for the next school year is met. If the deadline is not met, the deadline will not be waived unless the Board makes an exception for a special needs student.

It shall be the policy of this District to receive students on an option enrollment basis subject to the following:

1. If any program, class, or school building is unavailable to option students due to lack of capacity, the Board of Education shall pass a resolution to so declare, such resolution is to be made available to patrons at the regular business hours at the administrative offices of the District.
2. In the event a handicapped student is receiving services from this District pursuant to a contract with his or her resident District, it shall be the policy of this District to refuse a transfer pursuant to the option enrollment statutes of this State from the student's district of residence to this District.
3. In the event the number of applications received by this District as an option district would result in capacity of any program, class or building being exceeded under this policy, applications shall be considered in the order in which they were received until capacity as is herein described is reached. The Board shall not be obligated to grant an application once capacity has been reached in any program, class or building.

It shall be the policy of this district to establish pick up points within 5 miles outside the boundaries of this district for any option student without charge. Pick up points shall be established by the superintendent (or his/her designee) at a location or locations that are mutually most convenient for the district and the option student.

In addition, if an option student resides outside the 5 mile area (from the nearest boundary point of district), the Board may in its sole discretion, enter into an agreement with a parent or guardian of an option student to provide busing service for a fee to be not less than all costs of such transportation, beyond the 5 mile area, in a sum not less than as is described in Section 79-605 R.R.S., or in such greater amount as the Board may determine.

Adopted: June 7, 2000
Revised:

StudentsOption EnrollmentA. Process and Time Lines to Option In

For a student to attend [Name] 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 [Name] Public School District between September 1 and March 15 for enrollment during the following and subsequent school years (the "application period").

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

Provisions for Waiver of Application Deadline (Choose one or modify as desired):**Option 1 (Waiver unless at capacity):**

The application deadline will be waived by the School Board for applications to option into the [Name] Public School District, provided that the application contains a release approval from the resident district 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 Board 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.

Option 2 (No Deadline Waiver):

The application deadline will **not** be waived by the School Board for applications to option into the [Name] Public School District.

Option 3 (Limited Deadline Waiver):

The application deadline will **not** be waived by the School Board for applications to option into the [Name] Public School District, except in the following circumstances:

1. Siblings: The application deadline will be waived where the application is for a student who is the sibling of a student attending [Name] Public Schools as of the time the application is filed, provided the application is filed at least 30 days prior to the semester in which first enrollment is sought. A "sibling" for this purpose means a child who resides in the same household on a permanent basis with a student who is currently attending [Name] Public Schools and who has the same natural or adoptive parent or who is a stepbrother or stepsister.
2. Kindergarten: The application deadline will be waived where the application is for a student who is seeking to enroll and attend the Kindergarten grade level provided the application was filed on or before June 1 prior to the first semester of

the next school year.

3. Release Approval: For the foregoing exceptions, the application must contain a release approval from the resident district.
4. Other Conditions: The waiver of the deadline in the above circumstances does not require acceptance of the application, as such applications may be rejected for reasons other than late filing.
5. Capacity: For the foregoing exceptions, 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 Board 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.
6. Capacity for Late Filed Applications: Where an application is filed for enrollment in the same school year in which enrollment is sought, the “projected enrollment” determinations made pursuant to paragraph D shall be replaced with the “actual enrollment” as of the first day of school for the year of application, as determined by the Superintendent or the Superintendent’s designee, but only in the event such actual enrollment is higher than the projected enrollment. Actual enrollment shall include all students in attendance and all students registered to attend (even if not in actual attendance on the first day).

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 or the availability of appropriate special education programs 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.
2. Timeliness: An option enrollment application shall be rejected in the event the application is not filed on a timely basis and the filing deadline has not been waived.
3. Previous Option Enrollment: An option enrollment application shall be rejected in the event the student has previously filed an option enrollment application for enrollment in any School District and has had such application accepted, unless a statutory exception to the “one-time” rule is applicable to the student’s circumstance.

4. Other Reasons: An option enrollment application may be rejected in the event the Superintendent, the Superintendent's designee, or the School Board 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 [Name] 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 [Name] Public Schools, with priority to those 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 Board 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 or in any special education programs operated by this School District, based upon available staff, facilities, projected enrollment of resident students, projected number of students with which this School District will contract based on existing contractual arrangements, and availability of appropriate special education programs, 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.

E. Releases for Options Out

Provisions for Release (Choose one or modify as desired):

Option 1 (No Release):

A request for release of a resident student of the [Name] Public School District who

submits an enrollment option application after March 15 or any other statutory deadline will not be granted.

Option 2 (Release unless Expulsion is Pending):

A request for release of a resident student of the [Name] 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.

Option 3 (Release Conditions):

A request for release of a resident student of the [Name] Public School District who submits an enrollment option application after March 15 or any other statutory deadline will be granted only on the following conditions:

1. Kindergarten: A release will be granted where the application is for a student who is seeking to enroll and attend the Kindergarten grade level provided the application was filed on or before June 1 prior to the first semester of the next school year.
2. Siblings: A release will be granted where the application would allow the student to attend the same school as a sibling, provided the application is filed at least 30 days prior to the semester in which first enrollment is sought. A “sibling” for this purpose means a child who resides in the same household on a permanent basis with a student who is currently enrolled in the option district and who has the same natural or adoptive parent or who is a stepbrother or stepsister.
3. Educational Programming: A release will be granted where the needs of the student require the District to obtain additional staffing or equipment and it is in the best interests of the District and the student to enroll in the option district. The determination of whether this condition is met shall be made by the Superintendent or the Superintendent’s designee.
4. No Pending Expulsion: The deadline shall not be waived 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.

The Superintendent or the Superintendent’s designee is hereby authorized to execute such releases on behalf of the School Board and the School District, subject to subsequent ratification by the School Board.

F. Notification of Acceptance or Rejection

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

If an option enrollment application or a request for release is rejected by the [Name] 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.

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

As part of the option enrollment program, the administration shall make information about the [Name] Public Schools and its school, programs, policies and procedures available to

all interested persons and shall have a copy of the option enrollment policy and regulations available at each school building.

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

Date of Adoption: [Insert Date]

HEARTLAND COMMUNITY SCHOOLS
BOARD OF EDUCATION POLICY: JBB

ADMISSION REQUIREMENTS

Minimum Age:

A child shall be eligible for admission into kindergarten at the beginning of the school year if the child is five years of age or will be five years of age on or before July 31 of the current school year.

The board of education may admit a child who will reach the age of five between August 1 and October 15 of the current school year if the parent or guardian requests such entrance and provides for the assessment. At a minimum, eligibility for the exception shall be based upon an analysis of the child's (1) mental ability, (2) emotional/social development, (3) pre academic skills, and (4) fine motor skills.

Graduates:

A student who has received a high school diploma or received a General Equivalency Diploma shall not be eligible for admission or continued enrollment.

Age 21:

A student shall not be admitted or continued in enrollment after the end of the school year in which the student reaches the age of 21. The school year for this purpose ends at the last day of instruction for graduating seniors.

Birth Certificate, Physical, and Immunization

The parents or legal guardian shall furnish:

- (1) A certified copy of the student's birth certificate issued by the state in which the child was born, prior to admission of a child for the first time. Other reliable proof of the child's identity and age, accompanied by an affidavit explaining the inability to produce a copy of the birth certificate, may be used in lieu of a birth certificate. An affidavit is defined as a notarized statement by an individual who can verify the reason a copy of the birth certificate cannot be produced.
- (2) Evidence of a physical examination by a physician, physician assistant, or nurse practitioner, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement refusing a physical examination.
- (3) Evidence of protection against measles, mumps, rubella, poliomyelitis, diphtheria, pertussis, and tetanus, and other diseases as required by applicable law, by immunization, prior to enrollment, unless the parent or legal guardian submits a written statement refusing immunization or meets other exceptions established by law.

HEARTLAND COMMUNITY SCHOOLS
BOARD OF EDUCATION POLICY:

JBB

(continued)

Enrollment of Expelled Students

If a student has been expelled from any public school district in any state, or from a private, denominational, or parochial school in any state, and the student has not completed the terms or time period of the expulsion, the student shall not be permitted to enroll in this school district until the expulsion period from such other school has expired, unless the School Board of this school district in its sole and absolute discretion upon a proper application approves by a majority vote the enrollment of such student prior to expiration of the expulsion period. As a condition of enrollment, the School Board may require attendance in an alternative school, class or educational program pursuant to Nebraska law until the terms or time period of the original underlying expulsion are completed. A student expelled from a private, denominational, or parochial school or from any public school in another state, will not be prohibited from enrolling in the public school district in which the student resides or in which the student has been accepted pursuant to the enrollment option program for any period of time beyond the time limits placed on expulsion, pursuant to the Student Discipline Act of Nebraska, or for any expulsion for an offense for which expulsion is not authorized for a public school student under such Nebraska Act. For purposes of this policy, the term expulsion or expelled includes any removal from any school for a period in excess of twenty (20) school days.

Legal Reference: Neb. Rev. Stat. 79-214
 Neb. Rev. Stat. 79-217 to 79-223
 Neb. Rev. Stat. 79-266.01

Adopted: July 12, 2004

5xxx - ADMISSION REQUIREMENTS

Minimum Age:

A child shall be eligible for admission into kindergarten at the beginning of the school year if the child is five years of age or will be five years of age on or before July 31 of the current school year.

The board of education may admit a child who will reach the age of five between August 1 and October 15 of the current school year if the parent or guardian requests such entrance and provides for the assessment. At a minimum, eligibility for the exception shall be based upon an analysis of the child's (1) mental ability, (2) emotional/social development, (3) pre academic skills, and (4) fine motor skills.

Graduates:

A student who has received a high school diploma or received a General Equivalency Diploma shall not be eligible for admission or continued enrollment.

Age 21:

A student shall not be admitted or continued in enrollment after the end of the school year in which the student reaches the age of 21. The school year for this purpose ends at the last day of instruction for graduating seniors.

Birth Certificate, Physical, and Immunization

The parents or legal guardian shall furnish:

- (1) A certified copy of the student's birth certificate issued by the state in which the child was born, prior to admission of a child for the first time. Other reliable proof of the child's identity and age, accompanied by an affidavit explaining the inability to produce a copy of the birth certificate, may be used in lieu of a birth certificate. An affidavit is defined as a notarized statement by an individual who can verify the reason a copy of the birth certificate cannot be produced.
- (2) Evidence of a physical examination by a physician, physician assistant, or nurse practitioner, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement refusing a physical examination.
- (3) Evidence of protection against measles, mumps, rubella, poliomyelitis, diphtheria, pertussis, and tetanus, and other diseases as required by applicable law, by immunization, prior to enrollment, unless the parent or legal guardian submits a written statement refusing immunization or meets other exceptions established by law.

Enrollment of Expelled Students

If a student has been expelled from any public school district in any state, or from a private,

Policy IN - Initiations, Hazing, Secret Clubs and Outside Organizations

Initiations. Initiations by classes, clubs or athletic teams are prohibited except with the approval of the administration. Any student who engages in or encourages initiations that have not been approved by the administration is subject to disciplinary action, up to and including denial of any or all school privileges and expulsion.

The administration may only give consent to initiation activities that are consistent with student conduct expectations and that do not present a risk of physical or mental injury or belittlement.

Hazing. Hazing by classes, clubs, athletic teams or other student organizations are prohibited. Hazing means any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership with any school organization. Such prohibited hazing activities include but are not limited to whipping, beating, branding, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, sexual conduct, nudity, or any brutal treatment or the performance of any act which endangers the physical or mental health or safety of any person. Hazing is prohibited even though the person who has been the subject of the hazing consents to the activity. Any student who engages in or encourages hazing is subject to disciplinary action, up to and including denial of any or all school privileges and expulsion.

Secret Organizations. It is unlawful for students to participate in or be members of any secret fraternity or secret organization that is in any degree a school organization. Any student who violates this restriction is subject to disciplinary action, up to and including denial of any or all school privileges and expulsion.

Outside Organizations. It is unlawful for any person, whether a student of the District or not, to enter upon the school grounds or any school building for the purpose of rushing or soliciting, while there, any student to join any fraternity, society, or association organized outside of the schools. Any person who violates this restriction is subject to criminal prosecution and removal and exclusion from school grounds.

Legal Reference: Neb. Rev. Stat. §§ 79-2,101 to 79-2,103
 Student Discipline Act, Neb. Rev. Stat. §§ 79-254 to 79-296
 Reference Neb. Rev. Stat. §§ 28-311.06 to 28-311.07 (post-secondary)

Date of Adoption:

Policy IDB - Assessments—Academic Content Standards

The Board of Education adopts the academic content standards of the State Board of Education (“State Board”). The adoption of the academic content standards includes the Language Arts (reading and writing) standards that were adopted by the State Board on December 11, 2008 and revised by the State Board on April 2, 2009, the Mathematics standards that were approved by the State Board on October 8, 2009, the Science standards that were adopted by the State Board on October 6, 2010 and the Social Studies standards that were adopted by the State Board on December 7, 2012.

Unless other action is taken, the Board of Education adopts the standards of the State Board as such standards are subsequently adopted or amended by the State Board.

The administration shall be responsible for implementing assessments on the state standards in accordance with the procedures established by the State Board and the Department of Education, including conducting assessments in the same subject areas and the same grade levels as established in the state standards, and the reporting of scores and sub-scores.

This policy does not supersede the existing standards adopted by the Board of Education except as set forth herein.

Adopted:

Legal Reference: Neb. Rev. Stat. §§ 79-760 to 79-760.05

Date of Adoption: [Insert Date]

**Minutes for
Heartland Community Schools
Board of Education Regular Meeting**

June 10, 2013 8:00 PM
Conference Room

MISSION STATEMENT: Heartland Community Schools - Henderson/Bradshaw is dedicated to educating all students by providing challenging opportunities to learn according to individual needs.

Attendance Taken at 8:18 PM:

Present Board Members:

Mr. Kent Allen
Mr. Gary Braun
Mr. Paul Brune
Mr. Boyd Stuhr
Mrs. Debra Wilhelm

Absent Board Members:

Mr. Glenn Larson

1. Preliminary Procedures

1.1. Call to Order

1.2. Public Notice of the Meeting

1.3. Roll Call

Discussion:

Glenn Larson was excused from the meeting.

2. Public Comments on Agenda Items

3. Public Comments on Topics Not on the Agenda

4. Reports

4.1. Superintendent's Report

5. Discussion Items

5.1. Online and Dual Credit Coursework

Discussion:

Mr. Best updated board on various online and dual credit options for students. The current policy was also reviewed. Overall consensus is to continue to encourage students to stretch their abilities without substituting courses that we currently offer in-house.

5.2. Summer project update

Discussion:

Mr. Best discussed the progress on carpet projects, 90% technology has been ordered and hi-speed wire being strung in the building.

6. Old Business

7. New Business

7.1. Consider moving July meeting date

Motion Passed: To move the regular July school board meeting to July 15, 2013 at 8:00 P.M. passed with a motion by Mr. Boyd Stuhr and a second by Mr. Gary Braun.

Mr. Kent Allen	Yes
Mr. Gary Braun	Yes
Mr. Paul Brune	Yes
Mr. Glenn Larson	Absent
Mr. Boyd Stuhr	Yes
Mrs. Debra Wilhelm	Yes

7.2. Set lunch and breakfast prices

Motion Passed: To set lunch and breakfast prices as presented passed with a motion by Mr. Gary Braun and a second by Mr. Boyd Stuhr.

Mr. Kent Allen	Yes
Mr. Gary Braun	Yes
Mr. Paul Brune	Yes
Mr. Glenn Larson	Absent
Mr. Boyd Stuhr	Yes
Mrs. Debra Wilhelm	Yes

7.3. Proposed handbook changes

Motion Passed: To approve the elementary and secondary handbook changes as proposed for the 2013-14 school year passed with a motion by Mr. Kent Allen and a second by Mrs. Debra Wilhelm.

Mr. Kent Allen	Yes
Mr. Gary Braun	Yes
Mr. Paul Brune	Yes
Mr. Glenn Larson	Absent
Mr. Boyd Stuhr	Yes
Mrs. Debra Wilhelm	Yes

7.4. Consideration of Network Safety and Acceptable Use Policy

Motion Passed: To approve the first and second reading of Policy # IMD Network Safety and Acceptable Use Policy passed with a motion by Mr. Gary Braun and a second by Mr. Kent Allen.

Mr. Kent Allen	Yes
Mr. Gary Braun	Yes
Mr. Paul Brune	Yes
Mr. Glenn Larson	Absent
Mr. Boyd Stuhr	Yes
Mrs. Debra Wilhelm	Yes

7.5. Consideration of Internet Use and Filtering Policy

Motion Passed: To approve the first and second reading of Policy # IMD-A Internet Use and Filtering passed with a motion by Mr. Boyd Stuhr and a second by Mrs. Debra Wilhelm.

Mr. Kent Allen	Yes
Mr. Gary Braun	Yes
Mr. Paul Brune	Yes
Mr. Glenn Larson	Absent
Mr. Boyd Stuhr	Yes
Mrs. Debra Wilhelm	Yes

7.6. Technology Use Agreement Handbook

Motion Passed: To approve the Technology Use Agreements Handbook as revised passed with a motion by Mr. Kent Allen and a second by Mr. Gary Braun.

Mr. Kent Allen	Yes
Mr. Gary Braun	Yes
Mr. Paul Brune	Yes
Mr. Glenn Larson	Absent
Mr. Boyd Stuhr	Yes
Mrs. Debra Wilhelm	Yes

7.7. Superintendent Evaluation

Discussion:

President Paul Brune declared the board in executive session at 9:30 p.m. to discuss Superintendent evaluation.

Motion Passed: Motion to come out of executive session at 9:51 p.m. passed with a motion by Mr. Paul Brune and a second by Mr. Gary Braun.

Mr. Kent Allen	Yes
Mr. Gary Braun	Yes
Mr. Paul Brune	Yes
Mr. Glenn Larson	Absent
Mr. Boyd Stuhr	Yes
Mrs. Debra Wilhelm	Yes

8. Future Agenda Items

8.1. 2013-2014 Superintendent Evaluation Tool

Discussion:

A sub-committee of the board set a meeting date to begin development of a new superintendent evaluation tool.

9. Consent Agenda

Motion Passed: Motion to approve the consent agenda passed with a motion by Mr. Kent Allen and a second by Mrs. Debra Wilhelm.

Mr. Kent Allen	Yes
Mr. Gary Braun	Yes
Mr. Paul Brune	Yes
Mr. Glenn Larson	Absent
Mr. Boyd Stuhr	Yes
Mrs. Debra Wilhelm	Yes

9.1. Approval of Minutes

9.2. Approval of Treasurer's Report

9.3. Approval of Claims

9.4. Financial Reports

9.5. Out of State Travel Requests

10. Adjournment

Discussion:

The next scheduled meeting to be held on July 15, 2013 at 8:00 p.m.

Board President

Board Secretary